THE UNIVERSITY OF TENNESSEE

February 16, 2023

Members present: Meschke, L. (Chair), Alshibli, K., Aydeniz, M., Ayo, A., Cathey, A., Chaffin, K., Chappell, L. (Graduate Student Senate Vice President), Cho, M., Dickerson, A., Fathy, A., Fields, G. (Graduate Student Senate President), First, J., Frimu, R., Gao, Y., Geidner, N., Gerhold, R., Guo, H., Hewett, K., Jalata, A., Kaplan, G., Kleine, S., Laursen, S., Lim, J., Love, A., Mannik, J., Marshall, S., McCord, R., Misawa, M., Mohsin, M., Neal, A., Palies, P. (UTSI), Rosenbaum, B., Sachs, A., Summers, J., Thompson, P., (Graduate Council Chair-elect), Uzonyi, G., Vogiatzis, K., Wang, T.

Ex-Officio members present: Ambroziak, K., Boulet, T., Collins, C., Gordon, K., Gramling, J., Kupritz, V., McConville, B., Mercer, H., Neisler, G., Odoi, A. Ohnesorg, S., Schaeffer, S., Scheb, J., Stier, J., Steele, J., Sullivan, M., Thompson, D., Cox, C.

1. Call to Order and Welcome (Laurie Meschke)

The Graduate Council Zoom meeting was called to order by Graduate Council Chair, Laurie Meschke on Thursday, February 16, 2022, at 3:00 p.m.

2. Minutes of the Preceding Meeting

Meschke reported the December 1, 2022, Graduate Council Minutes were approved electronically on December 20, 2022.

3. Committee Reports

- **Academic Policy Committee** (Siris Laursen, chair) ***Attachment 1***

  We have two APC items coming forward to Graduate Council.

  1. Graduate Catalog cleanup language for admissions requirements for international students.
  2. Graduate Catalog cleanup language for conditional admission registration.

  Vote: Graduate Council voted: Voting results were unanimous for both items.

- **Appeals Committee** (Phyllis Thompson, chair)

  We are in the process of reviewing one appeal.

- **Curriculum Committee** (Avigail Sachs, chair) ***Attachment 2***

  At the February 2, Graduate Curriculum Committee meeting, we reviewed all the changes. All items were approved as reported and are recommended to Graduate Council for approval.

  Vote: Graduate Council voted: Voting results were unanimous for both items.

- **Student Faculty Research Awards** (Dixie Thompson, chair)

  - The spring 2023 deadline for SFRA applications was February 10.

4. Administrative Reports and Announcements:

Deans Update: (Dixie Thompson)

- Graduate Hooding – May 20 at 7PM. First time in recent memory that we've had the Graduate Hooding on Saturday evening. Please help encourage attendance.
- For students graduating in spring, the preliminary drafts of the thesis and dissertation must be submitted by February 24, 2023. Details are on the Graduate School website.
- Call for Graduate Hooding speakers has been sent to Graduate Associate Deans. If you have someone that you would like considered for this honor, contact the Graduate Associate Dean in your college. Nominations are due in the Graduate School by March 20, 2023.
- Spring Student/Faculty Research Awards have been received. The committee will meet in March to determine awardees.
- A call for the next class of SEC Emerging Scholars has been announced. Please share this opportunity with your late-stage PhD students to determine their interest in this opportunity. Details are on the Graduate School website.
- Graduate and Professional Student Appreciation Week (GPSAW) is March 27-31, 2023. Please look for ways to celebrate your students during that week. University-wide announcements about events will be published soon. The 3-Minute Thesis competition is a part of the activities. It will be held beginning at 1:30PM on March 29 in SU 169.
- Spring DGS workshop is March 8.
- We hope to hear some Curriculog updates from the Office of the University Registrar at our March 9 meeting of Graduate Council.

Graduate Student Senate Update (George Fields, GSS President)

- Travel Awards: During the travel period for March 1 thru April 30, we awarded 87 students totaling $47,525, with an average award of $560.00. Our next travel period is between May 1 and August 31 and we have $99,925 left to allocate. We recognize that travel is more frequent during the summer months and we encourage eligible graduate and professional students to apply. To date, for this academic year, we have award 272 students with a total of $150,75.00. With the average award being $550.00. The deadline for the final travel period is April 1, 2023. Questions can be directed to gsstravel@utk.edu.
- Initiatives: GSS is focused on making the cost of living for graduate students affordable. As noted before, we need to recognize as a university the reality that graduate students cannot be their best and contribute to the university to their fullest capacity when they are struggling to find housing, facing disproportionately higher degrees of food insecurity, etc. To that end, the GSS is pursuing resolutions focused on increasing graduate stipends to keep pace with the economic conditions (including the high rates of inflation and increases in the costs of living since minimums for graduate stipends were set in fall 2021), securing affordable housing, and addressing major concerns related to how space is used and allocated on campus, including issues related to office space for graduate students and parking.
- GPSAW - Graduate and Professional Student Appreciation Week is March 27-31. GSS will host a banquet to recognize recipients of the annual GSS Awards. Nominations are open now through February 23, 2023. There are eight unique awards. These awards recognize the fantastic work our colleagues are doing, as well as the dedication and commitment toward graduate students by faculty, staff, and organizations. See GSS website for details and the link to fill out the form.

Graduate Council Chair (Laurie Meschke)

- Dr. Phyllis Thompson, our chair elect, will be reaching out to recruit candidates for the election of the 2023-2024 Chair-elect for the Graduate Council. This position is a three-year commitment with the first year as chair elect, the second as chair, and the third year as past chair. The chair elect serves as the chair of the Appeals Committee. Dr. Phyllis Thompson has also taken a very active role in attending most of the committee meetings associated with the Graduate Council. Meschke thanked Dr. Thompson for her service this year and her great commitment to developing a solid understanding of the committees associated with the Graduate Council.

- Meschke introduced the effort to revise the by-laws. This special committee was chaired by Dr. Stefanie, Ohnesorg, the previous chair of the Graduate Council. The committee members included Dean Dixie Thompson and the Executive Committee that includes Drs. Laursen, Thompson, Sachs, and myself. Meschke thanked all who participated in the process and shared a very special thanks for Dr. Ohnesorg who meticulously prepared the document. Today we will review this document and vote on some specific changes within the document. In March, the Graduate Council will revisit a fully revised version of the bylaws and vote on the overall document. This will allow for two readings of the document and allow more time for processing the changes. I will be sharing my screen to ensure further suggested edits are accurately captured.

Revision to the Bylaws. Stefanie will give an update.

S. Ohnesorg: The last edits of the Bylaws were in 2009. So the committee had not just the GC Bylaws to review but also other committees associated with the GC Bylaws, such as Faculty Senate Bylaws.

With Ohnesorg's explanation of the edits and changes, Graduate Council reviewed the draft of the revised Bylaws. After review and discussion, Graduate Council voted on three items of cleanup.

Poll 1: Line item, 23a (faculty membership). Keep text as is. Poll results: Yes, 78%, No, 19%, Abstain, 3%.

Poll 2: Line item, 23e (table for enrollment numbers). Vote for shorter table or longer table. Poll results: Shorter table has 53%, longer table has 30%, abstain 17%.

Poll 3: Line item 28 (committee chair appointments). Option A: determine before first meeting. Option B: determine at the first fall meeting. Poll results: Option A, 44%. Option B, 53%, Abstain, 3% abstain.

Poll 4: Line 25 (re-election of chair-elect). Remove language to re-elect chair elect. Yes, remove 93%.

Ohnesorg: Thank you to everyone for your review, the discussion, and the voting today. I will make the changes and we will have a clean document to review at our next meeting.

L. Meschke: Thank you, Stefanie, for your leadership and work on this project.

D. Thompson: Thank you, Stefanie, for your thorough review of the Bylaws.

Any items from the floor for consideration?

With no further comments or questions, may I have a motion to adjourn our meeting? Second? Thank you everyone for attending our meeting.

The meeting adjourned at 4:30 p.m.

Respectfully submitted,

Catherine Cox
Graduate Council Liaison

Attachment 1

REPORT OF THE ACADEMIC POLICY COMMITTEE MEETING
Thursday, January 26, 2023
3:45 – 5:00 p.m., Zoom Meeting

Committee members present: Siris Laursen (Chair), George Fields (GSS President), Rodica Frimu, Adam Love, Mohammed Mohsin, Katherine Montgomery, Chris Pickart, and Allyson Neal.

Other attendees: Carl Collins, Dixie Thompson, Phyllis Thompson, and Catherine Cox (Graduate Council Liaison).

Agenda Items:

I. Catalog cleanup language for Admission Requirements for International Students.

II. Catalog cleanup language for Conditional Admission Registration

Siris Laursen called the meeting to order at 3:30 p.m.

D. Thompson: the two items coming forward to APC for consideration today are catalog cleanup changes for admissions procedures policy in the Graduate Catalog. Carl Collins, the associate dean in Graduate Admissions noticed a discrepancy in what was showing as policy and the actual procedure in Graduate Admissions for international students.

I. Admission Requirements for International Students

Background: as students submit their application and apply to UT, we will accept unofficial transcripts for consideration and review. Therefore, the departments can review the applications with an unofficial copy and make a decision if the student is admissible. For those students who are admitted and enroll in classes, their letter of admission shows they are "conditionally admitted" pending final degree notification. The students have that first semester to submit their official transcripts and upon receipt of those official transcripts, we will clear them to register for the next semester. However, we had in policy that international students could not submit unofficial transcripts. But, in practice, we did allow the same process for both domestic and international students. Carl talked with the Center for Global Engagement (CGE) and they confirmed it is not a problem to conditionally admit international students. But, the admission needs to be finalized within their first semester. Our recommendation is to clean up the language in the catalog to show the correct policy.

See suggested changes below. Strikethrough shows text to delete. Red font shows text to be added or replaced.

Catalog text to revise:

Admission Requirements for International Students

1) Revise the first paragraph to match the catalog language with the first paragraph for domestic students' admission.

   Admission to graduate study requires a bachelor's degree with a satisfactory grade point average (GPA) from a college or university accredited by the appropriate ~~accrediting agency or foreign equivalent~~ regional accrediting agency, an institution accredited by another organization recognized by the Council on Higher Education Accreditation (CHEA), or foreign equivalent.

2) Revise wording in the fifth paragraph to remove dated language and revise the application deadline heading.

   International students may apply for admission any semester ~~but normally enter the fall semester~~. Individual departments and colleges may have further restrictions on admission dates. For this information, students should contact the department they wish to enter. If a student does not enroll within one year

after the requested admission, the application process must be repeated. The application submission deadlines for applications from non-domestic applicants to the Office of Graduate Admissions are:

Semester of Initial Enrollment	Application Submission Deadline
Fall	February 1
Spring	June 15
Summer	October 15

3) Revise wording in the ninth paragraph, remove tenth paragraph, and revise application deadline heading.

International students must provide documentation of financial resources to cover the cost of attending UT. Submission of Confirmation of Financial Resources must be received by the Center for Global Engagement (CGE) prior to the issuance of an I-20 or DS-2019 form. The I-20 or DS-2019 is then used to obtain a visa. All required admissions materials MUST be submitted no later than the dates below. The university will not issue the I-20 or DS-2019 if all admissions materials (including the documentation of financial resources) are not received by the following dates:

~~The university will not issue the I-20 or DS-2019 after the following dates~~:

Semester of Initial Enrollment	Completed Application Deadline
Fall	May 15
Spring	October 1
Summer	February 15

II. Catalog cleanup for Conditional Admission Registration

Conditional Admission Registration
Conditionally admitted students are those who have submitted all required materials except for official transcripts and have been recommended by the department for admission. ~~Applicants who appear to meet the admission requirements for graduate study~~ Conditionally admitted students may be allowed to register for an initial term ~~after submitting the Graduate Application for Admission form and application fee~~. This initial semester of enrollment provides additional time to submit ~~Time is allowed to obtain~~ official transcripts ~~and additional requirements for admission~~. Students who fail to ~~gain admission~~ provide official transcripts and gain full admission within seven weeks after ~~registration~~ beginning enrollment will not be permitted to register again until all admission requirements are met. ~~International students may not register until all required materials, including official transcripts, have been submitted.~~

These proposals are open for questions and discussion.

- With some slight discussion, the committee was ready to vote.

A poll was launched to vote yes, no, or abstain to approve the catalog edits for the Admission Requirements for International students.

VOTE: unanimous vote of yes to approve the catalog edits.

A poll was launched to vote yes, no, or abstain to approve the catalog edits for the Conditional Admission Registration.

VOTE: unanimous vote of yes to approve the catalog edits.

Are there other topics to bring forward to APC today?

George Fields, GSS President, shared the Graduate Student Housing Task Force met and recommended to standardize the admissions process for graduate students across the university to help students secure housing. George will keep us updated as this discussion continues.

With no further discussion, the meeting adjourned at 4:00.

Respectfully submitted,

Catherine Cox
Graduate Council Liaison

Attachment 2

Graduate Curriculum Committee Meeting Report
Zoom Meeting
Thursday, February 2, 2023

Members present: Avigail Sachs (Chair), Mehmet Aydeniz, Leighton Chappell (GSS Vice President), Amy Cathey, Moonhee Cho, Jennifer First, Sibyl Marshall, Kim Newkirk, Paul Palies, Gary Uzonyi.

College representatives present: Herbert College of Agriculture, John Stier; College of Architecture and Design, Katherine Ambroziak; College of Arts and Sciences, Brendan McConville; Haslam College of Business, Amy Cathey; College of Communication and Information, Virginia Kupritz, Suzie Allard, Courtney Childers, Nick Geidner, Jon Hess, and Mike Kotowski; College of Education, Health, and Human Sciences, Kristina Gordon; Tickle College of Engineering, Toby Boulet; College of Law, Sibyl Marshall; College of Social Work, Jennifer First; Intercollegiate, Comparative and Experimental Medicine, Agricola Odoi; College of Veterinary Medicine, Misty Bailey and Keri Boyd; Baker Center for Public Policy, John Scheb and Marianne Wanamaker.

Other attendees: Carl Collins (Graduate School/Admissions); Jennifer Gramling and Josh Steele (VOLS online); Laurie Meschke (Graduate Council Chair); Dixie Thompson (Dean of the Graduate School), Phyllis Thompson (Graduate Council chair-elect); and Catherine Cox (Graduate Curriculum Coordinator).

Dr. Dixie Thompson, called the Zoom meeting to order at 2:00 p.m.

After review and discussion of all the college/unit submissions, the following curriculum proposals were approved as presented for recommendation to Graduate Council.

Herbert College of Agriculture

Course adds: 5
Course drops: 9
Course revisions: 11 course changes = 25

Normal proposals to revise program requirements

College of Architecture and Design

Course adds: 4 (course adds associated with new School of Design)
Course drops: 0
Course revisions: 0 course changes = 4

Add School of Design to the Graduate Catalog

College of Arts and Sciences

Course adds: 23
Course drops: 21
Course revisions: 46 course changes = 90

Move Life Sciences courses and the MS and PhD programs from CAS to the Bredesen Center

School of Art

Add Certificate: Cinema Studies

Department of Microbiology

Add Certificate: Cell Biology Imaging and Quantification

Add Certificate: Biomolecular Analysis

Add Certificate: Field Biology Analytical Techniques

Add Certificate: Bio-Mathematical and Statistical Analysis

Department of Modern Foreign Languages and Literatures

Add Certificate: Translation Studies

School of Music

Add Certificate: Artist Certificate in Brass Performance

Add Certificate: Artist Certificate in Voice Performance

Haslam College of Business

Course adds: 5
Course drops: 2
Course revisions: 4 course changes = 11

Normal proposals to revise program requirements

College of Communication and Information

Course adds: 19
Course drops: 0
Course revisions: 19 course changes = 38

No program curricular changes submitted

College of Education, Health, and Human Sciences

Course adds: 41
Course drops: 37
Course revisions: 43 course changes = 121

Department of Child and Family Studies

Drop Concentration: Teacher Licensure (PreK-3), Child & Family Studies Major, MS

Add Concentration: Early Childhood Education Integrated (PreK-3), Child & Family Studies Major, MS

Department of Educational Leadership and Policy Studies

Three programs and two certificates are moving (being dropped) from the Department of Educational Psychology and Counseling and will be moved (added) to the Department of Educational Leadership and Policy Studies.

<u>Drop from EPC Department</u>:

Education Major, MS, Evaluation Methodology concentration
Educational Psychology and Research Major, PhD, Adult Learning concentration
Educational Psychology and Research Major, PhD, Evaluation, Statistics, and Methodology concentration
Evaluation, Statistics, and Methodology Certificate
Qualitative Research Methods in Education Certificate

<u>Add to ELPS Department</u>:

Education Major, MS, Evaluation Methodology concentration
Education Major, PhD, Adult and Continuing Education concentration
Evaluation, Statistics, and Methodology Major, PhD - *pending THEC approval*
Evaluation, Statistics, and Methodology Certificate
Qualitative Research Methods in Education Certificate

Department of Educational Psychology and Counseling

Three programs and two certificates are moving (being dropped) from the Department of Educational Psychology and Counseling and will be moved (added) to the Department of Educational Leadership and Policy Studies.

Drop from EPC Department:

Education Major, MS, Evaluation Methodology concentration
Educational Psychology and Research Major, PhD, Adult Learning concentration
Educational Psychology and Research Major, PhD, Evaluation, Statistics, and Methodology concentration
Evaluation, Statistics, and Methodology Certificate
Qualitative Research Methods in Education Certificate

Add to ELPS Department:

Education Major, MS, Evaluation Methodology concentration
Education Major, PhD, Adult and Continuing Education concentration
Evaluation, Statistics, and Methodology Major, PhD - *pending THEC approval*
Evaluation, Statistics, and Methodology Certificate
Qualitative Research Methods in Education Certificate

Two programs and one certificate are moving (being dropped) from the Department of Educational Psychology and Counseling and will be moved (added) to the Department of Theory and Practice in Teacher Education.

Drop from EPC Department:

Education Major, MS, Instructional Technology concentration
Education Major, PhD, Learning, Design, and Technology concentration
Online Teaching and Learning Graduate Certificate

Add to TPTE Department:

Education Major, MS, Instructional Technology concentration
Education Major, PhD, Learning, Design, and Technology concentration
Online Teaching and Learning Graduate Certificate

Department of Nutrition

Add Five-Year BS/MS Program – Nutrition Major, MS (Community Nutrition concentration)

Other normal proposals to revise program requirements

Department of Public Health

Add Five-Year BS or BA/MPH Program – Public Health Major, MPH (Public Health Minor, BS or BA)

Add Five-Year BSPH/MPH Program – Public Health Major, MPH (Public Health Major, BSPH)

Add Concentration: Public Health Nutrition (Public Health Major, MPH)

Other normal proposals to revise program requirements

Department of Theory and Practice in Teacher Education

Add Certificate: Writing for Children and Teens

Drop Certificate: Education of the Deaf and Hard of Hearing

Add Certificate: Deaf Education (PreK-12)

Drop Certificate: Rehabilitation Counseling for the Deaf

Drop Certificate: Gifted Education (PreK-12)

Drop Concentration: Education of the Deaf and Hard of Hearing Professional Internship (Teacher Education Major, MS)

Add Concentration: Deaf Education Professional Internship (Teacher Education Major, MS)

Add Major, Degree, and concentration (this is the program move from EPC to TPTE)

Education Major, MS – Instructional Technology concentration

Add Major, Degree, and concentration (this is the program move from EPC to TPTE)

Education Major, PhD – Learning Design and Technology concentration

Add Certificate: Online Teaching and Learning (this is the certificate move from EPC to TPTE)

Tickle College of Engineering

Course adds: 41
Course drops: 12
Course revisions: 27 course changes = 80

Department of Electrical Engineering and Computer Science

Drop 10 concentrations – Computer Science Major, MS
- Applied Cybersecurity
- Computational Imaging
- Computer Human Interaction
- Cyberinfrastructure
- Data Mining
- Data Visualization
- Discrete Optimization
- High Performance Computing
- Life Science Applications
- Software Systems

Drop 10 concentrations – Computer Science Major, PhD
- Computational Imaging
- Computer Human Interaction
- Cybersecurity
- Cyberinfrastructure
- Data Mining
- Data Visualization
- Discrete Optimization
- High Performance Computing
- Life Science Applications
- Software Systems

Drop ALL concentrations – Computer Engineering Major, MS
- Computer Architecture
- Computer Networks
- Computer Vision
- Cybersecurity
- Data Analytics
- Embedded Systems
- Image Processing
- Information Systems
- Signal Processing
- VLSI System Design

Drop 10 of the 11 concentrations – Computer Engineering Major, PhD
- Computer Architecture
- Computer Networks
- Computer Vision
- Cybersecurity
- Data Analytics
- Embedded Systems
- Image Processing
- Information Systems
- Signal Processing
- VLSI System Design

Drop 8 of the 9 concentrations – Electrical Engineering Major, MS
- Automotive Manufacturing and Technology
- Communications
- Control Systems
- Electromagnetics and RF Circuits
- Fire Protection Engineering
- Power Systems
- Signal Processing
- Solid-state Electronics

Drop 8 of the 10 concentrations – Electrical Engineering Major, PhD
- Automotive Manufacturing and Technology
- Communications
- Control Systems
- Electromagnetics and RF Circuits
- Fire Protection Engineering
- Power Systems
- Signal Processing
- Solid-state Electronics

Engineering Fundamentals

Drop Certificate: Engineering Education

Add Certificate: Fundamentals of Engineering and Computing Teaching in Higher Education

Department of Mechanical, Aerospace, and Biomedical Engineering

Drop Concentration: Flight Test Engineering (Engineering Science Major, MS)

College of Law

Course adds: 1
Course drops: 19
Course revisions: 4 course changes = 24

Revise Campus Code: Law Major, Master of Legal Studies degree to add Distance Education option

Revise Campus Code: Legal Studies Graduate Certificate to add Distance Education option

College of Nursing – no curriculum proposals were submitted for review

College of Social Work

Course adds: 3
Course drops: 0
Course revisions: 2 course changes = 5

Drop Accelerated BSSW/MSSW Program

Normal program revisions and revised certificates

College of Veterinary Medicine

Course adds: 0
Course drops: 0
Course revisions: 3 course changes = 3

Normal program revision

Howard H. Baker Center for Public Policy

Course adds: 23
Course drops: 0
Course revisions: 0 course changes = 23

Move/ADD the Public Policy and Administration Major, MPPA (move from CAS to the Baker Center)

Name change: The Howard H. Baker Jr. Center for Public Policy will become the Howard H. Baker Jr. School of Public Policy and Public Affairs and a new academic unit at UTK – *pending THEC approval.*

Intercollegiate: Bredesen Center – no curriculum proposals were submitted for review

Intercollegiate: Comparative and Experimental Medicine

Course adds: 1
Course drops: 0
Course revisions: 0 course changes = 1

Revision to the One Health Minor

Intercollegiate: New subject codes and courses for AI (Artificial Intelligence) and ECS (Emerging and Collaborative Studies)

Course adds: 2
Course drops: 0
Course revisions: 0 course changes = 2

Course Change Totals

Course Adds =	168
Course Drops =	98
Course Revisions =	161
Total course changes =	**427**

All items were approved as reported above and are recommended to Graduate Council for approval.

The Zoom meeting adjourned at 5:15 p.m.

Respectfully submitted,

Catherine Cox
Graduate Curriculum Coordinator

Thursday February 2, 2023 2:00 P.M.	**Graduate Curriculum Committee Meeting**	**Zoom Meeting**

AGENDA

Herbert College of Agriculture

College of Architecture and Design

College of Arts and Sciences

College of Business Administration

College of Communication and Information

College of Education, Health, and Human Sciences

Tickle College of Engineering

College of Law

~~College of Nursing~~ - no proposals from Nursing

College of Social Work

College of Veterinary Medicine

Howard H. Baker Center for Public Policy

~~Intercollegiate: Bredesen Center~~ - no proposals from Bredesen

Intercollegiate: Comparative and Experimental Medicine

Intercollegiate: course adds for AI and ICS

► **Indicates ADD or DROP of Majors or Minors**

+ Indicates ADD or DROP of Certificates

❖ **Indicates ADD or DROP of Concentrations**

HERBERT COLLEGE OF AGRICULTURE

All Changes Effective Fall 2023

I. COURSE CHANGES

DEPARTMENT OF AGRICULTURAL LEADERSHIP, EDUCATION AND COMMUNICATIONS

(ALEC) AGRICULTURAL LEADERSHIP, EDUCATION AND COMMUNICATIONS

ADD

ALEC 677 Emergent Trends and Critical Issues in Leadership (3) Examination of emergent trends, current issues, philosophical thought, and pragmatic approaches to solving problems in a variety of leadership contexts. Topics including, but not limited to, organizational structure and equity, civility (dialogue and deliberation), inclusive leadership, adaptable and transformational leadership, thought leading, global and social impacts of leadership, and critical and creative thinking in leadership will be covered in this course.
Registration Restriction: Minimum student level – graduate.

Rationale: The ALEC department is adding 600-level courses for the Ph.D. program. Impact on other units: None. Financial impact: Minimum as 1.0 teaching FTE have been recently added to the department.

REVISE TITLE

ALEC 551 Servant Leadership (3)

Formerly: Servant Leadership in Agriculture and Natural Resources

REVISE TITLES AND DESCRIPTIONS

ALEC 440 Writing for Professional Careers in Industry and Academia (3) Learn the context of writing for careers in industry and academia and gain practical skills in research and analysis, digital writing, reports and proposals, style and formatting, identifying sources, and developing academic papers.

Formerly: Business and Research Writing (3)
Develop professional and scholarly interactions through business and research writing.

ALEC 510 Leadership, Inquiry, and Ethics (3) Examination of philosophical foundations and frameworks involved with shaping human values and ethical decision making in diverse leadership contexts

Formerly: Ethical Leadership in Agriculture (3)
Analysis of theories, models, and practices of ethical decision making and leadership through agriculture contexts.

ALEC 512 Program Evaluation in Informal Learning Environments (3) Theories and models of program evaluation and their use in evaluating a programs' content and learning activities delivered in informal learning environments. Students will learn to frame strong evaluation questions, develop an evaluation plan, and understand principles, techniques and instruments used to identify, gather and analyze information to evaluate programs.

Formerly: Program Planning and Evaluation of Agricultural Leadership, Education and Communications (3)
Historical and philosophical foundation of adult education in American agriculture, key figures, issues, legislative movement, organizations and programs. Theories and models of program development and evaluation and their use in planning, organizing, implementing and evaluating a program's content and learning activities; development and interaction of the work plan; and principles, techniques and instruments used to identify, gather and analyze information to evaluate programs.

ALEC 541 Communicating in Crisis (3) Apply anticipatory and strategic communication principles to respond to current and emerging issues in agriculture and natural science.

Formerly: Issues and Crisis Communication in Agriculture and Natural Resources (3)

Focuses on strategic communication in agriculture and natural resources. Students will explore contemporary agriculture and natural resource issues and discuss the impact public opinion has on the agriculture industry. Through case studies and issues management plans students will address contemporary issues or challenges, defined as a topic that currently affects individuals' ability to lead safe, fulfilling, healthy lives and to contribute to productive societies.

REVISE TITLE, DESCRIPTION, AND REMOVE CREDIT RESTRICTION

ALEC 542 Digital Production Campaigns for Natural Science (3) Explore elements of print and digital layout and visual design principles to develop effective communication campaigns for natural science topics. Offered spring semester even years.

Formerly: Layout and Design (3) Explore elements of desktop layout and visual design principles to develop effective communication material for agricultural audiences.
Credit Restriction: Students may not receive credit for both ALEC 330 and ALEC 532.

ALEC 543 Video Production Campaigns for Natural Science (3) Explore elements of video production techniques with a focus on camera, lighting, audio, and editing methods to develop effective communication campaigns for natural science topics.

Formerly: Digital Media Production (3)
Explore elements of video production techniques with a focus on camera, lighting, audio, and editing methods.
Credit Restriction: Cannot receive credit for both ALEC 330 and ALEC 532.

Rationale: The titles and course descriptions were changed to reflect the changes in the ALEC curriculum and student needs. The credit restrictions were removed from ALEC 542 and ALEC 543 because they made no sense, they pertained to a different course. Impact on other units: None. Financial Impact: None.

DEPARTMENT OF ENTOMOLOGY AND PLANT PATHOLOGY

(EPP) ENTOMOLOGY AND PLANT PATHOLOGY

REVISE TO REMOVE CONTACT HOUR DISTRIBUTION

EPP 521 Plant Virology (3)

Formerly: Contact Hour Distribution: 2 hours lecture and 2 hours lab.

Rationale: Separation of the lecture and lab will increase enrollment by students who are interested in the subject, but not to the depth that the lab requires. Impact on other units: None, there are no other plant virology courses taught at UTK. Financial Impact: Potential increased enrollment for the course from within department.

DEPARTMENT OF FOOD SCIENCE

(FDSC) FOOD SCIENCE

ADD AND REQUEST VARIABLE TITLE

FDSC 691 Current Topics in Food Science Research (1-3 Credit Hours) Critical review of current challenges and research literature and applying fundamental knowledge for creative problem solving. The title, description, and credit hours of the special topics will be shown on Schedule of Classes before the start of the registration for the semester.
Repeatability: May be repeated, maximum 9 hours.
Registration Restriction: Minimum student level – graduate.

Rationale: We do not have many 600-level FDSC courses (only one), and our PhD students have been struggling to find courses to satisfy the 6 credit hour 600-level requirement. For our graduate students to be equipped with more and broader FDSC knowledge and to ensure they learn state-of-the-art science and technologies, as well as to accommodate faculty's expertise and availability, we want to have variable title and credit courses under this umbrella.

Impact on other units: None. Financial impact: Many graduate students can use this to fulfil their 6-cr 600-level requirement and become knowledgeable on current FDSC topics. Therefore, we predict good enrollment and positive financial impact. Projected enrollment: 5-10 students expected. Enrollment source: Graduate students of FDSC and possibly of other UTIA departments.
Rationale: Adds curriculum rigor in the discipline for PhD students. Impact on other units: None. Financial impact: None.

ADD 400-LEVEL COURSE FOR GRADUATE CREDIT

FDSC 442 Special Topics in Food Science (1-3) Topics of current concern to the food industry.
Repeatability: May be repeated. Maximum 9 hours.

Rationale: Adds flexibility for graduate students. Impact on other units: None. Financial impact: None.

DROP

FDSC 445 Applied Food Science – deleted from undergrad program

FDSC 530 Food Biochemistry – not offered in > 5 years

FDSC 545 Food Rheology – not offered in > 5 years

FDSC 551 Advanced Regression for Agricultural Research – faculty left

FDSC 616 Physical Properties of Foods – not offered in > 5 years

FDSC 617 Food Proteins – not offered in > 5 years

FDSC 690 Innovations in Food-related Technologies

Rationale: Special interest courses for which faculty are no longer available or topics are no longer of sufficient interest to continue teaching. Impact on other units. None. Financial impact. None – faculty assignments have changed to teaching other classes.

REVISE DESCRIPTION

FDSC 511 Integrated Food Science (3) Critical review of the key principles of food lipid and protein chemistry and applications, using important commodities as examples; literature review in how processing impacts microbiological quality and compositional and functional property of food. Course will build on food science principles from undergraduate food chemistry and characterization, food microbiology and food processing courses.

Formerly: Critical review of the key principles of food science and applications in the chemistry, microbiology, and processing of food. Understanding the impact of processing on the quality of foods with respect to composition, quality and safety. Course will build on food science principles from undergraduate food chemistry, food microbiology and food processing courses.

Rationale: Adds a literature review component to help students learn how to critically analyze published science and incorporate it into larger ideas. Impact on other units: None. Financial impact: None.

DEPARTMENT OF PLANT SCIENCES

(PLSC) Plant Sciences

ADD

PLSC 573 Weed Management (3) Principles of weed interference, integrated management, and herbicide selectivity and behavior. Specific recommendations for various crop and non-crop situations.
Contact Hour Distribution: 2 hours and 1 lab.
Credit Restriction: Students may not receive credit for both 473 and 573.
Registration Restriction: Minimum student level – graduate.

Rationale: Adding this course & comment will reduce student and advisor confusion and reflects a curricular revision made in the previous catalog change cycle and which was adopted in the Graduate Catalog (but not to the Undergraduate Catalog). Impact on other units: none. Financial Impact: none. Will be taught simultaneously with existing undergraduate version of the course. Projected enrollment: May increase enrollment by 2 or 3 students per offering due to increased availability to PhD students. Impact on enrollment in other HCA Courses: None anticipated.

PLSC 632 Environmental Plant Ecophysiology (3) Physiological and ecological principles of plants and the relation of those principles to plant responses to the environment. Water relations, gas exchange, stress physiology, seed biology, plant competition, plant defense.
Recommended Background: Plant physiology coursework.
Comment(s): Typically offered Fall semester in alternate years that end with an even number.
Registration Restriction(s): Minimum student level – graduate or permission of instructor.

Rationale: Based on past student performance and course evaluations, the current rigor and pace of this course merit its elevation to a 600-level course from its existing 500-level version. The addition of the registration restriction to include permission of instructor will retain access of this course to our Plant Sciences 5-Year BS/MS students. Impact on other units: We anticipate some additional enrollment to originate from other Herbert College, College of Arts and Sciences departments, and of Haslam College of Business graduate students. Expected enrollment: Previous course enrollment has averaged ~15 graduate students. We expect change to this course will increase attractiveness to students from related disciplines who seek or require 600-level coursework. Financial impact: Negligible to net positive (taught by existing instructor; may increase enrollment by 5 or more students per course).

DROP

PLSC 457 Weed Management (3)

Rationale: This course is being renumbered, to reflect convention for honors courses in the Undergraduate Curriculum. The content presented and workload is being revised into separate undergraduate and graduate-level courses, for which separate syllabi have been provided. The PLSC 573 course will enable access of doctoral students interested in this content that is critical to the Weed Science concentration. Impact on other units: none. Financial impacts: None. A 500-level course is being proposed to replace the use of 457 at the graduate level. The 500-level course will be taught simultaneously with the undergraduate version of the course by the instructor who is currently teaching the undergraduate course. Projected enrollment: NA. Impact on enrollment in other HCA Courses: NA.

PLSC 532 Environmental Plant Ecophysiology (3)

Rationale: Course is being replaced with PLSC 632 as material is appropriate for PhD students. Impact on other units: none. Financial impacts: none; see addition of PLSC 632 above. **Equivalency: course PLSC 532 is equivalent to PLSC 632**.

REVISE DESCRIPTION

PLSC 605 Advanced Topics In Plant Sciences (1-3) Topics may range from contemporary approaches and innovations in Crop Physiology and Ecology, Plant Breeding and Genetics, to Epigenetics.

Formerly: Topics may range from contemporary approaches and innovations in Crop Physiology and Ecology, Plant Breeding and Genetics, to Meta-Analyses.

Rationale: Revisions to course description are made to remove topical listing for which no faculty are available to serve as instructor of record. Impact on other units: none. Financial impacts: none. Support from assessment activities: Not applicable for this change. Projected enrollment: NA. Impact on enrollment in other HCA Courses: NA.

REVISE TITLE, HOURS, DESCRIPTION, AND REQUEST VARIABLE TITLE

PLSC 592 Extension or Industry Internship (1-3) Internships will involve application of plant sciences-relevant principles and practices in supervised settings that will engage students via applied experiential learning. Extension Internships will pair students with a current Plant Sciences' Extension faculty member and provide job-shadowing/mentored training opportunities that engage the student in Extension programming, site visits and interactions with stakeholder clientele, or topic-specific outreach to the public. Industry Internships are arranged to enable business, professional, or green-industry affiliated experiences for students. Proposed internship experiences will be approved by department.

Formerly: Internship (1-2 Credit Hours)
Application of horticulture and design principles and practices in supervised, professional setting, approved by department.

Rationale: This course has long been available but has been used infrequently. Based on exit interviews with previous graduate students, and feedback from graduate students currently enrolled, there is no course currently available that will provide career-relevant experience or training to prepare our graduate students for professionalism and advancement into academic Extension service. Existing Extension faculty were interested in an active role for mentorship training, and the chance to work directly with graduate students who can assist in developing programming, Extension publication preparation and co-authorship, while sharing experience about success strategies for directed outreach. Impact on other units: None. Financial Impact: Negligible to net positive (taught by existing Extension faculty). Impact on enrollment in other HCA Courses/Programs: We anticipate enrollment may occur from other Herbert College departments in addition to Plant Sciences graduate students interested in Extension professional development training. Projected enrollment: Approx. 3-5 graduate students per year.

II. PROGRAM CHANGES

DEPARTMENT OF ENTOMOLOGY AND PLANT PATHOLOGY

REVISE REQUIREMENTS - ENTOMOLOGY, PLANT PATHOLOGY AND NEMATOLOGY MAJOR, PHD

In the 2023-24 Graduate Catalog, under the Non-Course Requirements heading, revise the 8th bullet as follows:

Non-Course Requirements
Both written and oral sections of the comprehensive examination must be passed. A passing grade will be decided by majority vote of the graduate advisory committee. Candidates will be tested on their knowledge of their proposed dissertation and related fields. Members of the graduate advisory committee will participate individually in creation and evaluation of written examination questions. Alternatively, upon request by the student and major advisor, with agreement from the graduate advisory committee, the student may prepare a grant proposal in lieu of the written section of the Comprehensive examination.

Formerly: Both written and oral sections of the comprehensive examination must be passed. Candidates will be tested on their knowledge of their proposed dissertation and related fields.

Rationale: Clarify operations of the comprehensive examination and provides an alternative to the conventional examination with a written grant proposal. Impact on other units: None. Financial impact: None.

DEPARTMENT OF FOOD SCIENCE

REVISE REQUIREMENTS – FOOD SCIENCE MAJOR, MS

In the 2023-24 Graduate Catalog, under the Additional Course Requirements heading, revise the last bullet as follows:

Additional Course Requirements
All students are required to complete at least 6 credit hours from FDSC 511 Integrated Food Science, FDSC 514 Food Colloids, FDSC 521 Advanced Food Microbiology, FDSC 525 Molecular Parasitology, FDSC 541 Food Engineering, FDSC 590 Special Topics in Food Science and Technology, FDSC 618 Structure and Functionality of Polysaccharides, or FDSC 691 Current Topics in Food Science Research.

Formerly: All students are required to complete at least 6 credit hours from FDSC 511 Integrated Food Science, FDSC 514 Food Colloids, FDSC 521 Advanced Food Microbiology, FDSC 525 Molecular Parasitology, FDSC 530 Food Biochemistry, FDSC 545 Food Rheology, FDSC 541 Food Engineering, FDSC 551 Advanced Regression for Agricultural Research, FDSC 616 Physical Properties of Foods, FDSC 617 Food Proteins, FDSC 618 Structure and Functionality of Polysaccharides, or FDSC 690 Innovations in Food-related Technologies.

REVISE REQUIREMENTS – FOOD SCIENCE MAJOR, PHD

In the 2023-24 Graduate Catalog, under the Additional Course Requirements heading, revise 2 bullets as shown below.

1) revise the 2nd bullet as follows:

Additional Course Requirements
At least 6 credit hours must be courses numbered above 600.

Formerly: At least 4 additional credit hours must be courses numbered above 600.

2) revise the 7th bullet as follows:

Additional Course Requirements
All students are required to complete at least 6 credit hours from FDSC 511 Integrated Food Science, FDSC 514 Food Colloids, FDSC 521 Advanced Food Microbiology, FDSC 525 Molecular Parasitology, FDSC 541 Food Engineering, FDSC 590 Special Topics in Food Science and Technology, FDSC 618 Structure and Functionality of Polysaccharides, or FDSC 690 Current Topics in Food Science Research.

Formerly: All students are required to complete at least 6 cr hrs of FDSC 511 Integrated Food Science, FDSC 514 Food Colloids, FDSC 521 Advanced Food Microbiology, FDSC 525 Molecular Parasitology, FDSC 530 Food Biochemistry, FDSC 545 Food Rheology, FDSC 541 Food Engineering, FDSC 551 Advanced Regression for Agricultural Research, FDSC 616 Physical Properties of Foods, FDSC 617 Food Proteins, FDSC 618 Structure and Functionality of Polysaccharides, or FDSC 690 Innovations in Food-related Technologies.

Rationale: Text changes reflect changes to the curriculum. Impact on other units: None. Financial impact: None.

COLLEGE OF ARCHITECTURE AND DESIGN

All changes effective fall 2023

I. COURSE CHANGES

SCHOOL OF DESIGN (ADD SCHOOL OF DESIGN TO THE GRADUATE CATALOG)

ADD NEW SUBJECT CODE AND COURSE FOR SCHOOL OF DESIGN

(DSGN) Design

DSGN 520 Professional Portfolio Design (3) Will assist students in the preparation of a digital and/or printed portfolio of work for use in pursuing professional employment. Students will gain knowledge of techniques that will enhance the presentation of a body of creative work that is brought to the class. Resumes will also be covered. Basic working knowledge of Adobe InDesign and Adobe Illustrator is required.
Credit Restriction: BFA Graphic Design majors cannot receive credit.
Registration Restriction(s): Minimum student level – graduate.
Schedule type: Seminar (SEM)

Rationale: To date, this course has been taught as a special topics course. It meets the need of a previously offered course in the School of Architecture that was eliminated with the retirement of a faculty member prior to the addition of the School of Design. As a DSGN offering, it is opened up for students in disciplines outside of graphic design who as a result of the discipline produces a body of creative work in need of preparation for professional demonstration. Impact on other units: Relieves Schools of Architecture and School of Landscape Architecture from having to schedule a course to accommodate students interested in taking this course. Financial impact: None.

ADD NEW SUBJECT CODE AND COURSES FOR SCHOOL OF DESIGN TO THE GRADUATE CATALOG

(GRDS) Graphic Design

GRDS 525 Special Topics in Graphic Design (3) Advanced investigations into the role of design in a broader context. Course content varies per instructor.
Repeatability: May be repeated. Maximum 6 hours.
Registration Restriction(s): Minimum student level – graduate.
Schedule type: Studio Work

Rationale: Adds graduate-level courses to pre-existing courses. Impact on other units: Relieves School of Architecture and School of Landscape Architecture from having to schedule courses to accommodate graduate students interested in taking these courses. Financial impact: None.

GRDS 544 Graphic Design Research Studio (3) An inter-disciplinary research studio that engages students on original research in collaboration with partners who are either internal or external to the College or the University. Research focus of course section is set per faculty discretion.
Repeatability: May be repeated. Maximum 12 hours.
Registration Restriction(s): Minimum student level – graduate.
Registration Permission: Permission of Instructor.
Schedule type: Research (RES)

SCHOOL OF INTERIOR ARCHITECTURE

(IARC) Interior Architecture

ADD

IARC 525 Special Topics in Interior Architecture (3)
Faculty initiated professional elective in interior architecture. Topics vary.
Repeatability: May be repeated. Maximum 12 hours.
Registration Restriction(s): College of Architecture and Design graduate students only or consent of instructor.

Rationale: The School of Interior Architecture offers special topics courses using the course number IARC 425. The addition of this course at the 500 levels allows us to teach professional content to graduate students in the Schools of Architecture and Landscape Architecture. Impact on other units: None. Financial impact: None.

II. PROGRAM CHANGES

ADD SCHOOL OF DESIGN TO THE GRADUATE CATALOG

In the 2023-24 Graduate Catalog, add the School of Design, faculty with School of Design, and introductory text for the school.

School of Design

Professors
Lowe, Sarah, (Director), MGD – North Carolina State University
Staples, Cary, MFA – Michigan State

Assistant Professors
Mitchell, Kimberly, MFA – Iowa State University

Lecturers
Arment, Timothy, MFA – University of Wisconsin, Madison
Cote, Chris, MFA – Rhode Island School of Design

Professor Emerita
Shmerler, Deborah, MFA – Virginia Commonwealth

School of Design
The School of Design underscores concept development, strategic and systems thinking, and collaboration through a variety of outcomes that is fed by outcomes that explore the aesthetic, conceptual and application-driven needs of how design adds value and understanding to a human need. The studio courses are uniquely designed to encourage cross-disciplinary studies and collaborations, within the university and the community, and prepare students for a contemporary professional practice in which flexibility and creative and intellectual thinking are critical to responding to today's world in both theoretical and application outcomes. The School of Design at the University of Tennessee stands out as an environment for encouraging designers to embrace a range of needs from the simple to the complex.

As such, design is embraced through our mission to:

Apply Knowledge and Theory in a Project-Based Learning Environment
Build Global and Professional Perspectives
Engage Contemporary Technology
Collaborate and Work in Multi-Disciplinary Teams
Practice Creativity and Critical Thinking

Operating within the College of Architecture and Design, the School of Design supports graduate students in all disciplines of the university through both special topics and research-driven electives.

Rationale: The School of Design offers a BFA in Graphic Design, but no master program. Its special topics courses provide disciplinary content that is applicable to graduate students in the College of Architecture and Design and the wider university population. Faculty also co-design courses in research-driven projects through these special topic's courses. Without a graduate presence, special topics courses taught by design faculty must offered under the course number ARCH 525 Special Topics in Architecture in order to provide graduate credit. In order to offer these courses with the GRDS or DSGN subject code, the School of Design proposes to add this section to the graduate catalog. Impact to other units: None. Financial impact: None.

COLLEGE OF ARTS AND SCIENCES

All changes effective Fall 2023

I COURSE CHANGES

COLLEGE OF ARTS AND SCIENCES INTERDISCIPLINARY PROGRAMS

(LFSC) Life Sciences

MOVE/DROP THE LIFE SCIENCES COURSES FROM THE COLLEGE OF ARTS AND SCIENCES TO THE BREDESEN CENTER FOR INTERDISCIPLINARY RESEARCH AND GRADUATE EDUCATION

LFSC 500 Thesis (1-15)

LFSC 502 Registration/Use of Facilities (1-15)

LFSC 505 Research Rotation (2)

LFSC 507 Programming for Biological Data Analysis (3)

LFSC 510 Special Topics in Life Sciences (1-3)

LFSC 515 Introduction to Genome Science and Technology I (1)

LFSC 517 Genomics and Bioinformatics (3)

LFSC 520 Genome Science and Technology I (4)

LFSC 521 Genome Science and Technology II (4)

LFSC 541 Colloquium (1)

LFSC 591 Foreign Study (1-15)

LFSC 592 Off-Campus Study (1-15)

LFSC 593 Independent Study (1-15)

LFSC 595 Special Topics in Genome Science and Technology (1-3)

LFSC 596 Special Topics in Genome Science and Technology (1-3)

LFSC 600 Doctoral Research and Dissertation (3-15)

LFSC 615 Journal Club in Genome Science and Technology (1)

LFSC 695 Advanced Topics in Genome Science and Technology (1-3)

LFSC 696 Advanced Topics in Genome Science and Technology (1-3)

Rationale: All courses listed above are to be added to the Bredesen Center for Interdisciplinary Research and Graduate Education and dropped from the College of Arts and Sciences. This is to align with the reorganization of the Life Sciences programs as a whole from under the administration of the College of Arts and Sciences to that of the Bredesen Center for Interdisciplinary Research and Graduate Education.

The purpose of this move is to align all joint UTK and ORNL graduate programs under the administration of the University of Tennessee-Oak Ridge Innovation Institute.

Impact on other units: Currently the Bredesen Center is listed as an "other academic unit" thus the tuition generated under LFSC will not flow back to the Bredesen Center but rather proportionately to all of the academic units. While the College of Arts and Sciences might lose some of the tuition revenue, the administrative costs will shift from them to the Bredesen Center. Historically, the Genome Science and Technology graduate students also serve as Graduate Teaching Assistants to help teach courses in the College of Arts and Sciences; the Bredesen Center has agreed in principle to continue to allow Genome Science and Technology students to participate in TA positions, which will largely be at the graduate advisor's discretion (many of whom are Arts and Sciences faculty). The College of Arts and Sciences has offered to negotiate a continuation of the GTA agreement whereby GST graduate students will continue to fulfill teaching needs in the College.

Financial Impact: The Bredesen Center operational cost will increase with the administrative responsibility of taking on this joint PhD program. The BC is working with Budget and Finance to propose a revised Bredesen Center budget for the transition of the LFSC program.

(LING) Linguistics

ADD

LING 540 Translation, Linguistics, and Context (3) Applies concepts and ideas from linguistics to the field of translation. Primarily drawing from linguistic pragmatics, the systematic study of human language in context, this course provides students with hands-on resources to successfully negotiate source and target language words, grammar, and texts/utterances in light of several layers of context, a process that is at the center of conceptualizing and crafting effective translations.

Rationale: Translation is relevant to the study of linguistics, and over the years students have expressed interest in a course that applies linguistics knowledge to translation. This course will count for the requirement of the ~~Linguistics BA~~, Linguistics Certificate, and the new MFLL Graduate Certificate in Translation. Impact on other units: none. Financial impact: none.

DEPARTMENT OF ANTHROPOLOGY

(ANTH) Anthropology

REVISE TITLE ON 400-LEVEL COURSE

ANTH 423 Feminist Anthropology (3)

Formerly: Anthropology of Gender (3)

Rationale: The previous title "Anthropology of Gender" is much less reflective of the field within the discipline today, which calls itself Feminist Anthropology, has an association named the Association for Feminist Anthropologists, and a new journal entitled Feminist Anthropology. This title change will better reflect the field and may also be more legible as a marker for students within the department and outside of it. Impact on other units: none. Financial impact: none.

ADD 400-LEVEL COURSES FOR GRADUATE CREDIT

ANTH 426 Decolonization (3) A deep dive into the histories, philosophies, and praxis of decolonization. We will investigate colonial histories across the globe, the writings of major participants in decolonization movements, and contemporary settler colonialisms and resistance against them.

Rationale: "Decolonization" has become a popular term over the last few years and is often dehistoricized and depoliticized in its use. This course will offer a rich background and understanding for a term and concept that is becoming critical to the theory and practice of the discipline of Anthropology. Impact on other units: none. Financial impact: none.

ANTH 474 DNA Lab Methods (3) Provides advanced undergraduate students with practical experience in basic molecular biology techniques. Combines lectures, interactive discussions, and hands-on wet lab experience. Students will be able to perform and understand the fundamental principles of the most common types of DNA analyses by the course's end.
Contact Hour Distribution: 1 hour lecture and 2 hours lab.
(RE) Prerequisite(s): ANTH 110* or ANTH 117* and BIOL 101*-BIOL 102* or BIOL 113*-BIOL 114*-BIOL 115 or BIOL 150* or equivalent.
Recommended Background: Some prior wet lab experience.

Rationale: This current 400-level course is offered at 2 credit hours (1 hour lecture + 2 hours lab), but in practice comprises 3 lab hours (plus 1 lecture hour). Therefore, the credit hours need to be increased from 2 to 3. Impact on other units: one. Financial impact: none.

ADD NEW SECONDARY CROSS LISTED COURSE

ANTH 506 Taphonomy (3) A survey of the field of taphonomy, covering processes that affect and alter organismal remains in the postmortem interval. Topics will address taphonomic processes acting at varying temporal and geographic scales relevant to both anthropology and paleontology, exploring the interdisciplinary nature of the field.
Cross-listed: See (See Geology 506.)
Recommended background: GEOL 102 and GEOL 320 OR ANTH 120 and ANTH 464.

Rationale: ANTH 506 introduces students to the field of taphonomy and provides students with an interest in either anthropology (forensics, zooarchaeology, paleoanthropology) and paleontology (paleoecology, fossil diagenesis) with a survey of the discipline including exposure to

the primary literature and experiences with identifying and interpreting the effects of taphonomic processes on organismal remains by way of specimen-based activities and instructions. Impact on other units: Cross listed with GEOL 506. GEOL is primary. Financial impact: none.

REVISE TITLES AND DESCRIPTIONS

ANTH 504 Quantitative Methods for Anthropology (3) Fundamentals of research design and statistical methods (including standard parametric statistics and some of their nonparametric correlates) emphasizing anthropological applications and appropriate usage. Exploratory data sets will be provided to facilitate learning, and students may additionally provide their own data.

Formerly: Anthropological Statistics I (3)
Introduction to frequentist statistics (including standard parametric statistics and some of their nonparametric correlates) emphasizing anthropological applications, available methods and appropriate usage. Exploratory data sets will be provided to facilitate learning, and students may additionally provide their own data.

Rationale: Previously part of a two-course sequence within Anthropology, ANTH 504 and ANTH 604 are being retitled and given new descriptions to better reflect the content of the courses and to make both more widely marketable to graduate students as separate courses. Impact on other units: none. Financial impact: none.

ANTH 521 Vertebrate Osteology (4) An intensive laboratory course that focuses on the examination and comparison of skeletons of major vertebrate groups in North America, including mammals, birds, fishes, reptiles, and amphibians. Focusing on local fauna from the comparative osteological collections in the Anthropology labs, students will learn to identify characteristics of major families of taxa, as well as learning to identify various local species, with emphasis on identifying animal remains from archaeological and paleontological contexts.

Formerly: Laboratory Studies in Zooarchaeology (4)
Examination and comparison of skeletons of major vertebrate groups, shells of terrestrial and aquatic mollusks, in relation to animal remains from archaeological contexts. Basic osteology and shell characters of species encountered in aboriginal sites, use of comparative collections.

Rationale: The previous title was ambiguous, this new one more accurately reflects the focus of the course. The new description also more accurately reflects the structure of the course. Impact on other units: none. Financial impact: none.

REVISE TITLE, DESCRIPTION AND REGISTRATION RESTRICTION; ADD (RE)PREREQUISITES

ANTH 604 Bayesian Data Analysis for Natural and Social Sciences (3)
Fundamentals of Bayesian modeling and multivariate statistical modeling. Natural and social science applications are emphasized, along with skills in critical evaluation of research conducted using statistical methods in these fields. While exploratory data sets will be provided, students are strongly encouraged to supply their own research data to facilitate learning.
(RE) Prerequisite(s): ANTH 504 or EEB 560.
Registration Restriction(s): Students may enroll with courses equivalent to ANTH 504 and EEB 560 by instructor permission. Must have completed ANTH 504 or EEB 560 with at least a B. Minimum student level – graduate.

Formerly: Anthropological Statistics II (3)
Advanced frequentist statistics for anthropology focusing on multivariate methods, time series analyses, resampling statistics, maximum likelihood analyses, with an introduction to Bayesian approaches. While exploratory data sets will be provided, students are strongly encouraged to supply their own research data to facilitate learning.
Registration Restriction(s): Must have completed Anthropology 504 or its equivalent with at least a B. Minimum student level – graduate.

Rationale: Previously part of a two-course sequence within Anthropology, ANTH 504 and ANTH 604 are being retitled and given new descriptions to better reflect the content of the courses and to make both more widely marketable to graduate students as separate courses. Impact on other units: none. Financial impact: none.

REVISE CREDIT HOURS

ANTH 650 Research Design and Proposal Writing (6)

Formerly: (3)

Rationale: This is a labor-intensive course where graduate students complete an NSF proposal based on their dissertation project. As they are drafting each section, they are all peer-reviewing fellow student's work, providing significant feedback. Because the work load is so significant, students are advised to limit other course work to none or one other course. Impact on other units: none. Financial impact: none

SCHOOL OF ART

(ART) Art

ADD REGISTRATION RESTRICTION

ART 503 Theory and Practice of Art Fundamentals (3)
Registration Restriction(s): Enrollment limited to graduate students.

ART 504 First Semester Graduate Seminar (1)
Registration Restriction(s): Enrollment limited to graduate students.

ART 507 Professional Practices: Teaching Internship (1)
Registration Restriction(s): Enrollment limited to graduate students.

ART 511 Graduate Painting and Drawing I (2-6)
Registration Restriction(s): Enrollment limited to graduate students.

ART 512 Graduate Painting and Drawing II (2-6)
Registration Restriction(s): Enrollment limited to graduate students.

ART 521 Graduate Ceramics I (2-5)
Registration Restriction(s): Enrollment limited to graduate students.

ART 525 Graduate Ceramics II (2-5)
Registration Restriction(s): Enrollment limited to graduate students.

ART 531 Graduate Photography I (2-6)
Registration Restriction(s): Enrollment limited to graduate students.

ART 532 Graduate Photography II (2-6)
Registration Restriction(s): Enrollment limited to graduate students.

ART 535 Graduate Time-Based Art I (2-6)
Registration Restriction(s): Enrollment limited to graduate students.

ART 536 Graduate Time-Based Art II (2-6)
Registration Restriction(s): Enrollment limited to graduate students.

ART 540 Topics in Post Production (3)
Registration Restriction(s): Enrollment limited to graduate students.

ART 541 Graduate Sculpture I (2-6)
Registration Restriction(s): Enrollment limited to graduate students.

ART 542 Graduate Sculpture I (2-6)
Registration Restriction(s): Enrollment limited to graduate students.

ART 557 MFA Professional Practice Seminar (3)
Registration Restriction(s): Enrollment limited to graduate students.

ART 561 Graduate Printmaking I (2-6)
Registration Restriction(s): Enrollment limited to graduate students.

ART 562 Graduate Printmaking II (2-6)
Registration Restriction(s): Enrollment limited to graduate students.

ART 591 Foreign Study (1-6)
Registration Restriction(s): Enrollment limited to graduate students.

ART 592 Off-Campus Study (1-6)
Registration Restriction(s): Enrollment limited to graduate students.

ART 593 Independent Study (1-4)
Registration Restriction(s): Enrollment limited to graduate students.

ART 595 Visiting Artist Seminar (2)
Registration Restriction(s): Enrollment limited to graduate students.

Rationale: Revising to add Registration Restriction. These classes are for graduate students only. With no registration restriction, we have had undergraduate students mistakenly register for these classes. Impact on other units: none. Financial impact: none.

(ARTB) Three-Dimensional Arts

REVISE (RE) PREREQUISITES ON 400-LEVEL COURSES

ARTB 421 Advanced Ceramic Sculpture (6)
(RE) Prerequisite(s): ARTB 320 and ARTB 321.

Formerly: (RE) Prerequisite(s): ARTB 321.

Rationale: Revised in UG catalog to permit BA majors and minors, who do not have a portfolio review requirement, to advance into 300-level courses. This will also allow students from other concentrations to access 300-level courses. Impact on other units: none. Financial impact: none.

ARTB 422 Advanced Pottery (6)
(RE) Prerequisite(s): ARTB 320 and ARTB 322.

Formerly: (RE) Prerequisite(s): ARTB 322.

Rationale: Revised in UG catalog to permit BA majors and minors, who do not have a portfolio review requirement, to advance into 300-level courses. This will also allow students from other concentrations to access 300-level courses. Impact on other units: none. Financial impact: none.

(ARTC) Four-Dimensional Arts

REVISE TITLE ON 400-LEVEL COURSE

ARTC 439 Special Topics in Time-Based Arts (3)

Formerly: Special Topics in Four-Dimensional Arts

Rationale: This change is to correct an oversight. Four-Dimensional Arts was changed to Time-Based media wherever it appears in the Undergraduate Catalog and Graduate Catalog. Impact on other units: none. Financial impact: none

(ARTH) Art History

REVISE CURRENT 400-LEVEL COURSE TO CROSS-LIST

ARTH 483 History of Museums and Collections (3)
Cross-listed: (Same as Art Museum and Curator Studies (ARTM) 483).

Rationale: Primary course ARTH 483 is revising to cross-list with ARTM 483. This will give it more visibility in the showcase of the new Museum and Curatorial Studies minor. Impact on other units: none. Financial impact: none.

(ARTM) Art Museum and Curator Studies

ADD SUBJECT CODE TO GRADUATE CATALOG

ADD 400-LEVEL COURSE FOR GRADUATE CREDIT AND CROSS-LIST AS SECONDARDY COURSE

ARTM 483 History of Museums and Collections (3) Introduces students to the history of collections, exhibitions, and museums through the history of systems of collecting and display from antiquity to the present. Readings will confront theoretical and methodological issues related to historiography, ethnography, and ethics. In addition to covering the history of museums, the course will relate history and theory to the major concerns of contemporary institutions and galleries.
Cross-listed: (See Art History (ARTH) 483).

Rationale: Cross-listing with ARTH 483 will give it more visibility in the showcase of the new Museum and Curatorial Studies minor. Impact on other units: none. Financial impact: none.

DEPARTMENT OF BIOCHEMISTRY AND CELLULAR AND MOLECULAR BIOLOGY

(BCMB) Biochemistry, Cellular and Molecular Biology

ADD

BCMB 524 Computational Biology and Bioinformatics (3) An introduction to the cutting-edge tools and approaches biologists and clinicians use to extract information from the vast amounts of genomic and proteomic data becoming available. Students gain hands-on experience with computational biology tools such as data mining, protein structure manipulation and prediction, interaction network analysis, DNA sequence analysis, gene function analysis, R studio for statistics and data visualization, and dimensionality reduction for large datasets. Students apply these tools to biomedical research questions in course projects.
Contact Hour Distribution: 2 hours lecture and 2 hours lab.
Comment(s): Helpful if students have taken BCMB 412 and BCMB 401 or equivalent molecular biology and biochemistry courses.
Registration Permission: Consent of instructor.

Rationale: Course will introduce students to statistical methods and computational tools for visualizing and analyzing large scale 'omic data. Students gain hands-on experience using modern tools of computational biology to investigate real biomedical research questions that prepares them for biological research, study in professional programs, or graduate schools. Although initially designed for undergraduates, graduate students that lack this background will learn very useful skills that could be applied to their research.

REVISE DESCRIPTION, CREDIT HOURS, AND REMOVE REPEATABILITY

BCMB 515 Experimental Techniques I (3) Introduction to key experimental and computational methodologies and instrumentation in biochemistry, molecular biology and cell biology with a focus on experimental design and data analysis. Students will learn how to choose appropriate experimental and/or analytical approaches to biological problems; design cellular, molecular, biochemical, and genomics experiments with appropriate controls; interpret quantitative results with appropriate visualization and statistical analyses; understand potential pitfalls in experimental design and approaches to troubleshooting. Team-taught lecture/demonstration format.

Formerly: (2-4)
Introduction to modern experimental methodology and instrumentation in biochemistry, molecular biology and cell biology, including cell culture; spectrophotometry; microscopy; nucleic acid purification and analysis; protein assays; enzyme purification; electrophysiology; computer analysis of nucleic acid and protein sequences. Team-taught lecture/demonstration format.
Repeatability: May be repeated. Maximum 6 hours.

Rationale: Current description and credit hours represent an outdated version of the course and do not represent the present reality in which students register for 3 credit hours and the course cannot be repeated. The new description also offers a better representation of the contents taught in this course. Impact on other units: none. Financial impact: none.

DEPARTMENT OF EARTH AND PLANETARY SCIENCES

(GEOL) Geology

ADD NEW PRIMARY COURSE AND CROSS LIST

GEOL 506 Taphonomy (3) A survey of the field of taphonomy, covering processes that affect and alter organismal remains in the postmortem interval. Topics will address taphonomic processes acting at varying temporal and geographic scales relevant to both anthropology and paleontology, exploring the interdisciplinary nature of the field.
Cross-listed: (Same as Anthropology 506.)
Recommended Background: GEOL 102 and GEOL 320 OR ANTH 120 and ANTH 464.

Rationale: GEOL 506 introduces students to the field of taphonomy and provides students with an interest in either anthropology (forensics, zooarchaeology, paleoanthropology) and paleontology (paleoecology, fossil diagenesis) with a survey of the discipline including exposure to the primary literature and experiences with identifying and interpreting the effects of taphonomic processes on organismal remains by way of specimen-based activities and instruction. Impact on other units: cross listed with ANTH 506. GEOL is primary. Financial impact: none.

ADD

GEOL 520 Trace Fossils: Behavior, Environment, and Applications (3) An investigation of organism-substrate interactions during the present and throughout geologic time. Topics include ichnologic theory, a review of modern and ancient trace makers, ichnofacies models, and applications to sedimentologic and stratigraphic problems, environmental impacts on substrate-dependent ecosystems, as well as oil, gas, and groundwater exploration.
Contact Hour Distribution: 2 hours lecture, 2-hour lab.
Recommended Background: sedimentology or paleontology.

Rationale: Course is being added by a new faculty member and will be taken primarily by graduate students in the Department of Earth and Planetary Sciences. Impact on other units: none. Financial impact: none.

GEOL 544 Teach the Earth (3) Students will explore, discuss, and practice evidence-based strategies for teaching in the geosciences. This course will equip students with a framework for growth and effective communication throughout their professional careers. Topics include connecting with personal experiences as geoscientists, developing a teaching philosophy, effective lesson planning, evidence-based teaching strategies, and transparent assessment.

Rationale: This new course will explore evidence-based teaching strategies to graduate students in geology and prepare them for effective teaching in their careers. Expected enrollment 5-10 and will include Geology majors. Impact on other units: none. Financial impact: none.

GEOL 553 Modern and Ancient Soils (3) An investigation of soils in the modern and geologic record. Topics include an overview of soil formation and major soil processes, field and laboratory techniques in the study of soils and paleosols, impacts of environmental and climatic change on soil systems, as well as the use of paleosols in paleoenvironmental and paleoclimatic reconstructions.
Contact Hour Distribution: 2 hours lecture, 2-hour lab.

Rationale: This course is being added by a new faculty member and will be taken primarily by graduate students in the Department of Earth and Planetary Sciences. Impact on other units: none. Financial impact: none.

GEOL 583 Radiogenic Isotope Geochemistry (3) Radiogenic isotope geochemistry studies the natural variations in the relative isotope abundances of interested elements caused by radioactive decay. Will provide an introduction of nuclear processes and their applications in the broad field of Earth and planetary sciences. Will discuss radiogenic isotopes as a tool for chronology, as well as a monitor of geological processes in the mantle and crust of the Earth and other rocky planets. Will also review laboratory measurements of radiogenic isotope variations. There are no formal prerequisites, but students should be prepared to learn (or relearn) physics, chemistry, and math.

Rationale: This course teaches foundations of radiogenic isotope geochemistry, which is an important aspect of modern geology. It is extensively used in the broad field of Earth and planetary sciences. Students will be better prepared for advanced courses and a career in Earth and planetary sciences. The course is developed for both graduate and undergraduate students and will be taught at the 400/500 level in Spring 2023. Impact on other units: none. Financial impact: none.

DEPARTMENT OF ECOLOGY AND EVOLUTIONARY BIOLOGY

(EEB) Ecology and Evolutionary Biology

REVISE DESCRIPTIONS AND (DE) PREREQUISITES ON SECONDARY CROSS-LISTED COURSES

EEB 681 Advanced Topics in Mathematical Biology I (3) Selected topics in theoretical and applied mathematical biology: including cell biology, ecology, evolution, epidemiology, immunology, network dynamics, social and behavioral science, and the integration and comparison of models to experimental and field data from life sciences.
Cross-listed: (See Mathematics 681.)
(DE) Prerequisite(s): MATH 581 or MATH 582 or MATH 682 or consent of instructor.

Formerly: Selected topics in theoretical and applied mathematical biology: including ecology, epidemiology, immunology, network dynamics, social and behavioral science, and the integration and comparison of models to experimental and field data.
(DE) Prerequisite(s): 581 and 582.

Rationale: Variable-content course, often featuring topics at the research frontier. The change is needed since the content of M681 may be independent from that of M682. Impact on other units: cross listed with EEB 681. Financial impact: none.

EEB 683 Advanced Topics in Mathematical Biology II (3) Selected topics in theoretical and applied mathematical biology: including cell biology, ecology, evolution, epidemiology, immunology, network dynamics, social and behavioral science, and the integration and comparison of models to experimental and field data from life sciences.
Cross-listed: (See Mathematics 682.)
(DE) Prerequisite(s): MATH 581 or MATH 582 or MATH 681 or consent of instructor.

Formerly: Continuation of 681.
(DE) Prerequisite(s): MATH 681.

Rationale: Variable-content course, often featuring topics at the research frontier. The change is needed since the content of M681 may be independent from that of M682. Impact on other units: cross listed with EEB 683. Financial impact: none.

DEPARTMENT OF GEOGRAPHY AND SUSTAINABILITY

(GEOG) Geography

ADD 400 LEVEL COURSE FOR GRADUATE CREDIT

GEOG 424 LiDAR Technology and Applications (3) Introduces the theory and applications of LiDAR (Light detection and ranging) technology in obtain, process, and analyze geospatial data. Potential topics include feature extraction, terrain modelling, and biomass estimation.
(RE) Prerequisite(s): GEOG 313, GEOG 413, or consent of instructor.

Rationale: This course is appropriate for graduate students. Impact on other units: none. Financial impact: none.

REVISE TITLE AND DESCRIPTION

GEOG 517 Database Design for Spatial Data Science (3) Concepts and methods of database design and creation for geographic information systems and spatial data science.

Formerly: Geographic Information Management and Processing (3)
Concepts and methods in management of geographic information. Database design, manipulation, sampling and analysis.

Rationale: The current title and description are very general and the current course title is sometimes confused with GEOG 518's course title of "GIS Project Management". Impact on other units: none. Financial impact: none.

REVISE REPEATABILITY

GEOG 609 Seminar in Geography (2-3)
Repeatability: May be repeated. Maximum 21 hours.

Formerly: Repeatability: May be repeated. Maximum 6 hours.

Rationale: GEOG 609 is offered multiple times during an academic year by different faculty members who use the course to explore wide ranging topics in geography, especially human geography, as they introduce students to the newest theories, methods, and issues. GEOG 609 plays a key, repeatable role in the program of study for many graduate students in the program, but at present students can only repeat the course a maximum of 6 credit hours. Exceptions for taking the course more often can be granted by the UT Graduate School but their officials request the department find a solution. Moreover, current repeatability limits of 609 place constraints on enrollment/course options by students who completed an MS in Geography and are now pursuing a PhD. Impact on other units: none. Financial impact: none.

DEPARTMENT OF MATHEMATICS

(MATH) Mathematics

ADD 400 LEVEL COURSE FOR GRADUATE CREDIT

Math 420 Graph Theory (3) Introduction to topics in graph theory, such as Hamiltonian cycles, Euler tours, connected graphs, matchings, coverings, planar graphs and graph colorings.
(RE) Prerequisite: Math 300 or Math 307 or COSC 311.

Rationale: This course was taught twice as a topics course on a trial basis, and it was well-received by students, attracting students from computer science as well as math. Impact on other units: none. Financial impact: none.

REVISE DESCRIPTION ON 400-LEVEL COURSE

MATH 421 Combinatorics (3) Topics may include basic principles of enumerative combinatorics, partitions, recurrence relations, generating functions, and introduction to graphs.

Formerly: Introduction to problems of construction and enumeration for discrete structures, such as sequences, partitions, graphs, finite fields and geometries, and experimental designs.

Rationale: New description more accurately describes what is taught in the course. Impact on other units: none. Financial impact: none.

REVISE DESCRIPTIONS AND (DE) PREREQUISITES ON PRIMARY CROSS-LISTED COURSES

MATH 681 Advanced Topics in Mathematical Biology I (3) Selected topics in theoretical and applied mathematical biology: including cell biology, ecology, evolution, epidemiology, immunology, network dynamics, social and behavioral science, and the integration and comparison of models to experimental and field data from life sciences.
Cross-listed: (Same as Ecology and Evolutionary Biology 681.)
(DE) Prerequisite(s): 581 or 582 or 682 or consent of instructor.

Formerly: Selected topics in theoretical and applied mathematical biology: including ecology, epidemiology, immunology, network dynamics, social and behavioral science, and the integration and comparison of models to experimental and field data.
(DE) Prerequisite(s): 581 and 582.

Rationale: Variable-content course, often featuring topics at the research frontier. The change is needed since the content of M681 may be independent from that of M682. Impact on other units: cross listed with EEB 681. Financial impact: none.

MATH 682 Advanced Topics in Mathematical Biology II (3) Selected topics in theoretical and applied mathematical biology: including cell biology, ecology, evolution, epidemiology, immunology, network dynamics, social and behavioral science, and the integration and comparison of models to experimental and field data from life sciences.
Cross-listed: (Same as Ecology and Evolutionary Biology 683.)
(DE) Prerequisite(s): MATH 581 or MATH 582 or MATH 681 or consent of instructor.

Formerly: Continuation of 681.
(DE) Prerequisite(s): MATH 681.

Rationale: Variable-content course, often featuring topics at the research frontier. The change is needed since the content of M681 may be independent from that of M682. Impact on other units: cross listed with EEB 683. Financial impact: none.

DEPARTMENT OF MICROBIOLOGY

(MICR) Microbiology

ADD

MICR 639 Advanced Techniques in Single Cell Analysis (3) Introduction to modern experimental techniques in the analysis of single cells. Lectures and hands-on, practical learning.
Registration Restriction(s): Minimum student level – graduate.

Rationale: Flow cytometry and fluorescence activated cell sorting FACS) enable visualization and analysis of specific characteristics of single cells (from animals, plants, and microbes) from a population. These techniques are utilized across a broad range of biological disciplines. This course is intended to give students familiarity with basic-intermediate skills and concepts needed to understand the technology, how to use it, and how to analyze the data using equipment-associated software. Currently, such training is offered ad hoc and without consistent rigorous theoretical and application background. This course has been offered as a pilot during winter mini term and was well-received by students. We are requesting a permanent course number now because this class is intended to support a proposed graduate certificate in Analytical Approaches in Biology - Cell Biology Imaging and Quantification and a new MS program in this area that is under development by departments within the Biology Division.

Impact on other units: Course is open to all graduate students including those from other Biology Division departments (BCMB and EEB) and the College of Engineering and UTIA. It is intended to support a proposed graduate certificate in Analytical Approaches in Biology - Cell Biology Imaging and Quantification and a new MS program in this area that is under development by departments within the Biology Division.

Financial Impact: There are some supply costs, ~$2000 per class per year at most. The faculty of practice who teaches this class will need to be paid as a lecturer (faculty of practice), since their time spent teaching cannot be paid through recharge services. This is a similar approach as that being taken for MICR 679 currently.

MICR 669 Advanced Techniques in Field Microbiology (3) Introduction to modern experimental techniques in the observation and data collection of microorganisms and various features of their natural environments.
Registration Restriction(s): Minimum student level – graduate.

Rationale: Microbial ecology explores the diversity, distribution, and abundance of microorganisms, their specific interactions, and the effect that they have on ecosystems. Microbial ecologists study the interactions of microorganisms with their environment, each other, and plant and animal species. Field work is the process of observing and collecting data about organisms, cultures, and natural environments. Field work differs from the semi-controlled environments of a laboratory or classroom in that provides the reality of the truly dynamic and varied reality of our natural world. Management of environments, for policy, environmental quality, food resources, etc. requires an understanding of how ecosystems are studied. The ethical and productive pursuit of field work requires knowledge of environmental and societal impacts at field sites, techniques in remote sensing, minimizing sampling and processing bias and contamination, proper archiving and sample storage, and familiarity with equipment deployment and remote sensing. To date, such topics have been conveyed to graduate students on an ad hoc basis. A version of this course has been offered as a journal club and was well-received by students. We are seeking a permanent course number now because this class is intended to support a proposed graduate certificate in Field Biology Analytical Techniques and a new MS program in this area that is under development by departments within the Biology Division.

Impact on other units: Course is open to all graduate students including those from other Biology Division departments (BCMB and EEB) and the College of Engineering and UTIA. It is intended to support a proposed graduate certificate in Field Biology Analytical Techniques and a new MS program in this area that is under development by departments within the Biology Division.

Financial Impact: A course fee may need to be implemented, to cover costs for any field sampling trips taken by the class and/or sample analyses from field excursions. A faculty of practice who teaches this class will need to be paid as a lecturer.

DEPARTMENT NAME CHANGE: FROM MODERN FOREIGN LANGUAGE AND LITERATURES TO: WORLD LANGUAGES AND CULTURES

ADD NEW 400-LEVEL COURSE FOR GRADUATE CREDIT

MFLL 410 Black Europe: Transnational Identities and Narratives in Afro-European Literature, Media, Music and Art (3)
This cross-disciplinary course explores issues of race, identity and citizenship in colonial and post - colonial Europe drawing from Sociology, Geography, Mediterranean Studies, Diaspora Studies, Post-Colonialism, Anthropology, Art, History, Critical Race Theory, Gender Studies, Music and Media and Cultural Studies.
(RE) Prerequisites: ENGL 102, ~~ENGL 118~~, ENGL 112, ENGL 132, ENGL 290, or ENGL 298.
Repeatability: May be repeated if content differs, maximum 6 hours.
Comments: Taught in English.

Rationale: New course aims to provide students with the essential understanding of a complex and multi-layered depiction of contemporary multicultural and multiracial Europe. It also explores its social and cultural changes, where the African community is becoming larger and better represented. In addition, students will learn that, in the shadow of Europe's colonialist heritage, phenomena of mass migration challenge,

complicate, and develop the notion of 'Europeanness' and undermine the fixity of a European identity in favor of multicultural and transnational identities.

410 will be taught with specific topics in each language, as "Black Italy," "Black Germany," "Black France," "Black Spain," "Black Portugal," and so on. Impact on other units: none. Financial impact: none. **Note**: ENGL 118 is being dropped & replaced with ENGL 112. Department name changed this year. They intend to change the subject code prefix next year from MFLL to WLC.

ADD

MFLL 560 Translation Theory (3) Will examine the theory and practice of translation from a variety of linguistic and cultural angles. It introduces key concepts such as relevance and equivalence and explores critical approaches depending on the translated text types.

Rationale: MFLL is introducing this course to prepare the way for an eventual Graduate Studies Certificate. The course will however be available for students outside of the certificate program, and outside of MFLL. Impact on other units: none. Financial impact: none.

SCHOOL OF MUSIC

(MUEN) Music Ensemble

ADD

MUEN 511 Afro-Diasporic Percussion Ensemble (1) Afro-diasporic percussion traditions, including West African, Afro-Cuban, Afro-Caribbean, and/or Afro-Brazilian. May also include singing and movement.
Repeatability: May be repeated. Maximum 6 hours.

Rationale: This ensemble currently has an undergraduate course number (MUEN 311) but not a graduate level number. A graduate number is needed so that the graduate students who participate in this ensemble can receive appropriate credit.

MUEN 524 Gospel Choir (1) A mixed-voice ensemble rehearsing and performing selections from gospel traditions. Will introduce students to techniques of performance of choral literature from this genre. Students will develop skills specifically germane to vocal gospel music production. No previous knowledge of the gospel genre expected.
Repeatability: May be repeated. Maximum 6 hours.

Rationale: New ensemble to provide opportunities to learn about and perform gospel music.

MUEN 523 Appalachian String Band Ensemble (1) Ensemble performance of bluegrass, old-time, early country, and Americana musics. Students will perform on their own string instrument (guitar, banjo, mandolin, fiddle (violin), dobro, upright bass, viola, cello, electric bass, or other), or on voice.
Repeatability: May be repeated. Maximum 6 hours.
Comments: Audition required.

Rationale: This new course is currently being offered under a general chamber music number. It is not visible in the catalog, and difficult to locate in the timetable. This will make the course more evident to students. This graduate number is intended to correlate with the undergraduate number of the same ensemble, MUEN 323.

DEPARTMENT OF PHYSICS AND ASTRONOMY

(PHYS) Physics

DROP

PHYS 601 Atomic Physics (3)

PHYS 602 Atomic Physics (3)

Rationale: courses have not been taught in 4 or more years with no faculty in this area of expertise. Impact on other units: none. Financial impact: none.

DEPARTMENT PSYCHOLOGY

(PSYC) Psychology

ADD

PSYC 677 Work Psychology (3) Exploration of clinical, research, and advocacy implications of work, career, and vocational psychology.
Registration Restriction: Minimum student level – graduate.

Rationale: A version of this course has been offered as PSYC 601 (Special topics) for over a decade. This course is required by our doctoral program accreditors, so there is a need to have a specifically named course as part of the program and students' transcripts. Impact on other units: none. Financial impact: none.

REVISE TITLE AND DESCRIPTION

PSYC 515 Professional Issues in Psychology (1) Research and practical issues in psychology.

Formerly
Colloquium in Experimental Psychology
Research and practical issues in experimental psychology.

Rationale: The course is not a colloquium, and the content of the course is geared towards all of our first year graduate students, not just the experimental students. Impact on other units: none. Financial impact: none.

REVISE CREDIT HOURS

PSYC 695 Field Placement in Clinical Psychology (1-6)

Formerly:
Field Placement in Clinical Psychology (3)

Rationale: The Clinical Psychology Doctoral program would like to change the credit hours of 695 Field Placement in Clinical Psychology from a 3-hour course to a variable 1-6 credit hour course. This is the only change requested and will assist our students with financial impact. Impact on other units: none. Financial impact: none.

DEPARTMENT OF RELIGIOUS STUDIES

(REST) Religious Studies

ADD

REST 530 Religions and Nature (3) An investigation of the efforts of religious communities in addressing environmental issues around the world with special emphasis on themes of environmental justice.

Rationale: The study of religions and environmental issues is a growing field within religious studies, and similar courses are frequently offered at peer, aspirational peer and elite universities across the country. This course will give grad students around campus the option of taking this course for graduate credit. We have a department "Graduate Certificate" program. Impact on other units: none. Financial impact: none.

DEPARTMENT OF THEATRE

(THEA) Theatre

ADD 400-LEVEL COURSE FOR GRADUATE CREDIT

THEA 455 Scene Painting (3) Techniques in painting theatrical backdrops, scenery units, and floor treatments.

Rationale: Course is regularly taught, every other year, as a special topics course. Impact on other units: none. Financial impact: none.

REVISE TITLES

THEA 520 Graduate Studies in Acting

Formerly: Master Class in Acting

THEA 523 Graduate Studies in Movement

Formerly: Master Class in Movement

THEA 524 Graduate Studies in Acting Shakespearean Text

Former title: Master Class in Acting Shakespearean Text

THEA 525 Graduate Studies in Voice

Former title: Master Class in Voice

THEA 540 Graduate Studies in Costume

Former title: Master Class in Costume

THEA 570 Graduate Studies in Sound and Media Design

Former title: Master Class in Sound and Media Design

Rationale: Masters Class typically a class given to students of a particular discipline by an expert of that discipline for a shortened time period. This class is a semester-long course. For clarity, we are changing the name. Also, we are revisiting the use of "master" throughout the curriculum. Impact on other units: none. Financial impact: none.

PART II PROGRAM CHANGES

MOVE THE LIFE SCIENCES MAJOR (MS AND PHD) FROM THE COLLEGE OF ARTS AND SCIENCES TO THE BREDESEN CENTER FOR INTERDISCIPLINARY RESEARCH AND GRADUATE EDUCATION

LIFE SCIENCES MAJOR, MS

Concentrations: Genome Science and Technology and Plant Physiology and Genetics

LIFE SCIENCES MAJOR, PHD

Concentrations: Genome Science and Technology and Plant Physiology and Genetics

Rationale: This proposal is designed to revise the ownership of the graduate Major in Life Sciences (MS and PhD) from the College of Arts and Sciences (CAS) to the Bredesen Center for Interdisciplinary Research and Graduate Education (BC). Currently the Bredesen Center is listed as an “other academic unit” thus the tuition generated under LFSC will not flow back to the Bredesen Center but rather proportionately to all of the academic units. While the College of Arts and Sciences might lose some of the tuition revenue, the administrative costs will shift from them to the Bredesen Center. Historically, the Genome Science and Technology graduate students also serve as Graduate Teaching Assistants to help teach courses in the College of Arts and Sciences. The Bredesen Center has agreed in principle to continue to allow Genome Science and Technology students to participate in TA positions, which will largely be at the graduate advisor’s discretion (many of whom are Arts and Sciences faculty). The College of Arts and Sciences has offered to negotiate a continuation of the GTA agreement whereby GST graduate students will continue to fulfill teaching needs in the College.

Impact on other units: This policy decision has been formally agreed to by the leadership of CAS, the BC and the Provost’s office. The BC will be submitting changes to any programs and courses under their ownership for effective fall 2023.

Financial impact: The Bredesen Center operational cost will increase with the administrative responsibility of taking on this joint PhD program. The BC is working with Budget and Finance to propose a revised Bredesen Center budget for the transition of the LFSC program.

INTERDISCIPLINARY PROGRAMS

REVISE LINGUISTICS GRADUATE CERTIFICATE

In the 2023-24 Graduate Catalog, under the Required Courses heading, at the bullet for the Linguistics courses, revise the courses listed to include the newly added course LING 540.

- LING 400, LING 426, LING 435, LING 471, LING 472, LING 474, LING 476, LING 477, LING 485, LING 540

Formerly: LING 400, LING 426, LING 435, LING 471, LING 472, LING 474, LING 476, LING 477, LING 485

Rationale: the revised list includes the addition of the newly proposed course, LING 540. Impact on other units: none. Financial impact: none.

SCHOOL OF ART

+ ADD CERTIFICATE

Cinema Studies

In the 2023-24 Graduate Catalog, add heading, text, and requirements for new certificate.

The Graduate Certificate in Cinema Studies offers students the opportunity to study the aesthetics and history of cinema from a transnational, interdisciplinary perspective. The curriculum trains students in the theory of film analysis and criticism and allows them to explore different cinematic cultures and traditions. Many disciplines such as English, History, MFLL, Sociology, Religious Studies, and Political Science, and of course Art, employ visual media in teaching and research. Mastering theories and methodologies of film and visual media analysis is a key skill for research and effective teaching. Our courses provide a wide variety of theoretical approaches to film that will help graduate students to conduct their own research and inquiries and to enhance their teaching.

The Cinema Studies Graduate Certificate consists of a minimum of 12 graduate credit hours in interdisciplinary coursework outlined below. A maximum of six graduate credit hours can overlap between the Women, Gender, and Sexuality Graduate Certificate and the student's home discipline, as approved by the Cinema Studies program cochairs. At least six graduate credit hours toward the Cinema Studies Graduate Certificate must be taken at the 500-level or above.

Campus Code:
Knoxville Campus

Graduate Certificate Type
Add-on

Credit Hours Required:
12 graduate credit hours

Admissions Standards/Procedures
To apply for the Cinema Studies certificate, applicants must submit the Online Graduate Admissions application and all required materials to include transcripts and letter of interest. These materials will be forwarded to the Cinema Studies co-chairs for review and admission.

Students must be admitted to the certificate program prior to completing six graduate credit hours toward the certificate. Students will select their coursework in conjunction with the Cinema Studies program co-chairs, who must approve each student's program. Students must maintain a minimum 3.00 grade point average throughout the program.

I. Required Course, 3 graduate credit hours of:
- ENGL 594 Film History, Form, and Analysis

II. An additional 6 graduate credit hours chosen from:
- CNST/FREN 420 French Cinema
- CNST/GERM 423 Topics in German Cinema
- CNST/WGS 469 Sexuality and Cinema
- CNST/MFLL 482 Special Topics in Global Cinema
- CNST/ENGL 489 Special Topics in Film
- CNST/SPAN 434 Film and Visual Culture in the Hispanic World

- FREN 550 French Literature and Culture II (Film)
- ~~CNST 493 Independent Study~~ (*Removed. Not listed in Graduate Catalog. CNST 493 is not available for graduate credit*)
- ARTH 433 History of Film and Modern Art
- ARTC 431 The Business of Cinema
- ARTC 432 Advanced 4D Arts I
- ARTC 433 Animation III
- ARTC 435 Narrative Filmmaking
- ARTC 436 Video Art
- ARTC 439 Special Topics in Time-Based Arts

- or special topics courses as approved by the Cinema Studies cochairs.

III. Three (3) graduate credit hours of ENGL 593, MFLL 593 or ART 593 to be completed under the supervision of a member of the Cinema Studies core faculty, or another faculty member approved by a Cinema Studies cochair. Normally, this will involve a capstone experience that consists of a thoughtful creation of a course syllabus, a teaching philosophy, and a public presentation pertaining to Cinema Studies and the student's home discipline.

Non-course requirements
To receive the certificate, students must:
- Complete the Graduate Certificate Course Verification Form.
- Apply to graduate from the certificate program through MyUTK.

Rationale: There is great demand among MFA students and graduate students in English and MFLL to receive official certification of their skills in film and media analysis. This certificate will help our students to secure positions and professionalize their teaching. Impact on other units: This graduate certificate will impact the following units who support this program: Modern Foreign Languages & Literatures; Women, Gender, and Sexuality; English. Financial impact: none.

DEPARTMENT OF CHEMISTRY

REVISE CHEMISTRY MAJOR, PHD

In the 2023-24 Graduate Catalog, for all concentrations, under the Non-Course Requirements heading, revise the second bullet point as follows:

- Graduation with a PhD in Chemistry requires the publication of two articles in peer-reviewed journals describing research performed during graduate studies. One of the articles must list the graduating student as first author (or an equally contributing first author). Accepted articles will count toward this requirement. Each student must present their research at one regional, national, or international conference.

Formerly:
Graduation with a PhD in Chemistry requires the publication of a minimum of one article in a peer-reviewed journal describing research performed during graduate studies.

Rationale: This revision formalizes expectations held by the faculty of the department for PhD graduates, both in terms of publication and presentation of dissertation research in their field of study. This clarity benefits students so they can better plan their research activities and path through their doctoral studies, dissertation writing, and job search activities by laying out clear markers of success as a young professional. Impact on other units: none. Financial impact: none.

DEPARTMENT OF ENGLISH

REVISE DIGITAL HUMANITIES GRADUATE CERTIFICATE

In the 2023-24 Graduate Catalog, under the Required courses heading, revise the last paragraph as follows:

ENGL 593 or an additional 3 graduate credit hour course – either an independent study or a non-designated DH class – for which students will complete an independent DH project and compile their Certificate Portfolio, intended to be a tool for job-seeking purposes. Students may take additional non-designated DH classes with added independent DH projects to satisfy requirement II at the discretion of the program chair and their professors.

Formerly: ENGL 593 or an additional 3 graduate credit hour course – either an independent study or a non-designated DH class – for which students will complete an independent DH project and compile their Certificate Portfolio, intended to be a tool for job-seeking purposes.

Rationale: There is now explicit flexibility in the program requirements for students who want to take additional classes for DH credit along the lines of the III requirement. Impact on other units: none. Financial impact: none

DEPARTMENT OF GEOGRAPHY AND SUSTAINABILITY

REVISE REQUIREMENTS - GEOGRAPHY MAJOR, PHD

In the 2023-24 Graduate Catalog, under the Required courses heading, revise the 3rd bullet to reduce the credit hours for the 600-level seminars from 9 to 6 as shown below.

- at least 6 credit hours of 600-level seminars

Formerly:
9 credit hours of 600-level seminars,

Rationale: In Spring 2019, the department faculty voted to change one of the course requirements for the PhD degree from "9 credit hours of 600-level seminars" to "at least 6 credit hours of 600-level seminars". The change has already taken effect since Fall 2019 (see the Geography Graduate Handbook 2022-2023 edition section 6.2.3 on page 18). To resolve the discrepancy in course requirements between the Graduate Catalog and the Geography Graduate Handbook, we are submitting a curriculum proposal requesting the Graduate Catalog to change the requirement from "9 credit hours of 600-level seminars" to "at least 6 credit hours of 600-level seminars". Impact on other units: none. Financial impact: none.

DEPARTMENT OF MICROBIOLOGY

+ ADD CERTIFICATE

Cell Biology Imaging and Quantification

In the 2023-24 Graduate Catalog, add heading, text, and requirements for new certificate.

The Cell Biology Imaging and Quantification Graduate Certificate is offered by the Biological Sciences Division. Applicants can be currently admitted to a degree program at UTK or can apply solely for the Cell Biology Imaging and Quantification Certificate through the Graduate Admissions Office. The applicants are expected to have a baccalaureate degree in a natural science discipline with a minimum GPA of 3.00. Students from other disciplines may be admitted but may be required to take prerequisite courses as described in the Graduate Catalog. Recommended background knowledge includes organismal and ecological biology, cellular and molecular biology, physics, and math.

Applicants may be admitted to the certificate or complete the certificate as part of an MS or PhD.

This certificate will enable students to accomplish the following:
- Acquire knowledge of the theoretical basis of microscopy and imaging analytical techniques used to investigate biological systems.
- Apply knowledge of microscopy and imaging techniques to the generation of experimental data.
- Analyze and interpret biological data generated from microscopy and imaging analytical technologies.

Campus Code
Knoxville Campus

Graduate Certificate Type
Add on
Stand-Alone

Credit Hours Required
12 graduate credit hours

Admissions Standards/Procedures
- Applicants must meet the minimum admissions requirements of the University of Tennessee, Knoxville, Graduate School
- Must apply for the certificate online through the Office of Graduate Admissions

Required courses (6 credit hours):

- BCMB 562 Introduction to Electron Microscopy of Biological Samples OR
  BCMB 563 Principles and Applications of Optical Microscopes in Biology
- MICR 639 Introduction to Flow Cytometry and Sorting

Elective courses (at least 6 graduate credit hours from the following list):

- MICR 431 Advanced Immunology
- MICR 435 Quantitative analysis of biological data3epartment of Chemistry
- BCMB 523 Plant Growth and Development
- BCMB 562 Introduction to Electron Microscopy of Biological Samples
- BCMB 563 Principles and Applications of Optical Microscopes in Biology
- BCMB 590 / MICR 590 Introduction to Membrane Biology
- EEB 414 Plant Anatomy
- EEB 513 Art and Organism Integrative Biology of Aesthetic Experience
- LFSC 507 Programming for Biological Data Analysis
- MICR 520 Microbial Pathogenesis

Non-course requirements

To receive the certificate, students must:

- Complete the Graduate Certificate Course Verification Form
- Apply to graduate from the certificate program through MyUTK

Rationale: Technological advances have revolutionized the study of biological systems, enabling acquisition of interrogation of datasets of unprecedented depth and complexity. Training the research and development workforce of the future must include a solid foundation in the theory, application, and data analyses pertaining to these analytical approaches. Students with this background will be better prepared for careers in research or research-related activities in academia, government, and private sectors, including as technologists who manage core facilities, as coordinators for field research programs, and as R&D and sales representatives for biotechnology corporations.

Impact on Other Units: The certificates were developed around existing coursework or technologies offered through core facilities, recharge centers, or other support units. In each track, we endeavored to have the required courses include both theory behind the technology/approach and, wherever possible, and hands-on experiential component to help students gain skills in applying the technology/approach. The recommended elective courses are those that offer didactic theory and classroom instruction on data processing, analysis, and interpretation relevant to the technology covered in the required courses. A distinctive aspect of the proposed certificates/degree is that some of the required courses can be offered by the core/recharge center technical staff who have the appropriate technical skills. As already occurs for some courses included in the proposed certificates, such "faculty of practice" would have dual roles in overseeing their core facilities/recharge center services and in instruction for applications-based curriculum.

Financial Impact: We do not anticipate the certificates will require significant investments of faculty time, except for an inter-departmental committee (TTF and NTTF) tasked with review of applications, monitoring of certificate requirement completion, and advising students when needed. The certificates may increase enrollment in the proposed required and elective courses, and offering a certificate is coupled with a commitment that required courses be offered consistently and with sufficient capacity to accommodate certificate seekers. The certificates are intended, in part, to gauge the extent of this interest so that we can adjust the course offerings accordingly.

+ ADD CERTIFICATE

Biomolecular Analysis

In the 2023-24 Graduate Catalog, add heading, text, and requirements for new certificate.

Biomolecular Analysis Graduate Certificate

The Biomolecular Analysis Graduate Certificate is offered by the Biological Sciences Division. Applicants can be currently admitted to a degree program at UTK or can apply solely for the Biomolecular Analysis Graduate Certificate through the Graduate Admissions Office. The applicants are expected to have a baccalaureate degree in a natural science discipline with a minimum GPA of 3.00. Students from other disciplines may be admitted but may be required to take prerequisite courses as described in the Graduate Catalog. Recommended background knowledge includes organismal and ecological biology, cellular and molecular biology, physics, and math.

Applicants may be admitted to the certificate or complete the certificate as part of an MS or PhD.

This certificate will enable students to accomplish the following:

- Acquire knowledge of the theoretical basis of biomolecular analytical techniques used to investigate biological systems.
- Apply knowledge of biomolecular techniques to the generation of experimental data.
- Analyze and interpret biological data generated from biomolecular analytical technologies.

Campus Code

Knoxville Campus

Graduate Certificate Type
Add on
Stand-Alone

Credit Hours Required
12 graduate credit hours

Admissions Standards/Procedures
Applicants must meet the minimum admissions requirements of the University of Tennessee, Knoxville, Graduate School.
Must apply for the certificate online through the Office of Graduate Admissions.

Required courses (6 credit hours):
- LFSC 695 Advanced Topics in Genome Science and Technology
- MICR 679 Advanced Techniques in Nucleic Acid Sequencing

Elective courses (at least 6 credit hours from the following list):
- BCMB 419 Cellular and Comparative Biochemistry lab
- BCMB 511 Advanced Protein Chemistry and Cellular Biology
- BCMB 512 Advanced Molecular Biology
- BCMB 518 Biophysical Chemistry
- BCMB 422 Computational Biology and Bioinformatics
- BCMB 590 / MICR 590 Introduction to Membrane Biology
- EEB 587 Phylogenetic Methods
- LFSC 507 Programming for statistical and graphical analysis of biological data
- LFSC 520 Genetics and Genomics
- LFSC 695 Biological Mass Spectrometry
- MICR 435 Quantitative analysis of biological data
- MICR 540 Genomics and Bioinformatics

Non-course Requirements
To receive the certificate, students must:
- Complete the Graduate Certificate Course Verification Form
- Apply to graduate from the certificate program through MyUTK

Rationale: Technological advances have revolutionized the study of biological systems, enabling acquisition of interrogation of datasets of unprecedented depth and complexity. Training the research and development workforce of the future must include a solid foundation in the theory, application, and data analyses pertaining to these analytical approaches. Students with this background will be better prepared for careers in research or research-related activities in academia, government, and private sectors, including as technologists who manage core facilities, as coordinators for field research programs, and as R&D and sales representatives for biotechnology corporations.

Impact on Other Units: The certificates were developed around existing coursework or technologies offered through core facilities, recharge centers, or other support units. In each track, we endeavored to have the required courses include both theory behind the technology/approach and, wherever possible, and hands-on experiential component to help students gain skills in applying the technology/approach. The recommended elective courses are those that offer didactic theory and classroom instruction on data processing, analysis, and interpretation relevant to the technology covered in the required courses. A distinctive aspect of the proposed certificates/degree is that some of the required courses can be offered by the core/recharge center technical staff who have the appropriate technical skills. As already occurs for some courses included in the proposed certificates, such "faculty of practice" would have dual roles in overseeing their core facilities/recharge center services and in instruction for applications-based curriculum.

Financial Impact: We do not anticipate the certificates will require significant investments of faculty time, except for an inter-departmental committee (TTF and NTTF) tasked with review of applications, monitoring of certificate requirement completion, and advising students when needed. The certificates may increase enrollment in the proposed required and elective courses, and offering a certificate is coupled with a commitment that required courses be offered consistently and with sufficient capacity to accommodate certificate seekers. The certificates are intended, in part, to gauge the extent of this interest so that we can adjust the course offerings accordingly.

+ ADD CERTIFICATE

Field Biology Analytical Techniques

In the 2023-24 Graduate Catalog, add heading, text, and requirements for new certificate.

Field Biology Analytical Techniques Graduate Certificate
Technological advances have revolutionized the study of biological systems, enabling acquisition of interrogation of datasets of unprecedented depth and complexity. Training the research and development workforce of the future must include a solid foundation in the theory, application, and data analyses pertaining to these analytical approaches. Students with this background will be better prepared for careers in research or research-related activities in academia, government, and private sectors,

including as technologists who manage core facilities, as coordinators for field research programs, and as R&D and sales representatives for biotechnology corporations.

This certificate will enable students to accomplish the following:

- Acquire knowledge of the theoretical basis of field analytical techniques used to investigate biological systems.
- Apply knowledge of field analytical techniques to the generation of experimental data.
- Analyze and interpret biological data generated from field analytical techniques.
- certificate requirements

Campus Code
Knoxville Campus

Graduate Certificate Type
Add on
Stand-Alone

Credit Hours Required
12 graduate credit hours

Admissions Standards/Procedures
Applicants must meet the minimum admissions requirements of the University of Tennessee, Knoxville, Graduate School
Must apply for the certificate online through the Office of Graduate Admissions

Required courses (6 credits total)
- EEB 611 (4CR) Field Ecology
- MICR 669 (3CR) Advanced Techniques in Field Microbiology

Elective courses (Take 6 credits total from the list below)
- EEB 601 Natural History Collections Research
- EEB 602 Field Botany
- EEB 602 Ecosystem Ecology lab
- EEB 602 Ecosystem Ecology
- EEB 611 Herpetology
- EEB 603 Diversity, Ecology & Evolution of Fishes
- MICR 470 Microbial Ecology

Non-course Requirements
To receive the certificate, students must:
- Complete the Graduate Certificate Course Verification Form.
- Apply to graduate from the certificate program through MyUTK.

Rationale: Technological advances have revolutionized the study of biological systems, enabling acquisition of interrogation of datasets of unprecedented depth and complexity. Training the research and development workforce of the future must include a solid foundation in the theory, application, and data analyses pertaining to these analytical approaches. Students with this background will be better prepared for careers in research or research-related activities in academia, government, and private sectors, including as technologists who manage core facilities, as coordinators for field research programs, and as R&D and sales representatives for biotechnology corporations.

Impact on Other Units: The certificates were developed around existing coursework or technologies offered through core facilities, recharge centers, or other support units. In each track, we endeavored to have the required courses include both theory behind the technology/approach and, wherever possible, and hands-on experiential component to help students gain skills in applying the technology/approach. The recommended elective courses are those that offer didactic theory and classroom instruction on data processing, analysis, and interpretation relevant to the technology covered in the required courses. A distinctive aspect of the proposed certificates/degree is that some of the required courses can be offered by the core/recharge center technical staff who have the appropriate technical skills. As already occurs for some courses included in the proposed certificates, such "faculty of practice" would have dual roles in overseeing their core facilities/recharge center services and in instruction for applications-based curriculum.

Financial Impact: We do not anticipate the certificates will require significant investments of faculty time, except for an inter-departmental committee (TTF and NTTF) tasked with review of applications, monitoring of certificate requirement completion, and advising students when needed. The certificates may increase enrollment in the proposed required and elective courses, and offering a certificate is coupled with a commitment that required courses be offered consistently and with sufficient capacity to accommodate certificate seekers. The certificates are intended, in part, to gauge the extent of this interest so that we can adjust the course offerings accordingly.

✚ ADD CERTIFICATE

Bio-Mathematical and Statistical Analysis Graduate Certificate

In the 2023-24 Graduate Catalog, add heading, text, and requirements for new certificate.

Bio-Mathematical and Statistical Analysis Graduate Certificate
Technological advances have revolutionized the study of biological systems, enabling acquisition of interrogation of datasets of unprecedented depth and complexity. Training the research and development workforce of the future must include a solid foundation in the theory, application, and data analyses pertaining to these analytical approaches. Students with this background will be better prepared for careers in research or research-related activities in academia, government, and private sectors, including as technologists who manage core facilities, as coordinators for field research programs, and as R&D and sales representatives for biotechnology corporations.

This certificate will enable students to accomplish the following:
- Acquire knowledge of the theoretical basis of mathematical and statistical techniques used to investigate biological systems.
- Apply knowledge of mathematical and statistical techniques to the generation of experimental data.
- Analyze and interpret biological data generated from mathematical and statistical techniques.

Campus Code
Knoxville Campus

Graduate Certificate Type
Add on
Stand-Alone

Credit Hours Required
12 graduate credit hours

Admissions Standards/Procedures
- Applicants must meet the minimum admissions requirements of the University of Tennessee, Knoxville, Graduate School
- Must apply for the certificate online through the Office of Graduate Admissions

Required Courses
Choose two courses from category A (6 credits) and 2 courses from either category A or category B (6 credits)

Category A
- EEB 560 Biometry
- EEB 610 Models in Biology
- LFSC 507 Programming for Biological Data Analysis
- MICR 435 Quantitative Analysis of Biological Data

Category B
- EEB 587 Phylogenetic Methods
- MICR 575 Reproducible Data Analysis
- EEB 581 Mathematical Biology I
- EEB 610 Conversational Biomathematical Modeling

Non-course Requirements
To receive the certificate, students must:
- Complete the Graduate Certificate Course Verification Form
- Apply to graduate from the certificate program through MyUTK

Rationale: Technological advances have revolutionized the study of biological systems, enabling acquisition of interrogation of datasets of unprecedented depth and complexity. Training the research and development workforce of the future must include a solid foundation in the theory, application, and data analyses pertaining to these analytical approaches. Students with this background will be better prepared for careers in research or research-related activities in academia, government, and private sectors, including as technologists who manage core facilities, as coordinators for field research programs, and as R&D and sales representatives for biotechnology corporations.

Impact on Other Units: The certificates were developed around existing coursework or technologies offered through core facilities, recharge centers, or other support units. In each track, we endeavored to have the required courses include both theory behind the technology/approach and, wherever possible, and hands-on experiential component to help students gain skills in applying the technology/approach. The recommended elective courses are those that offer didactic theory and classroom instruction on data processing, analysis, and interpretation relevant to the technology covered in the required courses. A distinctive aspect of the proposed certificates/degree is that some of the required courses can be offered by the core/recharge center technical staff who have the appropriate technical skills. As already occurs for some courses included in the proposed certificates, such "faculty of practice" would have dual roles in overseeing their core facilities/recharge center services and in instruction for applications-based curriculum.

Financial Impact: We do not anticipate the certificates will require significant investments of faculty time, except for an inter-departmental committee (TTF and NTTF) tasked with review of applications, monitoring of certificate requirement completion, and advising students when needed. The certificates may increase enrollment in the proposed required and elective courses, and offering a certificate is coupled with a commitment that required courses be offered consistently and with sufficient capacity to accommodate certificate seekers. The certificates are intended, in part, to gauge the extent of this interest so that we can adjust the course offerings accordingly.

DEPARTMENT NAME CHANGE: FROM MODERN FOREIGN LANGUAGE & LITERATURES TO: WORLD LANGUAGES AND CULTURES

REVISE FRENCH MAJOR, MA

In the 2023-24 Graduate Catalog, for the French Major, MA, revise the introductory paragraph as shown below.

The Master of Arts in French is a two-year program designed to prepare students for a variety of career options as well as a PhD program in French literature and culture. We offer tuition waivers and GTA stipends on a competitive basis. Students on an assistantship receive teaching training during their first year and teach lower-division French courses their second year.

Formerly: The Master of Arts in French is a two-year program. and has literary emphasis. Students can sometimes pursue coursework in other fields of interest, such as Linguistics, Cinema, and Africana Studies. We offer tuition waivers and GTA stipends on a competitive basis. We offer teaching training during the first year and teach lower-division French courses their second year in the program.

REVISE FRENCH MAJOR, MA, FOR OPTIONS AVAILABLE AND ADMISSIONS PROCEDURES

In the 2023-24 Graduate Catalog, for the French Major, MA, revise Options Available as shown below (adding Project Option and revising Coursework Only <u>with</u> Comp Exam to Coursework Only <u>Without</u> Comp Exam).

Options available
Thesis Option
Project Option
Coursework Only Without Comprehensive Exam Option

Formerly:
Thesis Option
Coursework Only With Comprehensive Exam Option

Revise admissions Standards/Procedures to:

- Submit an online application to the Office of Graduate Admissions.
- A student should have already completed a major or the equivalent of a major (usually 30 hours) in French or a related field.
- Although the Graduate Council requires a minimum grade point average of 2.70 (on a scale of 4.00) for admission to the UT Graduate School, prospective students should note that the grade point average of 3.50 (on a 4.00 scale) in all coursework of their major (French or a related field) in order to be admitted to the MA program~~.~~
- When evaluating a student's application dossier, the Graduate Admissions Committee looks for high-quality, committed students who will add diversity, intellectual liveliness, and energy to the program.

Formerly:
Submit online application to the Office of Graduate Admissions.
A student should have already completed a major or the equivalent of a major (usually 30 hours) in their main discipline (French or a related field, German, or Spanish).
Although the Graduate Council requires a minimum grade point average of 2.70 (on a scale of 4.00) for admission to the UT Graduate School, prospective students should note that the grade point average of 3.50 (on a 4.00 scale) in all coursework of their major (French, German, Spanish, or a related field) in order to be admitted to the MA programs in French, German, or Spanish.
In making its decision, the Admissions Committee considers grades, recommendations, a statement of goals (in English and in the target language), and 2 writing samples (ideally, one in English and one in the target language).
When evaluating a student's application dossier, the Graduate Admissions Committee looks for high-quality, committed students who could complete the program successfully, and who will add diversity, intellectual liveliness, and energy to the program.

REVISE FRENCH MAJOR, MA, FOR OPTIONS AVAILABLE

Under Thesis Option heading – revise heading, and text as follows:

Thesis or Project Option
Students who choose the thesis or project option either demonstrate their research skills by writing a thesis or produce a project that demonstrates their mastery of a subfield of French studies. The student will work closely with a faculty member who

specializes in their field of interests. Additional information can be found in the MFLL Graduate Handbook available on the department's webpage.

Formerly:
Thesis Option
Students who choose the thesis option demonstrate their research skills by submitting a thesis and passing an oral examination on it and on related matters. The student will work closely with a faculty member who specializes in their field of interests. Additional information can be found in the MFLL Graduate Handbook available on the department's webpage.

Under Thesis heading, Required Courses, remove the second sub-bullet. The requirements will now show as:

- Completion of a minimum of 24 credit hours of coursework
  - A maximum of 6 credit hours may be taken at the 400-level, the rest of the 500-level

Formerly:
Under certain conditions, the student may take 600-level seminars.

Under Thesis heading, Additional Course Requirements heading, revise bullet as shown below.

- MFLL 512 is required for all new GTAs and counts toward the 30 graduate credit hours.

Formerly:
MFLL 512 is required for all new GTAs who have not already taken a similar course.

Under Thesis heading, Non-Course Requirements, remove current text and replace with the following.

- The thesis committee must be established, and a formal proposal approved by the beginning of the third semester of coursework.
- The final oral defense of the thesis or project must take place during the final semester by the deadline set by the Graduate School.
  - The thesis will be 70-100 pages in length.
  - The nature of the project will be determined by the director.

Formerly:
The thesis committee must be established, and a formal proposal approved by the end of the second semester of coursework.
The thesis must be completed by the end of the fourth semester of coursework.
The thesis will be 70-100 pages in length.
A written examination covering the coursework and selected items from a master reading list (two fields)
A final oral examination covering the thesis.

REVISE FRENCH MAJOR, MA, CHANGE OPTION TO: COURSEWORK ONLY WITHOUT COMPREHENSIVE EXAM OPTION

In the 2023-24 Graduate Catalog, change option from Coursework With Comp Exam to Coursework Without Comp Exam

Formerly: Coursework Only With Comprehensive Exam Option

Under the Coursework Only Without Comprehensive Exam Option heading, revise required courses to:

- Completion of at least 30 graduate credit hours of coursework
  - A maximum of 9 credit hours at the 400-level (those 400-level courses that appear in the Graduate Catalog for graduate credit)
  - The remainder at the 500-level

Formerly:
Completion of at least 30 graduate credit hours of coursework
A maximum of 9 credit hours at the 400-level (those 400-level courses that appear in the Graduate Catalog for graduate credit)
The remainder at the 500-level
Selection of courses will be determined in close consultation with the Graduate Coordinator for French. At least 18 graduate credit hours must be taken in the major.

Under Coursework Only Without Comprehensive Exam Option, revise Additional Course Requirements to

- MFLL 512 required for all new GTAs and counts toward the 30 hours.

Formerly:
MFLL 512 required for all new GTAs.

Under Coursework only, remove Non-Coursework Requirements

Formerly:
Non-Course Requirements
A written examination covering the course work and selected items from a master reading list (three fields)

REVISE FIVE-YEAR BA/MA PROGRAM - FRENCH MAJOR, MA

Under Five-Year BA/MA Program – French Major, MA, revise description as follows.

For qualified students, the Department of Modern Foreign Languages and Literatures offers a 5-year BA-MA program with a BA major in Modern Foreign Languages and Literature — French and Francophone Studies concentration and a French major, MA (coursework only without comp exam option). The primary component of the program is that a qualified student may take up to 9 credit hours of approved graduate courses for their senior undergraduate electives and have them count toward both the BA degree and the MA degree. Qualifications for admission to the program are:

Formerly
For qualified students, the Department of Modern Foreign Languages and Literatures offers a 5-year BA-MA program with a BA major in Modern Foreign Languages and Literature — French and Francophone Studies concentration and a French major, MA (coursework only option with comp exam). The primary component of the program is that a qualified student may take up to 9 credit hours of approved graduate courses for their senior undergraduate electives and have them count toward both the BA degree and the MA degree. Qualifications for admission to the program are:

Rationale: Our previous MA was designed exclusively for students preparing to go on to a PhD program in French literature. The revised program keeps this possibility intact while allowing students interested in other career paths to focus on other interests. Impact on other units: none. Financial impact: none

REVISE GERMAN MAJOR, MA – ADMISSIONS PROCEDURES

In the 2023-24 Graduate Catalog, under the Admissions Standards/Procedures revise to remove 4th bullet.

Formerly:
In making its decision, the Admissions Committee considers grades, recommendations, a statement of goals (in English and in the target language), and 2 writing samples (ideally, one in English and one in the target language).

Rationale: We are changing the admissions requirements and noticed that most programs do not include this material in the catalog; removing these passages will make it easier to make changes in the future. Impact on other units; none. Financial impact: none.

REVISE SPANISH MAJOR, MA – ADMISSIONS PROCEDURES

In the 2023-24 Graduate Catalog, under the Admissions Standards/Procedures revise to remove 4th bullet.

Formerly:
In making its decision, the Admissions Committee considers grades, recommendations, a statement of goals (in English and in the target language), and 2 writing samples (ideally, one in English and one in the target language).

Rationale: We are changing the admissions requirements and noticed that most programs do not include this material in the catalog; removing these passages will make it easier to make changes in the future. Impact on other units; none. Financial impact: none

+ ADD CERTIFICATE

Translation Studies

In the 2023-24 Graduate Catalog, add heading, text, and requirements for new certificate.

Translation Studies
The Translation Studies Certificate is intended for students from all graduate programs at UT as well as post-BA students in French, German, or Spanish seeking a stand-alone experience. The Certificate is designed to develop expertise in the language of choice and to provide foundational knowledge of translation theory.

Campus Code
Knoxville Campus

Graduate Certificate Type
Add-On
Stand-Alone

Admissions Standards/Procedures
Certificate candidates must currently be admitted to a graduate program at the university or hold a terminal degree and apply solely for the certificate through the Graduate Admissions Office. Students may take up to 6 graduate credit hours of certificate classes before making formal application to the Graduate Translation Certificate. Students must select their 6 hours of graduate language coursework in conjunction with the Graduate Coordinator in their chosen program (French, German, or Spanish); these 6 credit hours must consist of courses taught in the target language.

Academic Standards
Students must maintain a cumulative GPA of at least 3.00 on all graduate courses in the program. All courses must be completed at UTK within five years of admission to the certificate program.

Credit Hours Required
12 graduate credit hours

Required Courses
- MFLL 560 Translation Theory
- LING 540 Translation, Linguistics, and Context
- 6 credit hours of courses from the Graduate Catalog in French, German, or Spanish; courses must be taught in the target language and pre-approved by the appropriate Graduate Program Coordinator.

*Students may request substitution for one of the required courses listed in this bullet; requires approval from the certificate coordinator.

Non-Course Requirements:
- Complete the Graduate Certificate Course Verification Form (located on the Graduate School webpage under the Forms Central tab).
- Apply to graduate from the certificate program prior to completing six graduate credit hours toward the certificate through MyUTK.

Rationale: Many students in the MFLL graduate programs (MAs in French, German, or Spanish; PhD in MFLL with a first concentration in French, German, or Spanish) are interested in a career that includes the practice of translation. This new certificate will provide them with the means to demonstrate expertise in the theory and practice of translation as well as to pass the American Translators Association exam, should they wish to do so. Students currently enrolled in other graduate programs at UT with advanced language skills in French, German, or Spanish will be welcome in this certificate program, as well as qualified post-BA applicants seeking a stand-alone certificate. Impact on other units: none. Financial impact: none. **CIP code: 16.0103** Language Interpretation and Translation.

SCHOOL OF MUSIC

+ ADD CERTIFICATE

Artist Certificate in Brass Performance

In the 2023-24 Graduate Catalog, add heading, text, and requirements for new certificate.

Artist Certificate in Brass Performance

Campus Code
Knoxville Campus

Graduate Certificate Type
Stand-Alone

Admissions Standards/Procedures
Applicants to this graduate certificate must hold a minimum of the bachelor's degree or equivalency and follow the procedures and regulations for applying for admission to graduate study at the University of Tennessee, Knoxville, and the Graduate Division of the School of Music. Required credentials for admission to the School of Music include:

- A completed online application submitted to the Graduate Admissions Office
- University admissions application fee
- Official transcripts of all post-secondary studies
- Two letters of recommendation, and a repertoire list
- Applicants whose native language is not English are required to take and pass the Test of English as a Foreign Language (TOFEL) or the International English Language Testing System (IELTS). Passing marks are 550, 80, and 6.5 for paper-based, internet-based (IBT) TOEFL, and IELTS respectively.
- In addition to applying to the University of Tennessee, Knoxville Graduate School, applicants must apply to the School of Music through the Accepted portal on the School of Music website.

Final admission to the certificate program is granted following successful completion of a thirty-minute admission audition. The audition repertoire should include selections demonstrating the student's ability to perform in various musical styles. If distance to the audition is a hardship, applicants may submit a thirty-minute video (public performance preferred). The student must also present a live audition before a designated faculty committee during the first semester of residence.

Once accepted, all students are required to take the diagnostic examinations in musicology, area literature, music theory, and ear training before registering for courses. The examinations are given on the first day of registration each semester, beginning at 9:00 a.m. and concluding at approximately 4:00 p.m. Each entering student should notify the graduate administrative assistant to indicate the semester that s/he intends to enter and take the examinations.

Academic Standards
Cumulative graduate GPA of 3.00 or better

Credit Hours Required
23 graduate credit hours

Required Courses
- Private Instruction, 8 credit hours
- MUSC 503 (Solo Class) 0 (each semester enrolled)
- Music Ensemble, 4 credit hours
  - Any MUEN, 2 credit hours
  - Chamber Music, 2 credit hours
- Brass Pedagogy and Literature, 3 credit hours
- Music Electives, 4 credit hours
- Graduate Recitals, (2 credit hours each) = 4 credit hours
- Total: 23 graduate credit hours

Notes:
1) Ensemble Participation is required during each semester of residence.
2) Classes chosen to fulfill the music electives requirements may include a maximum of 2 credit hours of MUEN.
3) Brass Pedagogy and Literature will be fulfilled through MUSC 521 – Special Topics

Non-Course Requirements:
- Complete the Graduate Certificate Course Verification Form (located on the Graduate School webpage under the Forms Central tab).
- Apply to graduate from the certificate program prior to completing six graduate credit hours toward the certificate through MyUTK.

Rationale: This certificate targets changes pertaining to the evolving needs of students entering the field of music who may not need the traditional Master of Music degree to pursue a career in music. An Artist Certificate in brass expands our curriculum and the attractiveness of graduate study in brass for those students. Inquiries and requests for this program have consistently been received by brass faculty in past years. We anticipate keeping this degree to a select group of students with high professional promise.

+ ADD CERTIFICATE

Artist Certificate in Voice Performance

In the 2023-24 Graduate Catalog, add heading, text, and requirements for new certificate.

Artist Certificate in Voice Performance

Campus Code
Knoxville Campus

Graduate Certificate Type
Stand-Alone

Admissions Standards/Procedures
Applicants to this graduate certificate must hold a minimum of the bachelor's degree or equivalency and follow the procedures and regulations for applying for admission to graduate study at the University of Tennessee, Knoxville, and the Graduate Division of the School of Music. Required credentials for admission to the School of Music include:

- A completed online application submitted to the Graduate Admissions Office
- University admissions application fee
- Official transcripts of all post-secondary studies
- Two letters of recommendation, and a repertoire list
- Applicants whose native language is not English are required to take and pass the Test of English as a Foreign Language (TOFEL) or the International English Language Testing System (IELTS). Passing marks are 550, 80, and 6.5 for paper-based, internet-based (IBT) TOEFL, and IELTS respectively.
- In addition to applying to the University of Tennessee, Knoxville Graduate School, applicants must apply to the School of Music through the Accepted portal on the School of Music website.

Final admission to the certificate program is granted following successful completion of a thirty-minute admission audition. The audition repertoire should include selections demonstrating the student's ability to perform in various musical styles. If distance to the audition is a hardship, applicants may submit a thirty-minute video (public performance preferred). The student must also present a live audition before a designated faculty committee during the first semester of residence.

Once accepted, all students are required to take the diagnostic examinations in musicology, area literature, music theory, and ear training before registering for courses. The examinations are given on the first day of registration each semester, beginning at 9:00 a.m. and concluding at approximately 4:00 p.m. Each entering student should notify the graduate administrative assistant to indicate the semester that s/he intends to enter and take the examinations.

Academic Standards
Cumulative graduate GPA of 3.00 or better

Credit Hours Required
23 graduate credit hours

Required Courses
- Private Instruction, 8 credit hours
- MUSC 503 (Solo Class) 0 (each semester enrolled)
- Music Ensemble, MUEN 540, 2 credit hours
- Area Literature, 7 credit hours
- Music Electives, 3 credit hours
- Graduate Recitals 2 - (2 credit hours each) = 4 credit hours
- Total: 23 graduate credit hours

Non-Course Requirements:
- Complete the Graduate Certificate Course Verification Form (located on the Graduate School webpage under the Forms Central tab).
- Apply to graduate from the certificate program prior to completing six graduate credit hours toward the certificate through MyUTK.

Rationale: This certificate targets changes pertaining to the evolving needs of students entering the field of music who may not need the traditional Master of Music degree to pursue a career in music. An Artist Certificate in voice expands our curriculum and the attractiveness of graduate study in voice for those students. Inquiries about this possible program have been consistently received by the voice faculty in recent years. We anticipate keeping this certificate to a select group of students with high professional promise.

DEPARTMENT OF PSYCHOLOGY

REVISE PSYCHOLOGY MAJOR, PHD – CLINICAL PSYCHOLOGY CONCENTRATION

In the 2023-24 Graduate Catalog, for the Clinical Psychology concentration, under the Required Courses heading, under the second bullet "Satisfactory completion of listed courses" add course PSYC 698 to the bottom of the course listing.

(Course PSYC 698 will appear under course PSYC 670-PSYC 671 and Laboratory PSYC 673).

Rationale: This adds PSYC 698 to the list of required courses. Unless it is required, the American Psychological Association (APA) will not count it towards the clinical program's accreditation in the areas of supervision and consultation. The program has been accredited by APA since 1949.

HASLAM COLLEGE OF BUSINESS

All changes effective Fall 2023

I. COURSE CHANGES

DEPARTMENT OF ACCOUNTING AND INFORMATION MANAGEMENT

(ACCT) ACCOUNTING

ADD

ACCT 511 Professional Standards of Auditing (3) Auditing's role in society from an internal and external perspective, audit methodology, role of internal control in auditing, and application of auditing procedures to both low risk and high-risk transaction cycles.
Credit Restriction: Students may not receive credit for both ACCT 411 and ACCT 511.
Comment(s): Consent of instructor.
Registration Restriction(s): Master of Accountancy - accounting major.

Rationale: Students entering our graduate program may not have taken an introduction to audit and this content is essential to preparation to take the CPA licensure exam. Staffing impact: Current faculty already on staff are qualified to teach this course. No new hire is needed to staff this course. Impact on other units: None. Financial impact: No impact.

REVISE TITLE AND DESCRIPTION

ACCT 518 Advanced Audit and Assurance Services (3) Professional standards and contemporary issues relevant to assurance providers. Actual practice cases are used to illustrate the application of advanced auditing concepts.

Formerly :Professional Standards (3)
Basic standards and contemporary issues relevant to assurance providers. Actual practice cases are used to illustrate application.

Rationale: New title and description more accurately reflect the content of the course. Staffing impact: Current faculty already on staff are qualified to teach this course. No new hire is needed to staff this course. Impact on other units: None. Financial impact: No impact.

DEPARTMENT OF BUSINESS ANALYTICS

(BZAN) BUSINESS ANALYTICS

ADD

BZAN 538 Visualizing Business Data (3) Creating visualizations, dashboards, and storytelling with data to drive actionable business insights.
(RE) Prerequisite: BZAN 506.
Comment(s): Or permission of instructor.

Rationale: Broadens curriculum options for MBA Business Analytics concentration. Impact on other units: None. Financial Impact: None.

REVISE CREDIT HOURS

BZAN 558 Deep Reinforcement Learning for Business Applications (1.5 or 3 credit hours)

Formerly: 1.5.

Rationale: Given growing interest in Deep Reinforcement Learning, this provides the option of offering this course as a 3-credit hour elective for the full-time MSBA program and a 1.5 credit hour elective for part-time program. Impact on other units: None. Financial Impact: None.

DEPARTMENT OF MANAGEMENT AND ENTREPRENEURSHIP

(ENT) Entrepreneurship

ADD

ENT 564 Corporate Entrepreneurship (3) Management guru Peter Drucker argues that entrepreneurship is the lifeblood of business; without entrepreneurship, all organizations will eventually find themselves out of business. In today's world, companies are struggling to lower costs, increase quality, and offer better customer service, while also being faster, more flexible, more aggressive, more innovative, and more connected. These are difficult tasks, but necessary for businesses to maintain their competitive edge. Yet, few people really understand how to make this happen. That is where this course fits in. It is about understanding how and why some firms can maintain their entrepreneurial spirit, competitiveness, and growth, whereas others are not. It is about creating work environments where innovation is the norm, where employees are encouraged to work entrepreneurially, where leadership is supportive (not controlling), and where firms are organized to take advantage of all the good things that its people do. This course will be one of many questions, issues, examples, and controversies. Students will be expected to develop and defend their opinions, to independently search for what the 'best companies' do, and to suggest how others can do better. This is an applied course, where students must take the ideas, concepts, tools, and frameworks and apply them to a series of real-world examples and assignments.
Comments: Course not offered for DE (KPV) option.
Registration restriction: Minimum student level – graduate.

Rationale: Course will be added to the Entrepreneurship curriculum as a graduate level elective offering available to graduate students who need ENT courses to satisfy their Entrepreneurship Concentration requirements for MBA, and the growing number of grad students desiring entrepreneurial courses. Note: course will be equivalent with ENT 464.

Staffing: Current faculty already on staff are qualified to teach this course. Impact on other units: None. Financial impact: None.

DEPARTMENT OF SUPPLY CHAIN MANAGEMENT

(SCM) SUPPLY CHAIN MANAGEMENT

ADD

SCM 556 Supply Chain Finance (3) Explores the impact that supply chain management has on the financial performance of the organization. Coverage includes the impact of supply chain management on financial statements, budgeting, allocation strategies, and related concepts.
(RE) Prerequisite: SCM 551.
Comment(s): or Permission of the Instructor.

Rationale: Course is being added as the new Tri-Con concentration curriculum will include Supply Chain Finance. Impact on other units: None. Financial Impact: None.

SCM 566 Supply Chain Information Management (3) Introduces students to information management strategies and tools to manage integrated supply chains. Coverage includes information technology systems used to support modern supply chains and exposure to the supply chain digitalization transition. Course aims to develop and produce supply professionals who can take a critical view of how information and technology can best support effective supply chain management.
(RE) Prerequisite: SCM 551.
Comment(s): or Permission of the Instructor.

Rationale: Course is being added as the new Tri-Con concentration curriculum will include Supply Chain Information Technology. Impact on other units: None. Financial Impact: None.

DROP

SCM 552 Supply Chain Simulation (3)

Rationale: Course no longer required due to course changes in the curriculum. Impact on other units: None. Financial impact: None.

SCM 561 Core II (9)

Rationale: 561was taught by Tongi University, which is no longer a partner in this program. Impact on other units: None. Financial impact: None.

REVISE TITLE AND DESCRIPTION AND ADD (RE)PREREQUISITE

SCM 572 Supply Chain Operations Planning & Analysis (3) Development of plans for executing supply chain processes to support integration of the supply chain across major functional areas of the business including logistics, marketing, manufacturing, and procurement. To facilitate achievement of these objectives, the course introduces analytical tools and techniques that provide a cause and effect understanding linking operational plans with corporate objectives.
(RE) Prerequisite: SCM 551.

Formerly Innovation and Risk Management (3)
Explores the ways firms seek to create new and relevant value in the supply chain, and to address the potential risks inherent to innovation and operations in the multi-firm supply chain setting. Will help students identify opportunities to better serve customers, work with suppliers, and collaborate with partners on projects that will enhance efficiency and effectiveness, while at the same time protecting themselves from environmental and internal threats to business performance. Will use realistic case studies to engage students in active learning via discussion, in order to simulate the complexities of real-world decision-making.

Rationale: To reflect updated content as a result of redesigning the Tri-Continent concentration curriculum. Impact on other units: None. Financial impact: None.

REVISE HOURS AND DROP/REMOVE REPEATABILITY

SCM 575 MS-SCM Capstone Integrative Project (3)

Formerly: 6-9 credit hours
Repeatability: Not repeatable. May be taken once for 6 – 9 hours.

Rationale: To change the credit hours to reflect the new curriculum. Impact on other units: None. Staffing impact: None.

II. PROGRAM CHANGES

DEPARTMENT OF ACCOUNTING AND INFORMATION MANAGEMENT

REVISE REQUIREMENTS, ACCOUNTING MAJOR, MACC

In the 2023-2024 Graduate Catalog, under the Audit and Controls concentration / Coursework Only Without Comprehensive Exam, under the heading “Required Courses” replace the list of courses with the following:

Required Courses
ACCT 504
ACCT 507
ACCT 508
ACCT 509
One from the following: ACCT 511, ACCT 518
ACCT 599
INMT 540
INMT 544
Two from the following electives: ACCT 522, ACCT 531, INMT 543, INMT 546, ACCT 593

Formerly:
ACCT 504
ACCT 507
ACCT 508
ACCT 509
ACCT 518
ACCT 599
INMT 540
INMT 544
Two from the following electives: ACCT 522, ACCT 531, INMT 543, INMT 546

Rationale: The requirements section needs updating to reflect the option for students without a requisite undergraduate audit course background to take ACCT 511 to build such knowledge. Students with an undergraduate audit course will take ACCT 518. Also corrects missing ACCT 593 elective missing from elective list.

Staffing Impact: None. Financial Impact: None. Impact on other units: None. Learning Outcomes Supported: This change supports learning outcome 1. Application of technical skills on contemporary issues. Evidence from Assessment Activities: In a recent assessment of incoming MAcc applicants and Macc inquiries, we found an increase in interest in the Macc from students lacking foundational audit content from their undergraduate program. This foundational content is needed for success in the Macc program.

REVISE REQUIREMENTS, ACCOUNTING MAJOR, MACC

In the 2023-2024 Graduate Catalog, under the Information Management concentration / Coursework Only Without Comprehensive Exam, under the heading "Required Courses" replace the list of courses with the following:

Required Courses
ACCT 504
ACCT 507
ACCT 508
ACCT 509
One from the following: ACCT 511, ACCT 518
INMT 540
INMT 543
INMT 544
INMT 548
One of the following electives: ACCT 522, ACCT 531, INMT 546, INMT 599, ACCT 593

Formerly:
ACCT 504
ACCT 507
ACCT 508
ACCT 509
ACCT 518
INMT 540
INMT 543
INMT 544
INMT 548
One of the following electives: ACCT 522, ACCT 531, INMT 546, INMT 599

Rationale: The requirements section needs updating to reflect the option for students without a requisite undergraduate audit course background to take ACCT 511 to build such knowledge. Students with an undergraduate audit course will take ACCT 518. Also corrects missing ACCT 593 elective missing from elective list.

Staffing Impact: None. Financial Impact: None. Impact on other units: None. Learning Outcomes Supported: This change supports learning outcome 1. Application of technical skills on contemporary issues. Evidence from Assessment Activities: In a recent assessment of incoming MAcc applicants and MAcc inquiries, we found an increase in interest in the MAcc from students lacking foundational audit content from their undergraduate program. This foundational content is needed for success in the MAcc program.

REVISE REQUIREMENTS, ACCOUNTING MAJOR, MACC

In the 2023-2024 Graduate Catalog, under the Taxation concentration / Coursework Only Without Comprehensive Exam, under the heading "Required Courses" replace the list of courses with the following:

Required Courses
ACCT 504
ACCT 507
ACCT 508
ACCT 510
ACCT 530
ACCT 531
ACCT 532
ACCT 533
ACCT 539
<u>One</u> of the following electives: ACCT 522, INMT 544, INMT 546, ACCT 593

Formerly:
ACCT 504
ACCT 507
ACCT 508

ACCT 510
ACCT 530
ACCT 531
ACCT 532
ACCT 533
ACCT 539
One of the following electives: ACCT 522, INMT 544, INMT 546

Rationale: The requirements section needs updating to correct missing ACCT 593 elective missing from elective list. Staffing Impact: None. Financial Impact: None. Impact on other units: None. Learning Outcomes Supported: None. Evidence from Assessment Activities: None.

DEPARTMENT OF BUSINESS ANALYTICS

REVISE BUSINESS ADMINISTRATION MAJOR, FULL-TIME, MBA – BUSINESS ANALYTICS CONCENTRATION

In the 2023-24 Graduate Catalog, for the Business Analytics concentration, Coursework Only without Comprehensive Exam heading, revise course listings under the Required Courses heading, as shown below.

Required Courses
The MBA concentration in Business Analytics requires a total of 9 graduate credit hours (3 courses) in Business Analytics.

BZAN 522 (3 hours)
BZAN 531 (3 hours) or BZAN 535 (3 hours)

Choose one additional course (3 credit hours) from the following 4 courses:

BZAN 531
BZAN 535
BZAN 538
BZAN 545
BZAN 583

Formerly:
The MBA concentration in Business Analytics requires a total of 9 graduate credit hours (3 courses) in Business Analytics. BZAN 522 (3 hours) BZAN 531 (3 hours)
Choose one additional course (3 credit hours) from the following 2 courses: BZAN 545, BZAN 583.

Rationale: BZAN 535 Statistical Methods for Business was formerly taught in the summer. It is now taught in the fall, which allows interested MBA students to enroll. Impact on other units: None. Financial Impact: None.

DEPARTMENT OF MANAGEMENT AND ENTREPRENUERSHIP

REVISE BUSINESS ADMINISTRATION MAJOR, FULL-TIME, MBA – CONSULTING CONCENTRATION

In the 2023-24 Graduate Catalog, for the Consulting concentration, Coursework Only without Comprehensive Exam heading, revise course listings under the Required Courses heading, as shown below.

Required Courses:
The MBA concentration in Consulting requires a total of 9 graduate credit hours (3 courses).

FINC 555 (3 hours)
MARK 538 or MARK 540 (3 hours)
MGT 595 or ENT 551 (3 hours)
BZAN 538 is recommended as an elective for students in the Consulting concentration.

Formerly:
The MBA concentration in Consulting requires a total of 9 graduate credit hours (3 courses)
FINC 555 (3 hours), MARK 538 or MARK 540 (3 hours) MGT 595 or ENT 551 (3 hours).

Rationale: BZAN 538 Visualizing Business Data is a new course that will be beneficial for Consulting Concentration students. Impact on other units: None. Financial Impact: None.

DEPARTMENT OF MARKETING

REVISE RETENTION STANDARDS TEXT, MARKETING MAJOR, MS

In the 2023-24 Graduate Catalog, revise Retention Standards heading and text as shown below.

Academic Standards:
Students must adhere to all academic standards required by the UT Graduate School.
Students must adhere to ethical and professional standards.

Formerly
Retention Standards:
A minimum grade of B in HCB courses.
A 3.00 graduate cumulative GPA is required for continuation in the program.
Students must adhere to ethical and professional standards.

Rationale: To be more consistent with Graduate School policies. Impact on other units: None. Financial Impact: None.

DEPARTMENT OF SUPPLY CHAIN MANAGEMENT

REVISE PROGRAM DESCRIPTION, SUPPLY CHAIN MANAGEMENT MAJOR, MS, TRI-CONTINENT SUPPLY CHAIN CONCENTRATION

In the 2023-2024 Graduate Catalog, for the Tri-Continent Supply Chain concentration, remove current program text and replace with the following. **Note: this revision reduces the credit hours required from 39 to 30**.

Tri-Continent Supply Chain Concentration — Coursework Only Without Comprehensive Exam

The Haslam College of Business (HCB) at The University of Tennessee, Knoxville (UTK) offers the Master of Science degree with a major in Supply Chain Management (MSSCM) to prepare students for careers in supply chain management. This Tri-Continent Supply Chain concentration offers the opportunity to study for one semester at Kühne Logistics University (KLU), Hamburg, Germany, along with two terms of study at UTK. For students who choose to pursue a second degree from KLU, a second semester of study abroad is required at a school of the student's choice. This concentration is a cohort group where students from two universities study together on each of the two campuses. A majority of graduate credit hours for UTK students will be earned at the University of Tennessee, Knoxville and the degree will be solely from the University of Tennessee. A double degree option is available from KLU and requires completion of an additional semester of coursework and a thesis as a KLU student.

The purpose of this concentration is to prepare students with an undergraduate degree in business, engineering or related fields for a career in supply chain management. Supply chain management has emerged as a critical strategic priority for many firms over the past decade, but the talent pool that can properly conceptualize and drive supply chain from this new strategic perspective is currently lacking. This concentration will provide the strategic, integrative, and analytical skills that businesses desire in new talent and prepare students for the day-to-day problems they will face on the job.

Credit Hours Required
30 graduate credit hours

Required Courses
Core and sub-core requirements for the Tri-Continent concentration total 30 graduate credit hours. The concentration requires completion of 30 graduate credit hours distributed as follows (for semester-by-semester schedule see Additional Information below). This concentration is a coursework only option without a comprehensive exam but with a culminating capstone experience in SCM 575.

SCM 521 (3 credit hours)
SCM 551 (9 credit hours)
SCM 556 (3 credit hours)
SCM 566 (3 credit hours)
SCM 572 (3 credit hours)
SCM 574 (3 credit hours)
SCM 575 (3 credit hours)
SCM 576 (3 credit hours)

No formal course electives are offered as this is a cohort-based program. During the first semester of the program, students can choose to direct their focus within SCM 551 via study options offered by KLU. Further, optional exercises and visits focused on conducting business in that particular part of the world will be offered at key points throughout the program.

Non-Course Requirements
In lieu of comprehensive exams, students must complete and pass a 1-semester project as part of the degree requirement.

Additional Information
Fall I Term: Courses Delivered at Kuhne Logistics University, Hamburg, Germany
SCM 551(KLU Faculty) (9 credit hours)

- Includes Business Strategy, Leadership and Organizational Behavior, Business Logistics, Demand Planning and Inventory Management or Strategic SCM Issues

Spring I Term: UT Knoxville
SCM 521 (3 credit hours)
SCM 566 (3 credit hours)
SCM 572 (3 credit hours)
SCM 574 (3 credit hours)
SCM 576 (3 credit hours)

Summer I Term: UT, Knoxville
SCM 556 (3 credit hours)
SCM 575 (3 credit hours)

Formerly:
The Haslam College of Business (HCB) at The University of Tennessee, Knoxville (UTK) offers the Master of Science degree with a major in Supply Chain Management (MSSCM) to prepare students for careers in supply chain management. This Tri-Continent Supply Chain concentration offers the opportunity to study for one semester at both Kühne Logistics University (KLU), Hamburg, Germany, and Tongji University (Tongji), Shanghai, China. This concentration is a cohort group where students from all three universities study together on each of the three campuses for one semester before returning to their home institutions for the final semester and graduation at their respective universities. A majority of credit hours for UTK students will be earned at the University of Tennessee, Knoxville and the degree will be solely from the University of Tennessee.

The purpose of this concentration is to prepare students with an undergraduate degree in business, engineering or related fields for a career in supply chain management. Supply chain management has emerged as a critical strategic priority for many firms over the past decade, but the talent pool that can properly conceptualize and drive supply chain from this new strategic perspective is currently lacking. This concentration will provide the strategic, integrative, and analytical skills that businesses desire in new talent and prepare students for the day-to-day problems they will face on the job. The structure of this concentration would approach the subject with a truly integrative approach that encompasses sales, procurement, operations, logistics, customer service, and other functions of the overall process, all of which develop talent that can effect change across an integrated supply chain and, ultimately, the entire organization. This approach is innovative, global in outlook, and will be prized by both students and the business community.

Credit Hours Required
39 graduate credit hours

Required Courses

- Core and sub-core requirements for the Tri-Continent concentration total 39 credit hours. The concentration requires completion of 39 credit hours distributed as follows (for semester-by-semester schedule see Additional Information below). This concentration is a course-only option without a comprehensive exam but with a culminating capstone experience in SCM 575.
    - SCM 551 (9 credit hours)
    - SCM 552 (3 credit hours)
    - SCM 561 (9 credit hours)
    - SCM 571 (3 credit hours)
    - SCM 572 (3 credit hours)
    - SCM 573 (3 credit hours)
    - SCM 574 (3 credit hours)
    - SCM 575 (6 credit hours)
- No formal course electives are offered as this is a cohort-based program. During the first semester of the program, students can choose to direct their focus in SCM 551 toward either Strategic Issues in Supply Chain Management or Demand Planning and Inventory Management. Further, optional exercises and visits focused on conducting business in that particular part of the world, e.g. Europe, China and the US will be offered at key points throughout the program.

Additional Course Requirements

- Pre-Requisites
    - SCM 553 (KLU Faculty) (3 credit hours) (pre-requisite for SCM 575)
    - SCM 554 (KLU Faculty) (3 credit hours) (pre-requisite for SCM 573)
    - SCM 553 and SCM 554 are pre-requisite requirements for coursework taken in the second year of the program. As most students (particularly UT students) will not have taken these courses, KLU will offer them in a shortened session between semesters 1 and 2 of the program to ensure that all students have the opportunity to complete the coursework.

Non-Course Requirements

- In lieu of comprehensive exams, students must complete and pass a 1-semester project as part of the degree requirement.

Additional Information

- **Fall I Term – Courses Delivered at Kuhne Logistics University, Hamburg, Germany**
  - SCM 551 (KLU Faculty) (9 credit hours)
    - Includes Business Strategy, Leadership and Organizational Behavior, Business Logistics, Demand Planning and Inventory Management or Strategic SCM Issues, European SCM
  - SCM 552 (UT Faculty**) (3 credit hours)
  - **UT Faculty will teach the majority of this course in a compressed format at KLU at the beginning of the first semester. Some aspects of the web-based simulation activity will utilize distance education delivery. Faculty will ensure ample opportunity for student access during both face-to-face and distance portions of the course.
- **Spring I Term - Tongji University, Shanghai, China**
  - SCM 561 (Tongji Faculty) (9 credit hours)
    - Includes Operations Research, Operations Management, Information Systems, Statistics, Chinese SCM
- **Fall II Term - UT, Knoxville**
  - SCM 571 (UT) (3 credit hours)
  - SCM 572 (UT) (3 credit hours)
  - SCM 573 (3 credit hours)
  - SCM 574 (3 credit hours)
- **Spring II Term - UT, Knoxville**
  - SCM 575 (6 credit hours)

Rationale: To make the program more consistent with current student needs. To accommodate two partners institutions instead of three. Impact on other units: None. Financial Impact: None. Courses dropped and added do not change overall UT faculty load.

COLLEGE OF COMMUNICATION AND INFORMATION

All Changes Effective Fall 2023

I. COURSE CHANGES

SCHOOL OF COMMUNICATION STUDIES

(CMST) Communication Studies

ADD

CMST 622 Relational Communication (3) Theory and research related to the study of close relationships. Emphasis on the role of communication in the initiation, maintenance, and dissolution of interpersonal relationships.
Credit Restriction: Students cannot credit for both CMST 522 and CMST 622.
Comment(s): Doctoral students only.
Registration Restriction(s): Minimum student level – graduate.

Rationale: New course includes expanded content and assignments related to relational communication that reflect doctoral-level coursework, ~~we are adding this course to be cross listed with the existing CMST 522~~. Impact on other units: None. Financial impact: None.

CMST 624 Interpersonal Conflict (3) Communicative processes associated with the manifestations and experiences of interpersonal conflict. Exploration of theories, methodologies, and evolving trends.
Credit Restriction: Students cannot credit for both CMST 524 and CMST 624.
Comment(s): Doctoral students only.
Registration Restriction(s): Minimum student level – graduate.

Rationale: New course includes expanded content and assignments related to interpersonal conflict that reflect doctoral-level coursework, ~~we are adding this course to be cross listed with the existing CMST 524~~. Impact on other units: None. Financial impact: None.

CMST 626 Social Influence, Persuasion, and Compliance-Gaining (3) Examination of social influence theory and practice. In-depth treatment of intentional, message-driven attitude and behavior change.
Credit Restriction: Students cannot credit for both CMST 526 and CMST 626.
Comment(s): Doctoral students only.
Registration Restriction(s): Minimum student level – graduate.

Rationale: New course includes expanded content and assignments related to social influence, persuasion, and compliance-gaining that reflect doctoral-level coursework, ~~we are adding this course to be cross listed with the existing CMST 526~~. Impact on other units: None. Financial impact: None.

CMST 652 Group Communication (3) Theories and practices related to developing and working in groups. Issues of development, decision-making, roles, interpersonal relations, and norms are examined.
Credit Restriction: Students cannot credit for both CMST 552 and CMST 652.
Comment(s): Doctoral students only.
Registration Restriction(s): Minimum student level – graduate.

Rationale: New course includes expanded content and assignments related to group communication that reflect doctoral-level coursework, ~~we are adding this course to be cross listed with the existing CMST 552~~. Impact on other units: None. Financial impact: None.

CMST 654 Organizational Communication, Strategic Leadership, and Culture (3) Examines the relationships between organizational culture, ethics, leadership, and communication. Explores competing conceptualizations of organizational culture.
Credit Restriction: Students cannot credit for both CMST 554 and CMST 654.
Comment(s): Doctoral students only.
Registration Restriction(s): Minimum student level – graduate.

Rationale: New course includes expanded content and assignments related to organizational communication, strategic leadership, and culture that reflect doctoral-level coursework, ~~we are adding this course to be cross listed with the existing CMST 554~~. Impact on other units: None. Financial impact: None.

CMST 656 Behavior and Communication in Organizations (3) Study of communication within and between organizations. Consideration of micro-, meso-, and macro-level processes.
Credit Restriction: Students cannot credit for both CMST 556 and CMST 656.
Comment(s): Doctoral students only.
Registration Restriction(s): Minimum student level – graduate.

Rationale: New course includes expanded content and assignments related to behavior and communication in organizations that reflect doctoral-level coursework, ~~we are adding this course to be cross listed with the existing CMST 556~~. Impact on other units: None. Financial impact: None.

REVISE TO ADD COMMENTS AND CREDIT RESTRICTION

CMST 522 Relational Communication (3)
Credit Restriction: Students cannot credit for both CMST 522 and CMST 622.
Comment(s): CMST 522 is for masters students only. Doctoral students must register for CMST 622.

CMST 524 Interpersonal Conflict (3)
Credit Restriction: Students cannot credit for both CMST 524 and CMST 624.
Comment(s): CMST 524 is for masters students only. Doctoral students must register for CMST 624.

CMST 526 Social Influence, Persuasion, and Compliance-Gaining (3)
Credit Restriction: Students cannot credit for both CMST 526 and CMST 626.
Comment(s): CMST 526 is for masters students only. Doctoral students must register for CMST 626.

CMST 552 Group Communication (3)
Credit Restriction: Students cannot credit for both CMST 552 and CMST 652.
Comment(s): CMST 552 is for masters students only. Doctoral students must register for CMST 652.

CMST 554 Organizational Communication, Strategic Leadership, and Culture (3)
Credit Restriction: Students cannot credit for both CMST 554 and CMST 654.
Comment(s): CMST 554 is for masters students only. Doctoral students must register for CMST 654.

CMST 556 Behavior and Communication in Organizations (3)
Credit Restriction: Students cannot credit for both CMST 556 and CMST 656.
Comment(s): CMST 556 is for masters students only. Doctoral students must register for CMST 656.

SCHOOL OF INFORMATION SCIENCES

(INSC) Information Sciences

ADD

INSC 616 Geospatial Technologies (3) Creation, distribution, growth, use and misuse of geospatial data. Application of geospatial technologies to generate maps, tables and imagery.
Credit Restriction: Students cannot credit for both INSC 516 and INSC 616.
Comment(s): Doctoral students only.
Registration Restriction(s): Minimum student level – graduate.

Rationale: New course includes expanded content and assignments related to geospatial technologies that reflect doctoral-level coursework. Impact on other units: None. Financial impact: None.

INSC 633 Humanities and Social Sciences Sources, Services, and Scholarship (3) Information sources in history, philosophy, religion, classical studies, folklore, and mythology; anthropology, sociology, linguistics, and language; psychology, geography, political science, business, and economics; communication, information science, and education; fine arts, performing arts, and literature. Scholarly communication patterns of humanists and social scientists.
Credit Restriction: Students cannot credit for both INSC 533 and INSC 633.
DE) Prerequisite(s): 530 or 531.
Comment(s): Doctoral students only.
Registration Restriction(s): Minimum student level – graduate.

Rationale: New course includes expanded content and assignments related to humanities and social sciences sources, services and scholarship that reflect doctoral-level coursework. Impact on other units: None. Financial impact: None.

INSC 634 Government Information Sources (3) Selection, acquisition, organization, and utilization of government information and data in variety of formats from legislative, judicial, and executive branches of federal, state, local, and international government and intergovernmental agencies.
Credit Restriction: Students cannot credit for both INSC 534 and INSC 634.
Comment(s): Doctoral students only.
Registration Restriction(s): Minimum student level – graduate.

Rationale: New course includes expanded content and assignments related to government information sources that reflect doctoral-level coursework. Impact on other units: None. Financial impact: None

INSC 642 Social Informatics (3) Causes and consequences of accessing and using information and technologies by individuals, communities, organizations, governments, and society.
Credit Restriction: Students cannot credit for both INSC 542 and INSC 642.
Comment(s): Doctoral students only.
Registration Restriction(s): Minimum student level – graduate.

Rationale: New course includes expanded content and assignments related to social informatics that reflect doctoral-level coursework. Impact on other units: None. Financial impact: None.

INSC 658 Planning and Assessment (3) History of and issues related to planning and assessment in libraries and other information organizations, including approaches, methods, and tools.
Credit Restriction: Students cannot credit for both INSC 558 and INSC 658.
Comment(s): Doctoral students only.
Registration Restriction(s): Minimum student level – graduate.

Rationale: New course includes expanded content and assignments related to planning and assessment that reflect doctoral-level coursework. Impact on other units: None. Financial Impact: None.

INSC 676 Storytelling as a Communications and Learning Tool in Diverse Settings (3) Storytelling as a communications tool in information agencies and other types of corporate and not-for-profit organizations. Focuses on various types of stories and best practices for gathering and telling stories.
Credit Restriction: Students cannot credit for both INSC 576 and INSC 676.
Comment(s): Doctoral students only.
Registration Restriction(s): Minimum student level – graduate.

Rationale: New course includes expanded content and assignments related to storytelling that reflect doctoral-level coursework. Impact on other units: None. Financial Impact: None.

INSC 686 Usability Testing and Evaluation (3) Comprehensive overview of theory and practice of usability evaluation. Assessing information systems from a user-centered design perspective using methods including usability testing, heuristic evaluation, web analytics, eye tracking and interaction modeling. Focus on usability testing and its various techniques including Think Aloud protocol, performance testing, face-to-face testing and remote testing.
Credit Restriction: Students cannot credit for both INSC 586 and INSC 686.
Comment(s): Doctoral students only.

Rationale: New course includes expanded content and assignments related to usability testing and evaluation that reflect doctoral-level coursework. Impact on other units: None. Financial Impact: None.

INSC 688 Human-Computer Interaction (3) Survey of human-computer interaction and introduction to human and technological factors of importance to design of usable information systems. Basic phenomena of human perception, cognition, memory, and problem solving, and relationship to user-centered design. Methods and techniques for interaction design and evaluation.
Credit Restriction: Students cannot credit for both INSC 588 and INSC 688.
Comment(s): Doctoral students only.
Registration Restriction(s): Minimum student level – graduate.

Rationale: New course includes expanded content and assignments related to human-computer interaction that reflect doctoral-level coursework. Impact on other units: None. Financial impact: None.

INSC 689 Web Design (3) Provides hands-on experience with creating websites using latest web site design tools and techniques as well as a theoretical insight into emerging trends and techniques. Emphasizes understanding the basics of web design, website creation and evaluation. Covers basics of usability testing and search engine optimization.
Credit Restriction: Students cannot credit for both INSC 589 and INSC 689.
(RE) Prerequisite(s): 514 or instructor's consent.
Comment(s): Doctoral students only.
Registration Restriction(s): Minimum student level – graduate.

Rationale: New course includes expanded content and assignments related to web design that reflect doctoral-level coursework. Impact on other units: None. Financial Impact: None.

REVISE TO ADD COMMENTS AND CREDIT RESTRICTION

INSC 516 Geospatial Technologies (3)
Credit Restriction: Students cannot credit for both INSC 516 and INSC 616.
Comment(s): INSC 516 is for masters students only. Doctoral students must register for INSC 616.

INSC 533 Humanities and Social Sciences Sources, Services, and Scholarship (3)
Credit Restriction: Students cannot credit for both INSC 533 and INSC 633.
Comment(s): INSC 533 is for masters students only. Doctoral students must register for INSC 633.

INSC 534 Government Information Sources (3)
Credit Restriction: Students cannot credit for both INSC 534 and INSC 634.
Comment(s): INSC 534 is for masters students only. Doctoral students must register for INSC 634.

INSC 542 Social Informatics (3)
Credit Restriction: Students cannot credit for both INSC 542 and INSC 642.
Comment(s): INSC 542 is for masters students only. Doctoral students must register for INSC 642.

INSC 558 Planning and Assessment (3)
Credit Restriction: Students cannot credit for both INSC 558 and INSC 658.
Comment(s): INSC 558 is for masters students only. Doctoral students must register for INSC 658.

INSC 576 Storytelling as a Communications and Learning Tool in Diverse Settings (3)
Credit Restriction: Students cannot credit for both INSC 576 and INSC 676.
Comment(s): INSC 576 is for masters students only. Doctoral students must register for INSC 676.

INSC 588 Human-Computer Interaction (3)
Credit Restriction: Students cannot credit for both INSC 588 and INSC 688.
Comment(s): INSC 588 is for masters students only. Doctoral students must register for INSC 688.

INSC 589 Web Design (3)
Credit Restriction: Students cannot credit for both INSC 589 and INSC 689.
Comment(s): INSC 589 is for masters students only. Doctoral students must register for INSC 689.

REVISE TO ADD COMMENTS, CREDIT RESTRICTION, AND REGISTRATION RESTRICTIONS

INSC 586 Usability Testing and Evaluation (3)
Credit Restriction: Students cannot credit for both INSC 586 and INSC 686.
Comment(s): INSC 586 is for masters students only. Doctoral students must register for INSC 686.
Registration Restriction(s): Minimum student level – graduate.

SCHOOL OF JOURNALISM AND ELECTRONIC MEDIA

(JREM) Journalism and Electronic Media

ADD

JREM 620 Seminar in Political Communication (3) Relationships among mass media, public relations and government and their roles in democratic society. Governmental public relations, political campaigns, coverage of military, executive, legislative and judicial branches of government, special interest groups and public access to government information.
Credit Restriction: Students cannot credit for both JREM 520 and JREM 620.
Comment(s): Doctoral students only.
Registration Restriction(s): Minimum student level – graduate.

Rationale: New course includes expanded content and assignments related to political communication that reflect doctoral-level coursework, ~~we are adding this course to be cross listed with the existing JREM 520~~. Impact on other units: None. Financial impact: None.

JREM 625 Public Opinion (3) Role of press in developing and influencing public consensus. Social theories of public opinion and analysis of media's response.
Credit Restriction: Students cannot credit for both JREM 525 and JREM 625.
Comment(s): Doctoral students only.
Registration Restriction(s): Minimum student level – graduate.

Rationale: New course includes expanded content and assignments related to the role of the press in developing and influencing public opinion that reflect doctoral-level coursework, we are adding this course to be cross listed with the existing JREM 525. Impact on other units: None. Financial impact: None.

JREM 693 Seminar in Journalism and Electronic Media Issues (3) Contemporary topics in communications.
Credit Restriction: Students cannot credit for both JREM 593 and JREM 693.
Comment(s): Doctoral students only.
Registration Restriction(s): Minimum student level – graduate.

Rationale: New course includes expanded content and assignments related to journalism and electronic media issues that reflect doctoral-level coursework, we are adding this course to be cross listed with the existing JREM 593. Impact on other units: None. Financial impact: None.

ADD EXISTING 400-LEVEL COURSE FOR GRADUATE CREDIT

JREM 464 Video Sports Production and Performance (3) Introduction to the skills needed to produce a variety of sports events for the ESPN/SEC Network. Studio and portable multi-camera production techniques will be included. Students will also learn about play-by-play and sideline reporting for sports events.
(RE) Prerequisite(s): JREM 336.

Rationale: For students who enroll in the MSCI program with a concentration in journalism and electronic media without a degree in journalism and/or media in hand, it is necessary to develop media production skills. The current slate of JEM courses offers few such opportunities. Impact on other units: None. Financial impact: None.

REVISE TO ADD COMMENTS AND CREDIT RESTRICTION

JREM 520 Seminar in Political Communication (3)
Credit Restriction: Students cannot credit for both JREM 520 and JREM 620.
Comment(s): 520 is for MS students only. Doctoral students must register for JREM 620.

JREM 593 Seminar in Journalism and Electronic Media Issues (3)
Credit Restriction: Students cannot credit for both JREM 593 and JREM 693.
Comment(s): 593 is for MS students only. Doctoral students must register for JREM 693.

REVISE TO ADD COMMENTS AND CREDIT RESTRICTION ON PRIMARY CROSS-LISTED COURSE

JREM 525 Public Opinion (3)
Cross-listed: (Same as Public Relations 525.)
Credit Restriction: Students cannot credit for both JREM 525 and JREM 625.
Comment(s): Same as Public Relations 525. 525 is for MS students only. Doctoral students must register for JREM 625.

TOMBRAS SCHOOL OF ADVERTISING AND PUBLIC RELATIONS

(PBRL) Public Relations

REVISE TO ADD COMMENTS AND CREDIT RESTRICTION ON SECONDARY CROSS-LISTED COURSE

PBRL 525 Public Opinion (3)
Cross-listed: (See Journalism and Electronic Media 525.)
Credit Restriction: Students cannot credit for both PBRL 525 and PBRL 625.
Comment(s): Same as Journalism and Electronic Media 525. 525 is for MS students only. Doctoral students must register for PBRL 625.

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

All Changes Effective Fall 2023

I. COURSE CHANGES

DEPARTMENT OF CHILD AND FAMILY STUDIES

ADD

CFS 530 Families of Children with Disabilities (3) Development of individuals with disabilities, primarily focused on conception through early childhood with some attention to middle childhood, adolescence, and young adulthood. Will also consider heir caregivers' experiences. Theory and application in home, center, and school-based contexts. Note: Course is restricted to graduate students admitted to the Early Childhood Integrated MS PreK-3 concentration. PreK-3 graduate students cannot take the undergraduate version of CFS 530, a 400-level course, offered as CFS 430.
Comment(s): Restricted to graduate students admitted to the Early Childhood Integrated MS PreK-3 concentration.
Registration Restriction(s): Minimum student level – graduate.

Rationale: We are adding CFS 530 to meet requirements of the State of Tennessee mandated *Early Childhood Education* (ECE) Integrated PreK-3 initial teacher licensure programs. We are adding a course restriction because an undergraduate version of CFS 530 (i.e., CFS 430) will be offered to meet requirements of the State of Tennessee mandated *Early Childhood Education* (ECE) *Integrated* B-K initial teacher licensure programs. PreK-3 graduate students take CFS 530, while B-K undergraduate students take CFS 430. With upcoming licensure changes, ECE teacher preparation programs are required to meet standards focused on partnering, communicating, and collaborating with families of children with disabilities. This change is not driven by the SACs Assessment. Impact on Other Units: None. Financial Impact: This change will not require additional resources nor affect the department or college budget. This change may impact financially other units across campus.

REVISE DESCRIPTION

CFS 551 Assessment in Early Childhood Education (3) Overview of current child assessment and evaluation approaches and their connections to instructional adaptations in early childhood education (Prek-3 classrooms).

Formerly: Overview of current child assessment and evaluation approaches and their connections to instructional adaptations in early childhood education (Prek-3 classrooms). This course will only be offered in the summer.

Rationale: This will no longer be a summer course. It will be a required course the PreK-3 students take in the fall semester. The change is needed to meet the requirements of the new Integrated Early Childhood Education (ECE) program. PreK-3 students will complete this course during their graduate internship year. This change is not driven by the SACs Assessment. Impact on Other Units: None. Financial Impact: None. Additional Documentation: The CFS faculty voted to approve these changes on 04/20/2022

REVISE TO REMOVE (DE)PREREQUISITE

CFS 552 Diversity in Child and Families (3)

Formerly: (DE)Prerequisite(s): 550

Rationale: CFS 550 will no longer be a prerequisite. The change is needed to meet the requirements of the new Integrated Early Childhood Education (ECE) program. PreK-3 students will complete this course during their graduate internship year and can take the course along with CFS 550. This change is not driven by the SACs Assessment. Impact on Other Units: None. Financial Impact: None. Additional Documentation: The CFS faculty voted to approve these changes on 04/20/2022.

REVISE CREDIT HOURS

CFS 575 Professional Internship and Teaching (1-5)

Formerly: (1-8)

Rationale: We are changing the credit hours to meet requirements of the State of Tennessee mandated Integrated Early Childhood Education (ECE) PreK-3 initial teacher licensure program. This change is not driven by the SACs Assessment. Impact on Other Units: This course is required for all CFS students on the Integrated ECE PreK-3 initial teacher licensure track. The proposed change does not drop or alter courses required by other programs. This course is not cross-listed in other units. None. Financial Impact: None. Additional Documentation: The CFS faculty voted to approve these changes on 04/20/2022.

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES (ELPS)

(ACED) Adult and Continuing Education

ADD NEW SUBJECT CODE AND COURSES

ACED 519 Writing for Professional Publication (3) Designed to help participants understand what is involved in the professional writing and publishing process. Participants will have an opportunity to develop and receive feedback on manuscripts.

ACED 520 Survey of Adult Education (3) Historical development, philosophies of adult education agencies, associations, programs, issues, and literature illustrating process of adult education and diversity of continuing education.
Registration Permission: Consent of instructor.

ACED 521 Program Planning in Adult Education (3) Theories and methods from research and practice in planning and operating educational programs. The focus is on the practice of planning educational programs. Concepts can be applied in a variety of contexts such as professional development, health education, training in the workplace, or parent education.

ACED 527 Ethical Issues in Adult Education (3) Ethical issues confronting the field of adult education; development of critical analysis skills by examining ethical decision making processes.

ACED 528 Adult Education Movement U.S.A: An Examination of the History & Literature (3) Explores significant works in the adult education literature, reviews various moments in the general history of adult education and analyzes the emergence of an adult education movement in the United States.

ACED 529 Facilitating Adult Learning (3) Theory, research, and practice related to working with adults in teaching-learning situations.

ACED 530 Methods of Action Research (3) Models of action research and applications in professional practice.

ACED 538 Non-Western Perspective on Teaching and Learning (3) Explores non-Western perspectives of teaching and learning in formal as well as informal settings. It reviews and analyzes learning and teaching in the contexts of 10 different societies, cultures, history/traditions, religions, and/or philosophies, etc. and discusses their implications for adult learning settings.

ACED 539 International and Comparative Adult Education (3) Introduces theoretical foundations of international and comparative education, examines practices of education particularly adult education from international and comparative lenses. Topics include historical development of international and comparative education, global issues; education as a function of national development, models for educational reform and policy making, roles of governmental, non-governmental, and international development agencies in education, impact of culture and technology, and case studies on selected nations and their education systems.

ACED 600 Doctoral Research and Dissertation (3-15)
Grading Restriction: P/NP only.
Repeatability: May be repeated.
Registration Restriction(s): Minimum student level – graduate.

Rationale: Recently the Adult Learning concentration of the Ph.D. in Educational Psychological and Research (DE) Program and its faculty transitioned to the Department of Educational Leadership and Policy Studies (ELPS). This move requires some changes to the program, including a new name and the subject code name. The new name is proposed: Adult and Continuing Education (ACED) concentration of the Ph.D. in Education Program (DE) for the Ph.D. in Education of ELPS to clearly reflect the scope of the program in the field and the new department for future DE program development. This course is being added to reflect dissertation work in ACED

Impact on Other Units: The addition of this course will not impact other units. Financial Impact: This course will not impact the current college or department budget. Supporting Documentation: None.

ACED 615 Advanced Study of Adult Learning and Development (theory and research) (3) Adult learning and development theories and research are essential for adult educators who design and implement educational applications and opportunities. Topics covered include advanced research and theories of adult education for improving learning and teaching in educational contexts.
Registration Restriction(s): Minimum student level – graduate.

ACED 622 Advanced Seminar in Adult Education (3) Adult development theory and research.
Registration Restriction(s): Minimum student level – graduate.

ACED 625 Advanced Seminar in Lifelong Learning (3) Adult learning theories and concepts, research trends, and methodologies.
(RE) Prerequisite(s): 525.
Registration Restriction(s): Minimum student level – graduate.
Registration Permission: Consent of instructor.

ACED 626 Advanced Learning in Social Context (3) Examining adult learning in social contexts, the role of adult education and learning in society, and sociocultural power dynamics including race, class, gender, sexual orientation, and gender identity analyses. Addressing relevant psychological, philosophical, historical, sociological, political, and economic factors that influence theory, practice, and research in adult education and adult learning.
Registration Restriction(s): Minimum student level – graduate.

ACED 630 Learning to Develop and Emerge as Scholars (3) Issues, theories, concepts and research in adult learning.
Grading Restriction: Satisfactory/No Credit or letter grade.
Repeatability: May be repeated. Maximum 12 hours.
Comment(s): Requires admission to adult learning concentration.
Registration Restriction(s): Minimum student level – graduate.

ACED 632 Dissertation Research Proposal Writing (3) Plan, develop, and write research proposals suitable for thesis or dissertation. Special emphasis is placed on scholarship and adult learning in doctoral research that focuses on developing research problem, conducting literature review related to the problem, selecting appropriate method(s) for investigating the problem, and writing a research proposal.
Registration Restriction(s): Minimum student level – graduate.

COURSE EQUIVALENCY TABLE

Current courses	**Equivalent courses, effective fall 2023** Adult and Continuing Education (new subject code)
EDPY 519	ACED 519
EDPY 520	ACED 520
EDPY 521	ACED 521
EDPY 527	ACED 527
EDPY 528	ACED 528
EDPY 529	ACED 529
EDPY 538	ACED 538
EDPY 539	ACED 539
EDPY 615	ACED 615
EDPY 625	ACED 625
EDPY 622	ACED 622
EDPY 626	ACED 626
EDPY 630	ACED 630
EDPY 632	ACED 632
EDPY 530	ACED 530

DROP

EDPY 519 Writing for Professional Publication (3)

EDPY 520 Survey of Adult Education (3)

EDPY 521 Program Planning in Adult Education (3)

EDPY 527 Ethical Issues in Adult Education (3)

EDPY 528 Adult Education Movement U.S.A: An Examination of the History & Literature (3)

EDPY 529 Facilitating Adult Learning (3)

EDPY 538 Non-Western Perspective on Teaching and Learning (3)

EDPY 539 International and Comparative Adult Education (3)

EDPY 615 Advanced Study of Adult Learning and Development (theory and research) (3)

EDPY 625 Advanced Seminar in Lifelong Learning (3)

EDPY 622 Advanced Seminar in Adult Education (3)

EDPY 626 Advanced Learning in Social Context (3)

EDPY 630 Learning to Develop and Emerge as Scholars (3)

EDPY 632 Dissertation Research Proposal Writing (3)

EDPY 530 Methods of Action Research (3)

Rationale: Recently the Adult Learning concentration of the Ph.D. in Educational Psychological and Research (DE) Major and its faculty transitioned to the Department of Educational Leadership and Policy Studies (ELPS). This move requires some changes to the program, including a new name and the subject name. The new name is proposed: Adult and Continuing Education (ACED) concentration of the Ph.D. in Education major (DE) for the Ph.D. in Education of ELPS to clearly reflect the scope of the program in the field and the new department for future DE program development. Impact on Other Units: These changes to the subject name will not impact other units. Financial Impact: This change will not negatively impact the current college or department budget.

(EDAM) Educational Administration

ADD

EDAM 514 Leading Professional Learning Communities (3) Leading Professional Learning Communities is designed to assist aspiring school leaders in acquiring the knowledge, skills, and dispositions associated with leading professional learning communities in schools. Students in the course will learn how to develop, support, and nurture teacher and staff efficacy in meeting the academic, social, emotional, and physical needs of each student. The focus of the course is on developing leadership character in aspiring school leaders in order to develop and sustain a positive learning community that nurtures and supports professional learning and instructional practice.

Rationale: After review of program curriculum, the faculty determined it would better serve our students to add a course specifically covering leading professional learning communities. This course replaces a more general human resources and administration course (EDAM 515) with a K-12 specific curriculum. This course brings our curriculum into alignment with contemporary content.

Impact on Other Units: None. EDAM 514 is not required by other programs. Financial Impact: None. Will be taught by existing faculty. Additional Documentation: None. This change does not require additional approval.

EDAM 620 History and Philosophy of K-12 Education (3) An advanced doctoral course in which major issues in the evolution of American K-12 education are examined through historical and philosophical lenses. Will assist students in organizing their learning around the historical and philosophical bases of American education through engagement in major principles and issues related to the K-12 public educational mission.
Registration Restriction(s): Minimum student level – graduate.

Rationale: This course has been taught twice under a temporary 695 course number. We will retain it as a required course. Impact on other units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course numbers/names. Financial impact: none.

EDAM 640 Policy and Politics in K-12 Education (3) Will draw on both classic and contemporary research and literature in K-12 educational policy and political science to examine education policy actors, political institutions, policy decision-making processes, policy implementation, and the politics of educational practice as determinants of policy choices. Students will explore research pertaining to the development, implementation, and evaluation of policy at the local, state, and federal levels in the United States. Attention will be given to case studies of current policy issues in education and political contexts.
Registration Restriction(s): Minimum student level – graduate.

Rationale: We have offered policy and politics as separate courses. However, there is a great amount of overlap between the two. The courses are best combined and offered as one. Impact on other units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course numbers/names. Financial impact: none.

DROP

EDAM 629 Seminar in Policy Issues in Education (3)

Rationale: Overlaps with EDAM 630 Politics of Education. It has been combined with EDAM 630 Politics in Education to form the new course EDAM 640 Policy and Politics in K-12 Education. Financial Impact: None.

EDAM 630 Politics of Education (3)

Rationale: Overlaps with EDAM 629 Seminar in Policy Issues in Education. It has been combined with EDAM 629 Seminar in Policy Issues in Education to form the new course EDAM 640 Policy and Politics in K-12 Education. Financial Impact: None.

REVISE TITLE AND DESCRIPTION

EDAM 554 Education Policy and Law (3) Provides for the development of practical knowledge to better understand and influence the laws and policies that govern the operations and conduct of their organizations as administrators. Aspiring leaders will gain knowledge and political, policy, and legal issues that will help them effectively perform their professional duties within the boundaries of constitutional, statutory, and case law, as well as local, state, and federal policies and administrative rules and regulations. Specific topics in this course include, but are not limited to, key federal education laws (e.g., IDEA, HIPAA, FERPA, Title IX, Title VI, ESEA) and significant case laws focused on topics such as discrimination, discipline, freedom of speech/expression, search and seizure, employee rights and human resource policies, tort liability and negligence, and due process. The goal of this course is to develop in each student the ability to understand, respond to, and influence legal and policy issues at the local, state, and national levels.

Formerly: Policy Issues in Educational Law, K-12 (3) Educators must know the laws that govern the operation and conduct of their organizations as administrators face a highly litigious society. Will study the relevant legal principles that affect the operation, organization, and administration of American schools. Aspiring leaders will gain knowledge about legal issues that will help them in effectively performing their professional duties within the boundaries of constitutional, statutory, and case law. This course is framed around the necessary skills and knowledge of legal issues for building level administrative positions, mainly the positions of assistant principal or principal. School law elaborates on the legal rights, duties, and responsibilities of school personnel. Specific topics in this course include due process, tort liability, negligence, and contracts. Basic legal relationships between employer, colleagues, students, and adults are addressed.

Rationale: Revisions to title and description are to bring the course description into alignment with contemporary content. Impact on Other Units: None. EDAM 554 is not required by other programs. Financial Impact: None.

MOVE EVALUATION, STATISTICS, & METHODOLOGY (ESM) SUBJECT CODE AND COURSES

The Evaluation, Statistics, and Methodology (ESM) program is moving from department EPC to ELPS. Consequently, we are requesting to move the ESM subject code and the 25 ESM courses from the EPC department to the ELPS department.

(ESM) Evaluation, Statistics, and Methodology

REVISE REPEATABILITY, REMOVE (RE) PREREQUISITE(S), AND REVISE REGISTRATION RESTRICTION(S)

ESM 660 Evaluation, Statistics, and Methodology Research Seminar (1-2)
Repeatability: May be repeated: Maximum 9 hours.
Registration Restriction(s): Evaluation, Statistics, and Methodology Major, PhD. Minimum student level – graduate.

Formerly:
Repeatability: May be repeated: Maximum 8 hours.
(RE) Prerequisite(s): 533.
Registration Restriction(s): Educational Psychology and Research Major, PhD - evaluation, statistics, and methodology concentration. Minimum student level – graduate.

Rationale: The ESM program was moved from EPC to ELPS. EPC students took a one-credit hour departmental seminar course (EDPY 601). Since this course is no longer offered, we are revising requirements for our program seminar course. Impact on Other Units: None. Financial Impact: None.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING (EPC)

(COUN) Counselor Education

ADD

COUN 534 Evidence-Based Practice and Accountability in Counseling (3) Includes foundational content regarding research as an evidence base for counseling; a survey of methodological and statistics concepts needed to be able to apply counseling research to practice; and evaluation strategies to ensure accountable practice with individual clients and counseling programs.

DROP

COUN 480 Skills for Counseling (3)

Rationale: Graduate students need to take COUN 580 to meet licensure requirements. Impact on other Units: none. Financial Impact: None.

REVISE DESCRIPTION

COUN 535 Orientation to Counseling and Ethics (3) Orientation to the counseling profession, ethical decision making, and legal considerations in professional counseling.

Formerly: Orientation to the counseling profession and professional practice issues in school and mental health counseling and related fields: education, research, standards of practice, credentialing, and policy.

Rationale: This revision streamlines the course description and focus of course content to more accurately reflect accreditation standards tasked to this course. Impact on other Units: None. Financial Impact: None.

COUN 550 Foundations in School Counseling (3) Professional school counselor roles, introduction to the ASCA National Model and TN Comprehensive School Counseling Model, as well as professional issues related to school counseling.

Formerly: Professional school counselor roles, introduction to the ASCA National Model, and professional issues related to school counseling.

Rationale: Ensures coverage of TN comprehensive school counseling model for licensure purposes. Impact on other Units: None. Financial Impact: None. Additional Documentation: None.

COUN 645 Foundations in Counselor Education and Supervision (3) Theories, models, and skills regarding critical topics in counselor education including leadership and advocacy, consultation, and grant-writing.

Formerly: Provides initial understanding of critical areas of work for Counselor Education Ph.D. students, including clinical supervision, teaching, and grant writing.

Rationale: Better reflects scope of course for accreditation purposes. Timing of the supervision course has been changed to reduce need to cover topic in this course. Impact on other Units: None. Financial Impact: None.

COUN 650 Seminar in Counselor Education (3) Introduction to doctoral-level counselor education and supervision, professional identity development, and current topical and political issues impacting the counseling professions. Focused development of scholarly writing skills.

Formerly: Professional issues related to role and function of counselor educator.

Rationale: Better reflects scope of course for accreditation purposes and highlights scholarly writing component. Impact on other Units: None. Financial Impact: None.

COUN 655 Practicum in Counselor Education (3) Supervised practice and application of counseling skills in a clinical or school setting selected based on student experience. Requires minimum of 100 total hours and 40 direct hours.

Formerly: Supervised practice and application of counseling skills with clients.

Rationale: Better reflects scope of course for accreditation purposes; specifies hour requirement. Impact on other Units: None. Financial Impact: None.

REVISE DESCRIPTION AND (RE)PREREQUISITES

COUN 555 Practicum in Counseling (3) Supervised practice and application of counseling skills with individual clients in a clinical mental health or school setting appropriate to the student's specialization. Requires a minimum of 100 total hours and 40 direct hours.
(RE) Prerequisite(s): COUN 580 and COUN 535 and COUN 551 and COUN 554 and COUN 550 or COUN 556.

Formerly:
Supervised practice and application of counseling skills with individual clients.
(RE) Prerequisite(s): 480, 551, 550 or 556, and 554.

Rationale: Better reflects accreditation standards tasked to course. Impact on other Units: None. Financial Impact: None.

REVISE DESCRIPTION, REMOVE GRADING RESTRICTION (FROM S/NC GRADING TO LETTER GRADE) AND REVISE (RE) PREREQUISITES

COUN 558 Internship in School Counseling (1-6) Supervised post-practicum experience at a school setting approved by the program. Requires minimum of 600 total hours and 240 direct hours across 6 credit hours of experience.
(RE) Prerequisites: COUN 555.

Formerly : Supervised post-practicum experience at school setting approved by the academic unit.
Grading Restriction: Satisfactory/No Credit grading only.
(RE) Prerequisite(s): 525 and 555.
Registration Restriction(s): Master of Science - counseling major/school counseling concentration.
Registration Permission: Consent of instructor.

Rationale: Better reflects accreditation standards tasked to course. Aligns course with grading standard used through the program, providing an opportunity to indicate quality of professional skill demonstration. Prerequisite matches new program sequence. Impact on other Units: None. Financial Impact: None.

COUN 559 Internship in Clinical Mental Health Counseling (1-6) Supervised post-practicum experience at a clinical mental health setting approved by the program. Requires minimum of 600 total hours and 240 direct hours across 6 credit hours of experience.
(RE) Prerequisite: COUN 555.

Formerly: Supervised post-practicum experience at a clinical mental health counseling setting approved by the academic unit.
Grading Restriction: Satisfactory/No Credit grading only.
(RE) Prerequisite(s): 525, 555, and School Psychology 690.

Rationale: Better reflects accreditation standards tasked to course. Aligns course with grading standard used through the program, providing an opportunity to indicate quality of professional skill demonstration. Prerequisite matches new program sequence. Impact on other Units: None. Financial Impact: None. Additional Documentation: None.

REVISE DESCRIPTION AND REMOVE GRADING RESTRICTION (FROM S/NC GRADING TO LETTER GRADE)

COUN 659 Internship in Counselor Education (1-6) Supervised experience specific to doctoral-level practice of counseling, teaching, supervision, or leadership and advocacy. Each credit hour requires a minimum of 100 hours field experience.

Formerly: Supervised experience in departmentally approved counseling, teaching, supervision, or consultation internship sites.
Grading Restriction: Satisfactory/No Credit grading only.

Rationale: Better reflects scope of course for accreditation purposes; specifies hour requirement. Aligns course with grading standard used through the program, providing an opportunity to indicate quality of professional skill demonstration. Impact on other Units: None. Financial Impact: None.

REVISE (DE)PREREQUISITES

COUN 565 Counseling Children and Adolescents (3)
(DE) Prerequisites: COUN 580 or COUN 545.

Formerly: 480 or 551 or 554.

Rationale: Prerequisite matches new course sequence. Impact on other Units: None. Financial Impact: None.

REVISE TITLES AND DESCRIPTIONS

COUN 541 Addictions Counseling (3) Theories, models, and skills for assessing, referring, and counseling individuals with substance use or process disorders including abstinence based, harm reduction, and pharmacological treatment options. Evidenced-based approaches for youth, adults, and families affected by addiction in school and mental health settings.

Formerly: Counseling for Addictions in School and Mental Health Settings (3)
Addresses theory and etiology of addiction, impact of addiction on development and family function, and evidence-based approaches for youth, adults, and families affected by addiction in school and mental health counseling settings.

Rationale: Streamlines course description and focus of course content to more accurately reflect accreditation standards tasked to this course. Impact on other Units: None. Financial Impact: None. Additional Documentation: None.

COUN 551 Counseling Theories (3) Theories and models of counseling, case conceptualization skills, and theory-based counseling skills.

Formerly: Theory and Practice of Counseling (3)
Philosophical bases of helping relationships; development of counselor and client self-awareness; counseling theory/techniques.

Rationale: Streamlines course description and focus of course content to more accurately reflect accreditation standards tasked to this course. Impact on other Units: None. Financial Impact: None.

COUN 552 Career Development and Counseling (3) Theories, models, and skills for conceptualizing and facilitating career development in clinical mental health and school settings.

Formerly: Career Development: Vocational Theory, Research and Practice (3)
Relationship of vocational theory, career development research, and societal factors to life career roles.

Rationale: Streamlines course description and focus of course content to more accurately reflect accreditation standards tasked to this course. Impact on other Units: None. Financial Impact: None.

COUN 554 Group Counseling and Group Work (3) Theories, models, and skills for group counseling and group work in clinical mental health and school settings. As a required course component, students participate as a member of a structured small group experience.

Formerly: Group Dynamics and Methods (3)
Theory and types of groups, descriptions of group practices, methods, dynamics, and facilitative skills, supervision of leadership skills.

Rationale: Clearer title and better reflects accreditation standards tasked to course. Impact on other Units: None. Financial Impact: None. Additional Documentation: None.

COUN 556 Foundations in Clinical Mental Health Counseling (3) Clinical mental health counselor roles, service delivery modalities, and professional issues related to clinical mental health counseling.

Formerly: Clinical Mental Health Counseling and Related Professional Issues (3)
Clinical mental health counseling and related professional issues such as managed care, addictions, and program development.

Rationale: Clearer, parallel title and better reflects accreditation standards tasked to course. Impact on other Units: None. Financial Impact: None. Additional Documentation: None.

COUN 560 Foundations and Applications of Grief Support (3) Exploration and understanding of death and non-death loss and grief, including intersections with trauma. Special focus on impacts on children and adolescents. A core aspect of the course is participation in a mentoring relationship with a K-12 student for the purpose of support. No clinical skill is required.

Formerly: Practicum in Grief Support (3)
Supervised practice and application of knowledge and skills about grief, loss, and life transitions.

Rationale: Clearer title with more descriptive coverage of course content. Impact on other Units: None. Financial Impact: None. Additional Documentation: None.

COUN 563 Crisis and Trauma Counseling (3) Theories, models, and skills for crisis intervention and trauma-informed counseling.

Formerly: Crisis Intervention for Counselors
Advanced course designed to introduce the development of crisis intervention methodologies, differences among psychotherapeutic approaches, a problem-solving approach to working with a client in crisis, and application of crisis counseling theory with various types of crises.

Rationale: Clearer title and better reflects trauma-informed accreditation standards tasked to course. Impact on other Units: None. Financial Impact: None. Additional Documentation: None.

COUN 570 Social and cultural diversity in counseling (3) Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy. Culturally sustaining practices for conceptualizing and responding to socio-cultural influences on wellness.

Formerly: Cross-Cultural Counseling: Theory and Research (3)
Theory and research on issues and problems in counseling of clients from different cultural backgrounds in U.S. and abroad.

Rationale: Clearer title using current accreditation language. Better reflects scope of course for accreditation and licensure purposes. Impact on other Units: None. Financial Impact: None.

COUN 670 Theory and Practice of Counseling Supervision (3) Theories, models, and skills for clinical supervision of counselors including conceptualization of counselor development.

Formerly: Theory and Practice of Counseling Supervision and Consultation (3)
Theory of counseling supervision and consultation, supervision of entry-level counselors, and agency consultation.

Rationale: Better reflects scope of course for accreditation purposes; removes consultation to be covered in COUN 645. Impact on other Units: None. Financial Impact: None.

COUN 672 Advanced Social and Cultural Diversity in Counseling (3) Theories and advanced practice of multicultural and social justice counseling, cultural humility, and culturally sustaining practices in counseling, counselor education, and supervision.

Formerly: Advanced Multicultural Counseling (3)
Addresses the study of advanced practice of culturally competent counseling with an emphasis on critical self-reflection, application to counselor education, and advocacy.

Rationale: Better reflects scope of course for accreditation purposes; new language parallels accreditation language. Impact on other Units: None. Financial Impact: None. Additional Documentation: None.

COUN 675 Theory and Practice of Teaching in Counselor Education (3) Theories, models, and skills for teaching in counselor education. Includes theories of learning, strategies for curriculum design, and approaches to instructional delivery.

Formerly: Theory and Practice of University Teaching in Counselor Education (3)
Emphasis on teaching and learning theories and classroom applications in the preparation of future mental health, school, and rehabilitation counselors.

Rationale: Better reflects scope of course for accreditation purposes. Impact on other Units: None. Financial Impact: None.

(EDPY) Educational Psychology

DROP

EDPY 601 Professional Seminar (1)

Rationale: This professional orientation course was created to provide a unifying experience for doctoral students in the department. The department has since restructured. Faculty agree that orientation can be handled within existing coursework without additional burden on students or faculty. Impact on other Units: Former EPC majors and concentrations did require EDPY 601 (cross listed with COUN 601); however, this change was initiated because those majors and concentrations will not require this course in the future. Financial Impact: None.

DROP

EDPY 505 Quasi-experimental and single-subject design research (3)

EDPY 510 Psychological theories of human development applied to education (3)

EDPY 515 Educational applications of behavioral theories of learning (3)

EDPY 516 Educational applications of cognitive and affective models (3)

EDPY 517 Direct assessment and interventions for academic skills deficits (3)

EDPY 547 Cognitive behavioral therapy: Research and practice (3)

EDPY 580 Implementing and sustaining evidence-based practice in schools (3)

EDPY 636 Ethical, legal, and professional issues in psychology and behavior analysis (3)

COURSE EQUIVALENCY TABLE

Current courses	Equivalent Number, effective fall 2023
EDPY 505	SCHP 505
EDPY 510	SCHP 510
EDPY 515	SCHP 515

EDPY 516	SCHP 516
EDPY 517	SCHP 517
EDPY 547	SCHP 545
EDPY 580	SCHP 580
EDPY 636	SCHP 636

Rationale: Our department recently restructured, with several EDPY programs moving to another department. Courses taught by School Psychology (SCHP) faculty for SCHP students. Revision to a more accurate prefix will ensure clarity for faculty and students. Impact on other units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course numbers/names. Financial impact: Courses will continue to be taught by existing School Psych faculty. Subject codes are just changing from EDPY to SCHP.

(SCHP) School Psychology

ADD

SCHP 530 History and Systems of Psychology and Education (3) Explores the history of modern psychology, primarily in America, since 1879. It includes an exploration of the history of the care of America's mentally ill and examines the evolution of mental asylums and the growth of American psychiatry. The philosophical and physiological viewpoints that led to the birth of the "new" psychology in Germany and ultimately to the major systems (or schools) of psychology in America, namely structuralism, functionalism, behaviorism, and psychoanalysis, are also explored. The science and practice of psychology evolved together in America and thus this course will focus not only on the history of the science of psychology but also on the profession of psychology.

Rationale: This course has been taught twice under a temporary 504 course number. It is an accreditation requirement and should be a permanent course. Impact on other units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course numbers/names. Financial impact: none.

SCHP 505 Quasi-experimental and single-subject design research (3) History, theory and research design techniques used to examine cause and effect relationships during applied psychoeducational research. Focus on controlling threats to internal validity through research design.

SCHP 510 Psychological theories of human development applied to education (3) Theory and research on emotional, social, and intellectual development over life span with applications to educational and therapeutic settings.

SCHP 515 Educational applications of behavioral theories of learning (3) Behavioral theories and research, conditioning, observational learning, and ethological learning as systems apply to student motivation, discipline, and learning.

SCHP 516 Educational applications of cognitive and affective models (3) Understanding of cognitive models of learning, how affect impacts behavior and acquisition of knowledge, and the relationship between cognition and affect.

SCHP 517 Direct assessment and interventions for academic skills deficits (3) Theory, techniques, and procedures shown to prevent and remedy academic skills deficits: curriculum-based assessment and direct intervention procedures.

SCHP 545 Cognitive Behavioral Therapy: Research and Practice (3) Training in cognitive behavioral therapy emphasizing treatment of social and emotional disorders in children and adolescents. Additionally, this course includes pediatric behavioral concerns and treatment, including parent training models and programs. This course will examine clients and students we serve with an eye toward understanding how to effectively serve diverse populations.

SCHP 580 Implementing and sustaining evidence-based practice in schools (3) Explores how to provide systems-level support to educators to install and sustain evidence-based practices in schools. Topics will include best practices in implementation science, school centered program evaluation, data-based-problem solving, intervention intensification, and monitoring of fidelity in school settings. These topics will be explored within the context of integrated MTSS, including academics and behavior.

SCHP 600 Doctoral Research and Dissertation (3-15)
Grading Restriction: P/NP only.
Repeatability: May be repeated.
Registration restriction(s): Minimum student level – graduate

SCHP 636 Ethical, legal, and professional issues in psychology and behavior analysis (3) Ethical practice of psychologists and applied behavior analyst; the APA Ethical Principles of Psychologists and Codes of Conduct; the Behavior Analyst Certification Board Guidelines for Responsible Conduct; the NASP Principles for Professional Ethics; School Law; Understanding the complexity of professional ethics and educational law.
Registration Restriction(s): Minimum student level – graduate.

SCHP 655 Research in Psychoeducational Studies (1-6) *Data analyses, collection, and interpretation.*
Grading restriction: Satisfactory/No credit grading only.
Repeatability: May be repeated. Maximum 12 hours.
Registration restriction(s): Minimum student level – graduate

Rationale: Our department recently restructured, with several EDPY programs moving to another department. This course is taught by School Psychology (SCHP) faculty for SCHP students. Revision to a more accurate prefix will ensure clarity for faculty and students. Impact on other units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course numbers/names. Financial impact: none.

DEPARTMENT OF NUTRITION

(NUTR) Nutrition

REVISE DESCRIPTION

NUTR 513 Community Nutrition Practicum (3) Experiential practice in community nutrition at local public health departments or community nutrition agencies. An introduction to community nutrition programs, services, and projects.

Formerly:
Case study, simulation and experiential practice in community nutrition; development of cultural awareness, knowledge, skills, and experience.

Rationale: Regular curricular review revealed the need to revise the current course description to better reflect the course contents. Impact on Other Units: None. There is no impact on other academic units as this course is only available to Nutrition Majors. Financial Impact: None. This course revision will not require additional resources nor affect the department or college budget.

REVISE DESCRIPTION AND (DE)COREQUISITE

NUTR 514 Advanced Community Nutrition Practicum (1-3) Experiential practice in community nutrition at local public health and community nutrition agencies; development of cultural awareness, knowledge, skills, and experience; use quality improvement methods to improve a nutrition-related community program, service or project. Fall term focuses on a community nutrition needs assessment for a priority population. Spring term focuses on planning, implementation, and evaluation of a community-focused nutrition intervention. Both terms culminate with a poster presentation for faculty, preceptors, students, and community members.
(DE) Corequisite(s): NUTR 503 or 504 or Permission of Instructor.

Formerly:
Experiential practice in community nutrition at local public health and community nutrition agencies; development of cultural awareness, knowledge, skills, and experience; participate in policy development and advocacy activities; plan, implement, and evaluate a population-focused nutrition intervention, culminating in a presentation for faculty, preceptors, students, and community members.
(DE) Corequisite(s): NUTR 503 or Permission of Instructor.

Rationale: Regular curricular review revealed the need to revise the current co-requisite, as NUTR 514 is the practicum component for both NUTR 503 and NUTR 504. This corrects an oversight. Revision of the course description better reflects the course contents. Impact on Other Units: None. There is no impact on other academic units as this course is only available to Nutrition Majors. Financial Impact: None. This course revision will not require additional resources nor affect the department or college budget.

DEPARTMENT OF PUBLIC HEALTH

~~DROP~~ **NO, error**: **PUBH 612 was dropped last fall** (effective fall 2022). See 2-17-22 GC Minutes, page G3902.

~~**PUBH 612 Health and Health Care Policy (3)**~~

~~Rationale: Students with the HPM concentration no longer have the option of Nursing/Public Health 612 without additional fees. As this puts a financial burden on the student, we cannot, in good faith, require such. As well, we feel it is imperative that the concentration courses should come from within the department (Dr. Myers who teaches NURS 612 previously held a .25 position in DPH but no longer does). Impact on other units: None, the number of students who previously took NURS 612 was only 4 – 6 in an academic year. Financial Impact: It lessens the financial burden for the student.~~

REVISE TITLE

PUBH 528 Policy, Systems, and Environmental Change for Public Health Practitioners (3)
Short title: Policy, Systems, & Environment

Formerly: Policy, Systems, and Environmental Change

Rationale: Making a minor change for the course title to better reflect course content. Impact on Other Units: None. Financial Impact: None, this course is only revising the title.

DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION

(ASL) American Sign Language

REVISE DESCRIPTION

ASL 504 Clinical Experience in Teaching American Sign Language (3-9) Designed to provide preservice training for future teachers of American Sign Language. Practical application of strategies and theory are provided via the classroom setting.

Formerly:
Designed to provide preservice training for future teachers of the deaf and hard of hearing. Practical application of strategies and theory are provided via the classroom setting.

Rationale: We are changing the language from deaf and hear of hearing to American Sign Language to align with current state licensure programs. Impact on Other Units: There is no impact on other academic units. Financial Impact: This course will be taught by the existing faculty; no financial impact.

(CYAL) Children's and Young Adult Literature

ADD NEW SUBJECT CODE AND COURSES

CYAL 505 Writing for Children and Teens I (3) Introduction to writing for children and young adults.

Short Title: WritingChildrenTeens I

Rationale: Demand for courses devoted to writing for young people continues to grow, yet accessible programming (e.g., regional, online) remains limited. As such, there is a need to offer an accessible course that draws on the expertise of literature and creative writing faculty. Impact on Other Units: There is no impact on other academic units. Financial Impact: This course will be taught by the existing faculty as their regular course load; no financial impact. Note: because of change in name of new certificate, they also requested to revise the titles of courses CYAL 505 and CYAL 506.

CYAL 506 Writing for Children and Teens II (3) Development of skills acquired in introduction to writing for children and young adult's course.
(RE)Prerequisite: CYAL 505.

Short Title: WritingChildrenTeens II

Rationale: Demand for courses devoted to writing for young people continues to grow, yet accessible programming (e.g., regional, online) remains limited. As such, there is a need to offer an accessible course that draws on the expertise of literature and creative writing faculty. Impact on Other Units: There is no impact on other academic units. Financial Impact: This course will be taught by the existing faculty as their regular course load; no financial impact. Note: because of change in name of new certificate, also requested to revise the titles of courses CYAL 505 and CYAL 506.

CYAL 509 Young Adult Literature in the Secondary School, Grades 7-12 (3) Content varies. Theoretical and practical approaches to using young adult literature in the secondary English classroom.

Short Title: TeachingYALitGrades712

Rationale: Course ENED 509 is being dropped and this one added to align with the new program prefix (CYAL). This course is centered around children's and young adult literature. Impact on Other Units: There is no impact on other academic units. Financial Impact: This course will be taught by the existing faculty as their regular course load; no financial impact.

(ELED) Elementary Education

DROP

ELED 528 Teaching Language Arts Elementary and Middle School (3)

Rationale: ELED 528 is being dropped. Course REED 528 is being added to replace the dropped ELED 528. Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact. Additional Documentation: None.

Course Equivalency Table (effective fall 2023)	
Current Course	Equivalent Course
ELED 528	REED 528

(ENED) English Education

DROP

ENED 509 Young Adult Literature in Secondary Schools, Grades 7-12 (3)

Rationale: ENED 509 is being dropped. Course CYAL 509 is being added to replace the dropped ENED 509. Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact.

Course Equivalency Table (effective fall 2023)	
Current Course	Equivalent Course
ENED 509	CYAL 509

(MEDU) Mathematics Education

DROP

MEDU 581 Equity in STEM Education (3)

Rationale: MEDU 581 is being dropped. Content will be incorporated to the existing STEM 581 in an effort to maintain STEM prefixes for all courses found in STEM degree and certificate programs. Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact. Additional Documentation: None.

Course Equivalency Table (effective fall 2023)	
Current Course	Equivalent Course
MEDU 581	STEM 581

(REED) Reading Education

ADD

REED 528 Teaching Writing in Elementary School (3) Recent trends, evidence-based practices and current materials and methods in teaching writing in elementary grades.

Short Title: Teaching Writing Elem School

Rationale: This course add is needed to replace ELEM 528 to be consistent with other literacy courses and the change will reflect the course revisions made to align with new TN Literacy standards which emphasize the inter-connectedness of reading and writing. Impact on Other Units: There is no impact on other academic units. Financial Impact: This course will be taught by the existing faculty as their regular course load; no financial impact.

REVISE TITLE AND DESCRIPTION

REED 543 Literacy and Literature in the Secondary Grades (3) Problems and issues particular to teaching reading in the secondary grades including teaching reading in an integrated curriculum, dealing with students reading below grade level, and teaching concept vocabulary.

Formerly :Literacy and Literature in the Middle Grades (3)
Problems and issues particular to teaching reading in the middle grades including teaching reading in an integrated curriculum, dealing with students reading below grade level, and teaching concept vocabulary.

Rationale: We are revising the title and description from "middle grades" to "secondary grades." The state has changed its licensure categories and now offers secondary content area degrees. Impact on Other Units: There is no impact on other academic units. Financial Impact: This course will be taught by the existing faculty as their regular course load; no financial impact.

(RCDE) Rehabilitation Counseling for Deaf Education

DROP

RCDE 521 Rehabilitation Services in the Deaf Community (3)

Rationale: We are dropping the Rehab Counseling for the Deaf graduate certificate due to no student enrollment since its transfer from EPC to TPTE in 2017. RCDE 521 is one of four courses in the certificate. Impact on Other Units: none. Financial Impact: No financial impact.

RCDE 522 Communication with Persons who are Deaf or Hard of Hearing (3)

Rationale: We are dropping the Rehab Counseling for the Deaf graduate certificate due to no student enrollment since its transfer from EPC to TPTE in 2017. RCDE 522 is one of four courses in the certificate. Impact on Other Units: none. Financial Impact: No financial impact.

RCDE 523 Special Populations and Topics in Rehabilitation of the Deaf (3)

Rationale: We are dropping the Rehab Counseling for the Deaf graduate certificate due to no student enrollment since its transfer from EPC to TPTE in 2017. RCDE 523 is one of four courses in the certificate. Impact on Other Units: none. Financial Impact: No financial impact.

(SPED) Special Education

REVISE (RE)PREREQUISITES

SPED 510 Field Experiences in Special Education: Mild/Moderate Disabilities (1-3)
(RE) Prerequisite(s) SPED 503.

Formerly: (RE) Prerequisite(s): SPED 402.

Rationale: SPED 402 was changed to SPED 503 for graduate students. The prerequisite needs to be changed for accuracy. Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact.

SPED 512 Field Experiences in Special Education: Moderate/Severe Disabilities (1-3)
(RE) Prerequisite(s): SPED 503.

Formerly: (RE) Prerequisite(s): SPED 402.

SPED 516 Effective Instruction for Students with Learning Disabilities and Other Academic Difficulties.(3)
(RE) Prerequisite(s): SPED 503.

Formerly:
(RE) Prerequisite(s): SPED 402.

SPED 520 Practical Teaching in Special Education (4)
(RE) Prerequisite(s): SPED 503.

Formerly: (RE) Prerequisite(s): SPED 402.

SPED 521 Special Education Practical Teaching Seminar (3)
(RE) Prerequisite(s): SPED 503.

Formerly: (RE) Prerequisite(s): SPED 402.

SPED 542 Methods of Teaching Students with Emotional and Behavioral Disorders (3)
(RE) Prerequisite(s): SPED 503.

Formerly: (RE) Prerequisite(s): SPED 402.

SPED 552 Classroom Management (3)
(RE) Prerequisite(s): SPED 503.

Formerly: (RE) Prerequisite(s): SPED 402.

Rationale: For the above courses, SPED 402 was changed to SPED 503 for graduate students. The prerequisite needs to be changed for accuracy. Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact.

SPED 593 Special Education Student Teaching Seminar (1)
(RE) Prerequisite(s): SPED 516 or SPED 514.

Formerly: *(RE) Prerequisite(s): SPED 516 or SPED 518.*

SPED 594 Student Teaching in Special Education (12)
(RE) Prerequisite(s): SPED 516 or SPED 514.

Formerly: (RE) Prerequisite(s): SPED 516 or SPED 518.

Rationale: For 593 and 594: SPED 518 was dropped and changed to 514 to parallel the undergraduate course numbers last year. The prerequisite needs to be changed for accuracy. Impact on Other Units: None. Financial Impact: No financial impact.

(STEM) Science, Technology, Engineering, and Mathematics Education

ADD

STEM 612 STEM Education Seminar (1) Credit for participation in seminars intended for doctoral students enrolled in STEM Education-related PhD programs. Includes opportunities for students to prepare for seminars on a range of STEM Education-related topics and to discuss key take-aways from them. Students will have opportunities to learn about peers' research interests and projects and to share their work with others.
Repeatability: May be repeated. Maximum 12 credit hours.
Registration Restriction(s): Minimum student level – graduate.

Rationale: This course addition is based on the importance of providing additional structure and support for students to participate in the seminar. Impact on Other Units: There is no impact on other academic units. Financial Impact: This course will be taught by the existing faculty as their regular course load; no financial impact.

STEM 680 Foundations of Educational Data Science I (3) Intended to support graduate-level students to be able to apply data science methods to topics of teaching, learning, and educational systems. Introduces students to the data science software and programming language R. Course activities focusing on preparing, using, and visualizing complex data sources for analysis using the tidyverse suite of R packages. Data ethics are foregrounded. Includes an introduction to text analysis/Natural Language Processing. No pre-requisites or programming experience is required.
Registration Restriction(s): Minimum student level – graduate.

Rationale: This new course is intended to introduce students to the foundations of using new data sources and methods or, doing data science in educational contexts. This doctoral level class introduces accessing, preparing/wrangling, and exploring new data sources; doctoral students have requested foundational coursework on data science and the use of the statistical software and programming language R (used in this course). Impact on Other Units: There is no impact on other academic units. Financial Impact: This course will be taught by the existing faculty as their regular course load; no financial impact.

STEM 685 Foundations of Educational Data Science II (3) Intended to support graduate students to use data science methods to study new technology-based environments, such as online courses, educational technology platforms, and social media-based networks. Advanced data visualization and social network analysis techniques are emphasized. More advanced methods around writing custom functions and using machine learning for analyzing complex data sources are introduced. Course involves the use of the statistical software R.
Registration Restriction(s): Minimum student level – graduate.

Rationale: New course 685 will expand on the skills students develop in STEM 680. Students learn about accessing a range of digital data sources and how to use them in research. Introduces modeling, especially machine learning methods. As for STEM 680, doctoral students have requested foundational coursework on data science and the use of the statistical software and programming language R (used in this course).

Impact on Other Units: There is no impact on other academic units. Financial Impact: This course will be taught by the existing faculty; no financial impact.

STEM 691 Visualizing Data Using R (3) Intended to support students to create static visualizations (e.g., visualizations for inclusion in presentations and publications) and dynamic visualizations (e.g., those that can allow researchers and others to interact with the visualization). Will use educational examples and data sets but is open to students across programs. Course involves the use of the statistical software R.

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

Rationale: To add a new doctoral-level course on visualizing data using the statistical software and programming language R. 691 extends upon the plans for STEM 591 for the Educational Data Science Graduate Certificate, which previously required 500-level courses. The Graduate Certificate is being revised to focus on doctoral-level students (and course activities). Impact on Other Units: no impact on other academic units. Financial Impact: This course will be taught by the existing faculty; no financial impact.

STEM 695 Capstone in Educational Data Science (3) Students will complete an educational data science course project involving advanced descriptive or modeling methods that can form the basis of a conference presentation proposal, journal article submission, grant proposal, or report. Includes an introduction to various techniques for creating and sharing data science products using R, such as interactive web applications (i.e., Shiny apps), dashboards, and web-based books. Students will receive ongoing feedback and support related to their course project throughout the semester, culminating in their sharing of their work in presentations open to the public.

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

Rationale: This course add involves a capstone experience for students in the Educational Data Science Graduate Certificate. This is intended to introduce a small set of new ideas with students related to sharing the products or outcomes of data science analyses while providing structure and support for students to complete an independent data science project. Impact on Other Units: There is no impact on other academic units. Financial Impact: This course will be taught by the existing faculty; no financial impact.

DROP

STEM 580 An Introduction to Data Science Methods in Education (3)

Rationale: Course is being dropped and added as a 600-level course to support the doctoral students who enroll in this course. Impact on Other Units: There is no impact on other academic units. Financial Impact: This course will be taught by the existing faculty; no financial impact.

STEM 585 Digital Learning Environments and Learning Analytics (3)

STEM 591 Visualize Data Using R (3)

STEM 595 Predictive Modeling and Machine Learning in Education (3)

Rationale: Courses above are being dropped and added as 600-level courses to support the doctoral students who enroll in this course. Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact.

Course Equivalency Table (effective fall 2023)	
Current Course	Equivalent Course
STEM 580	STEM 680
STEM 585	STEM 685
STEM 591	STEM 691
STEM 595	STEM 695

REVISE TITLE AND DESCRIPTION

STEM 581 Equity in STEM Education (3) Past, present and future issues influencing access, diversity, and inclusion in science, technology, engineering, and mathematics education, elementary through college. Theorizing equity in STEM teaching and learning, and implications for curriculum, instruction, and leadership.

Formerly: Mathematics Curriculum
Past, present, and future issues influencing mathematics curriculum in schools, elementary through college. Teacher's role in curriculum development and implementation. Rationales for curriculum decisions.

Rationale: Updating course description and title for STEM 581. Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact.

(TPTE) Theory and Practice in Teacher Education

ADD

TPTE 592 Improving Practice Through Action Research (3) Designed to engage students in the action research process. This systematic process of inquiry guides efforts by teachers, administrators, counselors, and other education stakeholders to implement interventions, collect and analyze data, and identify implications that support classroom, school, and district-wide improvements in teaching and learning.

Short title: ImprPractActionResearch

Rationale: This course has been offered as a TPTE 595 Special Topics course during the summers of 2021 and 2022. This request is to assign the course its own TPTE course number and title. Impact on Other Units: There is no impact on other academic units. Financial Impact: This course will be taught by the existing faculty; no financial impact.

REVISE HOURS, REPEATABILITY, AND (RE)COREQUISITES

TPTE 574 Analysis of Teaching for Professional Development (1-3)
Repeatability: Not repeatable. May be taken once for 1-3 hours.
(RE) Corequisite(s): TPTE 575 or SPED 506.

Formerly: (2-3).
Repeatability: Not repeatable. May be taken once for 2-3 hours.
(RE) Corequisite(s): *575*.

Rationale: TPTE *574* is a course that is used by all TPTE programs for students in the professional internship graduate program. Currently, it is available for 2-3 credit hours. Some programs would like the flexibility of having students enroll in the course for 1-3 credit hours. This would allow students to take other program-specific courses so their programs can be tailored to more closely meet their needs. It would also allow their transcripts to reflect those courses. Impact on Other Units: There is no impact on other academic units. Financial Impact: This course will be taught by the existing faculty as their regular course load; no financial impact.

TPTE 591 Clinical Studies (1-4)
Repeatability: Not repeatable. May be taken once for 1-4 hours.
(RE) Corequisite(s): TPTE 575 or SPED 506.

Formerly: (3-4)
Repeatability: Not repeatable. May be taken once for 3-4 hours.
(RE) Corequisite(s): *575*.

Rationale: TPTE 591 is a course that is used by all TPTE programs for students in the professional internship graduate program. Currently, it is available for 3-4 credit hours. Some programs would like the flexibility of having students enroll in the course for 1-4 credit hours. This would allow students to take other program-specific courses so their programs can be tailored to more closely meet their needs. It would also allow their transcripts to reflect those courses. Impact on Other Units: There is no impact on other academic units. Financial Impact: This course will be taught by the existing faculty as their regular course load; no financial impact.

II. PROGRAM CHANGES

DEPARTMENT OF CHILD AND FAMILY STUDIES (CFS)

- **DROP CONCENTRATION – CHILD AND FAMILY STUDIES MAJOR, MS**

  Teacher Licensure (PreK-3)

Rationale: The Child and Family Studies Early Childhood Pre-3 teacher licensure programs are undergoing significant curriculum revisions due to the mandated State of Tennessee Department of Education (DOE) licensure changes. The current CFS early childhood programs will be replaced with Early Childhood Education Integrated PreK-3 endorsement that require both regular and special education coursework. Please see attached approval of the new endorsement from the State of Tennessee. We have received "conditional" approval to offer the new

concentration. Impact on other units: This change will not impact financially other units across campus. Financial impact: This change will not require additional resources nor affect the department or college budget. Additional Documentation: The CFS faculty voted to approve these changes on 04/20/2022.

- **ADD CONCENTRATION – CHILD AND FAMILY STUDIES MAJOR, MS**

Early Childhood Education Integrated PreK-3

Learning Objective for Integrated PreK-3 Early Childhood Education Track (Birth to grade 3),

1. Demonstrate expertise in Integrated Early Childhood Education birth to third grade content and child-centered pedagogy.
2. Provide research-based instruction and leadership in recognition and support of accountability measures facing today's educators.
3. Engage as active members of learning communities through a commitment to on-going professional development and collaboration.
4. Actively pursue evidenced-based initiatives in educational settings to promote continuous improvement to instruction that facilitates learning for all children.
5. Model the professional dispositions that are characteristic of successful educators.
6. Demonstrate attitudes and values that respect diversity among students, colleagues, community members, and others by promoting diversity as a means for strengthening the educational experiences of all students.
7. Demonstrate those skills necessary to promote continuous improvements to curriculum, instruction, use of high quality instructional materials, and the use of technology and assessment.

In the 2023-24 Graduate Catalog, remove current text and requirements for the dropped Teacher Licensure (PreK-3) concentration. Add text and requirements for new concentration: Early Childhood Education Integrated (PreK-3)

Child and Family Studies Major, MS
Concentration: Early Childhood Education Integrated PreK-3 concentration

Options Available: Coursework only with Comprehensive Exam

Campus Code: Knoxville Campus

Credit Hours Required: **33** graduate credit hours

The child and family studies major can provide the graduate preparation needed for a student who would like to be licensed to teach Early Childhood Education Integrated PreK-3 (children from birth to grade 3 in private and public-school systems) in the State of Tennessee. The Early Childhood Education Integrated PreK-3 track is a concentration designed with an emphasis on an inclusive, unified, and integrated curriculum in which early childhood and special education content are purposefully blended into courses/clinical experiences in the early childhood and elementary classroom. The overarching goal of the program is to prepare candidates to teach all children from an integrated lens through which early childhood and special education are no longer viewed as separate. The program objectives center on preparing candidates who understand children and families in a cultural context to meet a diverse set of needs (i.e., racial, linguistic, economic, and ability) across a range of early childhood settings. The strength of the program includes a series of *integrated* early childhood and special education clinical experiences that happen "early and often," from which candidates benefit from hands-on practical experiences that use an embedded instruction approach with principles of universal design in the early childhood and elementary classroom (birth to grade 3). The PreK-3 teacher candidates' graduate level clinical experience consists of a full academic year (fall and spring semesters) internship in public school settings under the guidance and supervision of a professional team that has knowledge of an integrated and blended program design.

Graduate Progression Requirements: Early Childhood Education Integrated PreK-3 Teacher Licensure
The teacher-licensure Early Childhood Education Integrated PreK-3 concentration is designed for students seeking the Child and Family Studies Major for the Master of Science (MS) degree along with initial teacher licensure in integrated early childhood education (PreK through Grade 3). At the University of Tennessee, Knoxville, students interested in the MS with a major in child and family studies must apply for admission to graduate study through the procedures outlined below. Application for admission to teacher licensure (PreK-3) is a part of the application process to the graduate program and is described in the Undergraduate Catalog. Admission to teacher-licensure (PreK-3) is concurrent with admission to the child and family studies master's program. The teacher-licensure (PreK-3) concentration requires 33 credit hours of graduate coursework, a practice-based review of research, and the edTPA (Teacher Performance Assessment).

Upon attainment of junior status (i.e., 60 hours), students will complete an additional admission process to the Early Childhood Education Integrated PreK-3 teacher education graduate portion of the program (see details in the Teacher Education section of this catalog) and simultaneously make application for admission to the Master of Science (MS) for the child and family studies major (see the *Graduate Catalog* for details). Acceptance into the graduate portion of Early Childhood Education Integrated PreK-3 early childhood education teacher licensure program is contingent upon acceptance into the department's master's program. Students interested in this option should work closely with their advisor to ensure that they understand and meet the Teacher Education program requirements and the requirements for graduate study and that they strictly follow the application process.

Post-Baccalaureate Professional Year **Students must apply to and be admitted by the Graduate School prior to registration.**		
Term 9	**Hours**	
[1]CFS 575 Professional Internship in Teaching	4	
[1]CFS 574 Analysis of Teaching for Professional Development	2	
[1]CFS 569 Practice Based Research in Early Childhood Education	3	
[1]CFS 551 Assessment in Early Childhood Education	3	
Semester Total Graduate Credit Hours	**12**	
Term 10	Hours	
[1]CFS 575 Professional Internship in Teaching	5	
[1]CFS 591 Clinical Studies	4	
Semester Total Graduate Credit Hours	**9**	
Summer Pre-or Post-Internship	Hours	
[2]CFS 511 (Exploration in Child Development) OR 552 (Diversity in Children and Families) OR CFS 510 (Theory in Human Development) OR 550 (Theory in Family Studies)	3	
[2]CFS 511 (Exploration in Child Development) OR 552 (Diversity in Children and Families) OR CFS 510 (Theory in Human Development) OR 550 (Theory in Family Studies)	3	
[2]CFS 512 Survey of Research in Early Childhood Education	3	
[2]CFS 530 Families of Children with Disabilities	3	
Semester Total Graduate Credit Hours	**12**	
Graduate Total Credit Hours	**33**	

[1]Early Childhood Education Teacher Licensure Specialty Area course.
[2] Meets CFS master's degree core requirement

Rationale: The Tennessee Department of Education has changed the Early Childhood Education PreK-3 endorsement to a new Early Childhood Education Integrated PreK-3 endorsement with a Fall 2023 implementation. The current Early Childhood Education endorsement will remain in effect until fall 2026. The new Child and Families Studies Major with an Early Childhood Education Integrated PreK-3 concentration is necessary to align our teacher licensure program using the state's new early childhood licensing requirements and will start fall 2023. The program has been approved by the Tennessee Department of Education.

Impact on other units: This change will not impact financially other units across campus. While the program includes both early childhood and special education content, it does not impact other special education programs because they are not "integrated" and do not meet the requirements as outlined by the TDOE Early Childhood Integrated endorsement guidelines. The current special education programs offer dual licensure, which is different from an integrated program.

Financial Impact: This change will not require additional resources nor affect the department or college budget. There would be a financial impact if we do not offer the new mandated TDOE ECE integrated endorsement because the current early childhood endorsement will be phased out by the TDOE in fall 2026. Therefore, moving from the current ECE licensure program to the new integrated ECE program will ensure that CFS continues to offer a licensure program that meets the requirements determined by the TDOE. Courses will be taught by existing and new faculty. Additional Documentation: The CFS faculty voted to approve these changes on 04/20/2022.

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES (ELPS)

Informational Items:

The following 3 programs/concentrations are moving (being dropped) from the Department of Educational Psychology and Counseling and will be moved (added) to the Department of Educational Leadership and Policy Studies

Education Major, MS – Evaluation Methodology concentration
Educational Psychology and Research Major, PhD – Adult Learning concentration
Educational Psychology and Research Major, PhD – Evaluation, Statistics, and Methodology concentration

The following 2 certificates are moving (being dropped) from the Department of Educational Psychology and Counseling and will be moved (added) to the Department of Educational Leadership and Policy Studies

Evaluation, Statistics, and Methodology Graduate Certificate
Qualitative Research Methods in Education Graduate Certificate

Department of Educational Leadership and Policy Studies

From the above EPC program moves, ELPS will add the programs as shown below:

Education Major, MS – Evaluation Methodology concentration

Education Major, PhD – Adult and Continuing Education concentration

Evaluation, Statistics, and Methodology Major, PhD (*Pending THEC approval*)

Certificates

Evaluation, Statistics, and Methodology Graduate Certificate

Qualitative Research Methods in Education Graduate Certificate

Rationale: Over the summer 2022, college administration made the decision to move these majors, concentrations, and certificates to the Department of Educational Leadership and Policy Studies (ELPS) from the Department of Educational Psychology and Counseling (EPC). Departments and faculty were consulted but the decision was made at the college level. Impact on Other Units: Moving these majors, concentrations, and certificates will impact each unit. Units outside of ELPS and EPC should not be impacted. Financial Impact: These changes will impact the department budgets for ELPS and EPC. Both departments are aware of these impacts and are taking steps to address them, when needed. Are any EPC students changing to the ELPS programs?

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

► **ADD MAJOR AND DEGREE**

Education Major, PhD

Adult and Continuing Education concentration

The EPC doctoral Adult Learning concentration is moving to ELPS.
ELPS is proposing to add the concentration under the Education major, PhD, and to revise concentration name from Adult Learning to Adult and Continuing Education.

In the 2023-24 Graduate Catalog, add heading and text for the Education Major, PhD, with the new concentration and program requirements as shown below. (This is the PhD program move from EPC to ELPS for Adult Learning)

Education Major, PhD
Adult and Continuing Education concentration

Campus Code:
Distance Education

Admissions Standards/Procedures

- Students must submit an online graduate application to the Office of Graduate Admissions. Following a review of applications, an interview with the faculty is required. Admissions decisions are made on a holistic basis to discern the candidate's promise for doctoral study and to ascertain the match of the candidate's educational goals with the resources and goals of the program/department.
- A Master's degree is required for students who apply for admission to the concentration. For students who are admitted to the concentration, prior graduate coursework will be examined on a case-by-case basis as it might be used to satisfy the overall course requirements of the concentration.

Credit Hours Required
84 graduate credit hours

Required Courses
Basic Core Courses (27 credit hours)
ACED 519
ACED 520
ACED 521
ACED 527
ACED 528
ACED 529
ACED 538
ACED 539
One 3-credit hour graduate course approved by the program coordinator

Advanced Core Courses (18 credit hours)
ACED 615
ACED 625
ACED 622
ACED 626

ACED 630
ACED 632

Research courses must include classes in research methods, quantitative methodology, and qualitative research, as well as two additional courses as approved by the student's advisor or the program coordinator.

Research Methods (15 credit hours)
Required:
EDPY 506
ESM 559
ESM 577
The following two courses:
ACED 530
ESM 533

One advanced qualitative methods course approved by the program coordinator.

Dissertation Research (ACED 600), 24 credit hours

Additional Course Requirements
The curriculum is structured in terms of a core, an advanced core, research methods requirements, a cognate, electives, and dissertation research. In most cases, students will be expected to successfully complete requisite 500-level courses or their equivalents prior to enrolling in advanced courses at the 600-level. Courses that constitute the several areas for the curriculum are shown above. In some circumstances, a student may substitute other graduate courses upon approval by their major advisor.

Non-Course Requirements
Doctoral candidates work closely with their advisor to complete a dissertation proposal. A candidate will present the proposal to the dissertation committee, and once approved by all committee members, will begin work on the dissertation research. With the advisor's approval, the candidate will schedule an oral defense for the dissertation. During the dissertation defense, the candidate will present the work completed for the dissertation, which will be reviewed by the dissertation committee.

Rationale: This distance education (DE) program was approved and effective in Fall 2022. However, recently the Adult Learning concentration of the Ph.D. in Educational Psychological and Research (DE) Program and its faculty transitioned to the Department of Educational Leadership and Policy Studies (ELPS). This required some changes to the program, including a new name and the course designation. The new concentration name proposed: Adult and Continuing Education for the Ph.D. in Education Major (DE) for the Ph.D. in Education of ELPS to clearly reflect the scope of the program in the field and the new department for future DE program development. In addition, EDPY 601 was created to provide a unifying experience for doctoral students in the EPC department. The department has since restructured, and EPC faculty agree that orientation can be handled within existing coursework without additional burden on students or faculty. We will do the same and include the orientation material in existing classes and meetings. Impact on Other Units: The change of this concentration name will not impact other units. Financial Impact: This change will not negatively impact the current college or department budget. Are any of the EPC students changing to this major and degree?

► **ADD MAJOR AND DEGREE**

Evaluation, Statistics, and Methodology Major, PhD

The EPC doctoral Evaluation, Statistics, and Methodology concentration is moving to ELPS. **ELPS is proposing to add this concentration to ELPS as a standalone major: Evaluation, Statistics, and Methodology Major, PhD.**

In the 2023-24 Graduate Catalog, add heading, text, and requirement for new major (***Pending THEC approval***)

Evaluation, Statistics, and Methodology Major, PhD (*Pending THEC Approval*)

Campus Code:
Knoxville Campus

Admissions Standards/Procedures

- Students must submit an online graduate application to the Office of Graduate Admissions. Following a review of applications, an interview with the faculty is required. Admissions decisions are made on a holistic basis to discern the candidate's promise for doctoral study and to ascertain the match of the candidate's educational goals with the resources and goals of the program/department.
- A Master's degree is not required for students who apply for admission to the major. For students who are admitted to the major, prior graduate coursework will be examined on a case-by-case basis as it might be used to satisfy the overall course requirements.

Credit Hours Required
90 graduate credit hours

Required Courses
ESM Core Courses (15 credit hours)
ESM 533
ESM 534
ESM 577
ESM 677
ESM 581

Advanced ESM Core (12 credit hours)
ESM 651
ESM 678
ESM 680
ESM 667

Research Core (15 credit hours)
ESM 583
ESM 559
ESM 659
ESM 682
3 credit hours of approved graduate research electives selected in consultation with the major advisor

Applied Professional Experience (15 credit hours)
ESM 660 (9 credit hours)
ESM 670 (6 credit hours)

Electives (9 credit hours) selected in consultation with the major advisor

Dissertation/Research (24 credit hours)
ESM 600
Students will enroll in a minimum total of 24 credit of dissertation at the conclusion of their coursework.

Non-Course Requirements
Doctoral candidates work closely with their advisor to complete a dissertation proposal. A candidate will present the proposal to the dissertation committee, and once approved by all committee members, will begin work on the dissertation research. With the advisor's approval, the candidate will schedule an oral defense for the dissertation. During the dissertation defense, the candidate will present the work completed for the dissertation, which will be reviewed by the dissertation committee.

In the 2023-2024 Graduate Catalog, under "Applied Professional Experiences, remove course EDPY 601 revise the number of credit hours for ESM 660 from 8 to 9.

Rationale: The ESM program was moved from EPC to ELPS. EPC students took a one-credit hour departmental seminar (EDPY 601). EDPY 601 will no longer be offered by EPC. Program requirements were modified to include an additional hour in the program seminar course to correspond to the semester students would have taken EDPY 601. Impact on Other Units: N/A. Financial Impact: N/A **Department is working with Karen Etzkorn for this THEC program modification.** Are any of the Ed Psych and Research Major, PhD students changing to this new major and degree? Dept will ask students if they to change.

► **ADD MAJOR AND DEGREE**

Education Major, MS

Evaluation Methodology concentration

For the EPC Education Major, MS, Evaluation Methodology concentration – move/add to ELPS as follows.

In the 2023-24 Graduate Catalog, for the ELPS department, add heading, text, and requirements for the Education Major, MS, Evaluation Methodology concentration.

Education Major, MS
Evaluation is the systematic study of an organization or program's fidelity, merit, or worth using a recognized set of national standards. The Distance Education Evaluation Methodology concentration master's program is designed to provide students with a broad and rigorous study of the field of evaluation. Students will learn quantitative, qualitative, and mixed-methods evaluation designs, effective communication skills, cutting edge reporting strategies, and hands-on application of evaluation strategies. The program prepares professionals who are seeking to enhance their skills and develop new competencies in evaluation methodology. Students in this 30-graduate credit hour program will complete core coursework in evaluation principles and practice, methodology, and engage in field-based evaluation experiences. Prior to graduation, students must pass a portfolio-based comprehensive examination. All courses are offered online through Distance Education.

Concentrations (Required) and Options Available

Evaluation Methodology – Project Option

Campus Code:
Distance Education

Admissions Standards/Procedures
Admission is based on a holistic view of an applicant's qualifications and previous educational experiences. GRE scores are optional. Prior graduate work will be examined on a case-by-case basis to determine if it can be used to satisfy some course requirements.

Credit Hours Required
30 graduate credit hours

Required Courses: 27 graduate credit hours
ESM 533
ESM 534
ESM 559
ESM 560
ESM 570
ESM 577
ESM 583
ESM 590 Evaluation Practicum I
ESM 591 Evaluation Practicum II

Electives (3 credit hours)
ESM 581
ESM 677
ESM 672
ESM 682
Or another Distance Education course approved by the program coordinator.

Non-Course Requirements
The portfolio satisfies the requirements for a project non-thesis Master's. Portfolios will be reviewed and scored by two ESM faculty members. Students must earn a grade of Pass to earn the Master's degree.

REVISE REQUIREMENTS – EDUCATIONAL ADMINISTRATION MAJOR, MS – ONLINE LEADERSHIP STUDIES SPECIALIZATION

In the 2023-2024 Graduate Catalog, for the Online Leadership Studies specialization, under the Required Courses heading, under Core Requirement bullet – revise course list to remove course EDAM 515 and replace with EDAM 514.

Core Requirements (12 credit hours)
EDAM 513
~~EDAM 515~~ EDAM 514 (remove EDAM 515 and replace with EDAM 514)
EDAM 548
EDAM 554

Rationale: With the addition of EDAM 514 course title and description, students are not required to take EDAM 515 at this time. The proposed text changes to the catalog reflected in this section simply provide clarity of required courses. Impact on Other Units: None. There is no impact on other academic units. Financial Impact: None.

REVISE REQUIREMENTS – EDUCATION MAJOR, EDS, EDUCATIONAL ADMINISTRATION CONCENTRATION – ONLINE LEADERSHIP STUDIES SPECIALIZATION

In the 2023-2024 Graduate Catalog, under the Required Courses heading, under Core Requirement Courses, revise course list – to remove course EDAM 515 and replace with EDAM 514 as shown below:

Core Requirements (12 credit hours)
~~EDAM 515~~ EDAM 514 (remove EDAM 515 and replace with EDAM 514)
EDAM 513
EDAM 548
EDAM 554

Rationale: With the addition of EDAM 514 course title and description, students are not required to take EDAM 515 at this time. The proposed text changes to the catalog reflected in this section simply provide clarity of required courses. Impact on Other Units: None. There is no impact on other academic units. Financial Impact: None.

REVISE REQUIREMENTS – INSTRUCTIONAL LEADERSHIP GRADUATE CERTIFICATE

In the 2023-2024 Graduate Catalog, under the Required Courses heading revise course list to delete EDAM 515 and replace with EDAM 514 as shown below.

Required Courses

- EDAM 583 (3 credit hours)
- ~~EDAM 515~~ (3 credit hours) (remove EDAM 515 and replace with EDAM 514)
- EDAM 544 (3 credit hours)

Rationale: With the addition of EDAM 514 course title and description, students are not required to take EDAM 515 at this time. The proposed text changes to the catalog reflected in this section simply provide clarity of required courses. Impact on Other Units: None. There is no impact on other academic units. Financial Impact: None.

+ ADD CERTIFICATE

Evaluation, Statistics, and Methodology Graduate Certificate

In the 2023-24 Graduate Catalog, add the Evaluation, Statistics, and Methodology Graduate Certificate to show under the Educational Leadership and Policy Studies Department (certificate is being dropped from the Educational Psychology and Counseling Department).

No changes to the text or certificate requirements.

+ ADD CERTIFICATE

Qualitative Research Methods in Education Graduate Certificate

In the 2023-24 Graduate Catalog, add the Qualitative Research Methods in Education Graduate Certificate to show under the Educational Leadership and Policy Studies Department (certificate is being dropped from the Educational Psychology and Counseling Department).

No changes to the text or certificate requirements.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING (EPC)

Informational items: Move programs and concentrations, from one department to another.

The Educational Psychology and Research Major, PhD, Adult Learning concentration – Move/Drop the EPC major and concentration. This program is moving/being added to ELPS as: Education major, PhD, and will revise the concentration name from Adult Learning to Adult and Continuing Education

The Educational Psychology and Research Major, PhD, Evaluation, Statistics, and Methodology concentration – Move/Drop the EPC major and concentration. The concentration is moving/being added to ELPS as a new major and degree: Evaluation, Statistics, and Methodology major, PhD.

Note: The Educational Psychology and Research Major, PhD, for the Applied Educational Psychology concentration is NOT moving. It will remain in the EPC department. Therefore, the Educational Psychology and Research Major, PhD will now have one concentration.

The Education Major, PhD, Learning, Design, and Technology concentration – Move/drop from EPC, move/add to TPTE.

The Education Major, MS, Evaluation Methodology concentration – Move/Drop from EPC. This program is moving/being added to ELPS department for the Education Major, MS, Evaluation Methodology concentration.

The Education Major, MS, Instructional Technology concentration – Move/drop from EPC. This program is moving/being added to the TPTE department for the Teacher Education Major, MS.

Note: With moving/dropping the two concentrations for the Education Major, MS – the Department of Educational Psychology and Counseling will no longer be offering an Education Major for the MS.

Certificates:

Evaluation, Statistics, and Methodology Graduate Certificate (Drop from EPC. Move/add to ELPS)

Qualitative Research Methods in Education Graduate Certificate (Drop from EPC. Move/add to ELPS)

Online Teaching and Learning Graduate Certificate (Drop from EPC. Move/add to TPTE.

Rationale: Over the SU 2022 term, Dean McIntyre made several major changes to the composition of the department of Education Psychology and Counseling (EPC). Several majors, concentrations, and certificates are moving out of EPC and into either TPTE or ELPS. Impact on other Units: These changes do have an impact on the departments of EPC, TPTE, and ELPS. Financial Impact: These changes will impact the budgets for these departments. These changes have been negotiated and agreed upon by Department Heads in all 3 departments and Dean McIntyre.

► **DROP THE FOLLOWING MAJORS AND DEGREES**

Education Major, MS – Evaluation Methodology concentration **(**moving to ELPS)

Education Major, MS – Instructional Technology concentration **(**moving to TPTE)

Education Major, PhD – Learning, Design, and Technology concentration (moving to TPTE)

Educational Psychology and Research Major, PhD – Adult Learning concentration (moving to ELPS)

Educational Psychology and Research Major, PhD – Evaluation, Statistics, and Methodology concentration (ELPS**)**

✚ **DROP THE FOLLOWING CERTIFICATES**

Evaluation, Statistics, and Methodology Graduate Certificate (moving to ELPS)

Online Teaching and Learning Graduate Certificate (moving to TPTE)

Qualitative Research Methods in Education Graduate Certificate (moving to ELPS)

REVISE COUNSELING MAJOR, MS, CLINICAL MENTAL HEALTH COUNSELING CONCENTRATION

In the 2023-2024 Graduate Catalog revise requirements in five areas, as shown below.

1) **Revise concentration options**. **Revise to remove the Thesis Option** for Clinical Mental Health Counseling. The only option will be - Coursework Only with Comprehensive Exams.

2) Under the heading, "Clinical Mental Health Counseling, Coursework Only with Comprehensive Exams" revise the paragraph as shown below:

The clinical mental health counseling concentration prepares professionals to use strong professional identity and relationship skills across diverse counseling settings including community agencies, nonprofits, and private practice. Throughout the program, we work to embrace our core values–Commitment, Humility, Openness, Respect, Integrity, and Self-Awareness–and to attend to culturally sensitive, developmentally appropriate, and ethical relationships. Our program is face-to-face and conducted in a cohort-like community. Most students enroll on full-time basis for six consecutive semesters; part-time options are available by advisement.

3) Under the heading, "Clinical Mental Health Counseling, Coursework Only with Comprehensive Exams" revise third bullet to read:

Graduates will demonstrate professional dispositions including Commitment, Humility, Openness, Respect, Integrity, and Self-Awareness.

4) Under the "Non-Course Requirements" heading, revise first bullet as shown below.

The program of study includes a minimum of 700 hours of supervised practicum and internship counseling experiences in clinical mental health counseling settings.

Formerly: The program of study includes a minimum of 1000 hours of supervised practicum and internship counseling experiences in clinical mental health counseling settings. Each student's plan of study is customized to support individual goals as well as to provide a common core of counselor preparation.

5) Under the "Non-Course Requirements" heading, delete the third bullet to remove: Thesis option: defense of the thesis.

Under the Required Courses heading, make the following revisions:

1. Under the Research bullet - remove course ESM 682 and replace with COUN 534
2. Under Required Courses heading, for COUN 559, revise number of credit hours of 9 to 6
3. At last bullet for electives – revise first sub-bullet: Course only with comprehensive exam from 3 elective courses (9 credit hours) to 4 elective courses (12 credit hours)
4. At last bullet for electives – remove the second sub-bullet as thesis option will no longer be an option.

Rationale: These curricular requirement changes are in response to faculty observations across time and feedback from alumni, cooperating site supervisors, and employers. Some changes also relate to forthcoming 2023 Counseling and Related Educational Programs (CACREP) Standards. We propose removing the thesis option. The program has long allowed a thesis option which is rarely used by students. It has been five years since a student pursued a thesis option, and use of the option was rare. This is a clinical practice degree in which practitioners are not expected to produce research. However, candidates must pass several standardized exams for practice. Requirement of a comprehensive examination only is consistent with work demands related to the degree. Students interested in developing research skills for possible doctoral study can enroll in an independent study to satisfy that interest. We propose increasing the number of elective hours by 3. CACREP requires master's programs be at least 60 credit hours. This increase is needed to account for reduction of hours from removing 3 credits of COUN 559 (CMHC). We propose removing ESM 682 and replacing it with COUN 534. This is necessary because the new 2023 CACREP standards required enhanced attention to evidence-based practice and accountability procedures specific to counseling. Previously, our program required students to take a research and program evaluation course offered in Evaluation, Statistics, and Methodology. However, the nature of new standards require that we offer specialized learning in evidence-based practice and evaluation applied specifically to counseling context. Addition of this new course to the curriculum will continue to meet licensure standards while also addressing accreditation standards. We propose reducing the hours of COUN 559 from 9 to 6 credits. Previously, the program required completion of a 900-hour internship across three semesters for students in the CMHC concentration. This exceeded licensure and accreditation requirements. Faculty did not note any appreciable changes in skills during the final semester of internship; however, the time commitment created hardship for students and increased time to degree. The faculty is reducing internship hours requirements to 600 consistent with current national standard. This will expedite student progress without impacting quality of experience.

Impact on other Units: Text revisions should not impact other units. Requirement changes will impact ESM (now in ELPS). Financial Impact: None for text edits. Requirement changes: removal of ESM 682 will impact ESM (and ELPS) by reducing demand for that course by approximately 25 students per year. We have advised the unit of this change, and they indicated understanding and support for the decision.

REVISE COUNSELING MAJOR, MS, SCHOOL COUNSELING CONCENTRATION

In the 2023-2024 Graduate Catalog revise requirements in three areas:

1. Under heading "School Counseling, Coursework Only with Comprehensive Exams" revise the paragraph as follows:

The school counseling concentration prepares professionals to become professional school counselors within preK-12 schools in Tennessee and most other states. Our students learn about their role as a leader within a data-driven comprehensive, developmental school counseling program as supported by the TN Model for School Counseling and the ASCA National Model®. Throughout the program, we work to embrace our core values–Commitment, Humility, Openness, Respect, Integrity, and Self-Awareness–and to attend to culturally sensitive, developmentally appropriate, and ethical relationships. Our program is face-to-face and conducted in a cohort-like community. Most students enroll on full-time basis for six consecutive semesters; part-time options are available by advisement.

2. Under heading "School Counseling, Coursework Only with Comprehensive Exams" revise 3rd bullet as follows:

Graduates will demonstrate professional dispositions including Commitment, Humility, Openness, Respect, Integrity, and Self-Awareness.

3. Delete heading and bullet: Additional Course Requirements: SPED 570 also is required for students without a teaching license.

Rationale: These curricular changes are in response to faculty observations across time and feedback from alumni, cooperating site supervisors, and employers. Some changes also relate to forthcoming 2023 Counseling and Related Educational Programs (CACREP) Standards. Impact on other Units: These are text revisions and should not impact other units. Financial Impact: None.

Under the Required Courses heading, make the following revisions:

1. Under the Research bullet - remove course ESM 682 and replace with COUN 534
2. For the Special Education bullet – remove bullet and the course listed SPED 552.
3. At last bullet revise as follows: Revise Two Electives (6 credit hours) to Three Electives (9 credit hours)

Rationale: These curricular changes are in response to faculty observations across time and feedback from alumni, cooperating site supervisors, and employers. Some changes also relate to forthcoming 2023 Counseling and Related Educational Programs (CACREP) Standards. We propose removing ESM 682 and replacing it with COUN 534. This is necessary because the new 2023 CACREP standards required enhanced attention to evidence-based practice and accountability procedures specific to counseling. Previously, our program required students to take a research and program evaluation course offered in Evaluation, Statistics, and Methodology. However, the nature of new standards require that we offer specialized learning in evidence-based practice and evaluation applied specifically to counseling context. Addition of this new course to the curriculum will continue to meet licensure standards while also addressing accreditation standards. We propose removing SPED 552. Previously, our program required this course to prepare students to deliver classroom guidance lessons related to some accreditation standards. However, this content is easily integrated into required courses COUN 550 and 565. The revised CACREP standards have increased attention to consultation and collaboration. The program will source additional elective options necessary to cover these standards. We propose increasing the number of elective hours by 3. CACREP requires master's programs be at least 60 credit hours. This increase is needed to account for reduction of hours from removing 3 credits of SPED 552 (SC).

Impact on other Units: One of these changes will impact SPED in TPTE. Financial Impact: Removal of SPED 552 will impact SPED by reducing demand for the course by approximately 6-8 students per year. We have advised the unit of this change, and they indicated understanding and support for the decision.

REVISE REQUIREMENTS – COUNSELOR EDUCATION MAJOR – PHD

In the 2023-2024 Graduate Catalog, revise course requirements in two areas.

1. Under the Professional Orientation heading, remove course COUN 601. Removing course 601, reduces total credit hours.
2. Revise credit hours required - reduce from 74 to 73.

Rationale: This professional orientation course was created to provide a unifying experience for doctoral students in the department. The department has since restructured. Faculty agree that orientation can be handled within existing coursework without additional burden on students or faculty.

Impact on other Units: Former EPC majors and concentrations did require EDPY 601 (cross listed with COUN 601); however, this change was initiated because those majors and concentrations will not require this course in the future. Financial Impact: None.

Under the Admissions Standards heading, revise to combine text in the first bullet and five sub-bullets, into one bullet. Also, add an additional bullet as shown below.

- Doctoral program admissions criteria include the following (a) academic aptitude for doctoral-level study, (b), previous professional experience, counseling preferred, (c) dispositions consistent with professional practice, including self-awareness, (d) oral and written communication skills, and (e) Potential for scholarship, professional leadership, and advocacy.

- Following a written application addressing admissions criteria, select candidates will be invited to participate in an on-campus interview.

Under the Non-Course Requirements heading, revise the three bullets as shown below.

- **Residency requirement**: Graduate students must complete two consecutive semesters of 9 credit hours to satisfy the residence requirement. Students can meet this requirement by registering for 2 consecutive semesters of dissertation credit hours (COUN 600)

- **Comprehensive exams**: Students must take and pass a written comprehensive examination portfolio prior to admission to candidacy for the doctoral degree. The portfolio assesses competence in the five CACREP core areas (i.e., counseling, leadership and advocacy, supervision, teaching, and research). The portfolio combines learning artifacts from the program with written essays administered during the last semester of coursework. Students submit their entire portfolio to an examination committee and engage in an oral exam after review. Students may receive a pass, conditional pass, or fail. If a student fails any exam question, CE faculty will form a committee to create a formal remediation plan. Remediation must be completed before the student can retake the failed areas and the retake date must be approved by the committee. Students who have not passed all five sections after the second attempt will be dismissed from the program.

- **Dissertation Proposal and Defense**: Doctoral candidates work closely with their dissertation chair to complete a dissertation proposal. A candidate will present the proposal to the dissertation committee, and once approved by all committee members, will begin work on the dissertation research. With the chair's approval, the candidate will schedule an oral defense for the dissertation. During the dissertation defense, the candidate will present the work completed for the dissertation, which will be reviewed by the dissertation committee.

Rationale: These curricular changes are in response to faculty observations across time and feedback from alumni, cooperating site supervisors, and employers. Some changes also relate to forthcoming 2023 Counseling and Related Educational Programs (CACREP) Standards. Impact on other units: These are text revisions and should not impact other units. Financial Impact: none.

REVISE PROGRAM REQUIREMENTS – EDUCATION MAJOR, EDS, SCHOOL PSYCHOLOGY CONCENTRATION

In the 2023-2024 Graduate Catalog, revise the following requirements:

1) **Revise Credit Hours**. Revise to increase total Credit Hours required from 61 to 66.

2) Under the Foundational Coursework heading, revise course listings as follows:

Remove EDPY 516
Remove SCHP 541
Add ESM 680
Add SCHP 547
Add SCHP 580
Remove the bullet/statement, "One course in systems consultation approved by major professor."
Add COUN 580

3) Revise Research Methods credit hours. Revise to reduce hours from 10 to 6

Remove course EDPY 655 (4 credit hours) from the list

4) Revise Applied Practicum and Internship credit hours. Revise to increase credit hours from 15 to 21.

For SCHP 546 – increase credit hours from 1 to 3
Remove SCHP 551
For SCHP 552 – increase credit hours from 3 to 6
For SCHP 649 – increase credit hours from 2 to 6

5) Under the Additional Course Requirements heading, revise bullet as shown below.

- To complete the Board-Certified Behavior Analyst (BCBA) verified course sequence, students must complete SCHP 515 and SPED 501 as additional classes.

Formerly: To complete the Board-Certified Behavior Analyst (BCBA) verified course sequence, students must complete EDPY 515 as an additional class.

Rationale: The school psychology program faculty conducted a full curricular review as part of an annual program review process. In response to student feedback and in anticipation of accreditation pursuits, we have increased program credits from 61 to 66 credits, which puts us more in line with other EdS school psychology programs. Based on feedback from students, we are removing EDPY 516 due to content and lack of congruence with accrediting body. We do not have program expertise to teach 541 (psychometrics). We are replacing that course with ESM 680 (advanced measurement). We are adding SCHP 547 as was always intended. This class teaches core consultation skills and process which is a foundational skill for school psychologists. We are adding EDPY 580 in place of the statement "One course in systems consultation approved by major professor." This course will become a permanent course in our program. We are adding COUN 580 to provide all students with foundational counseling skills. Many students were taking this as an additional, non-required class. We are removing required research participation (EDPY 655; research groups). While EdS students may elect to participate in faculty research, this degree is an applied practice degree. Students learn to consume and critically evaluate research but are not expected to be creators of new research. Based on student feedback, we propose increasing the practica required for this program. Our EdS students have indicated they need more applied experiences to be prepared for internship. We are increasing required credits for SCHP 546 and SCHP 552 to give the EdS students more practica time in K-12 schools. SCHP 649 is a full year internship experience and 6 credits are required by the NASP accrediting body. We are removing SCHP 551 which was an introductory practicum in the K-12 schools. This practicum is associated with SCHP 540 and introductory class in school psychology. We are eliminating the practicum and including the activities as part of the SCHP 540 course requirements. As an additional course requirement, we need to add SPED 501 as it is a new requirement for the BCBA but is only required for students who want to complete the sequence.

REVISE REQUIREMENTS – SCHOOL PSYCHOLOGY MAJOR, PHD

In the 2023-2024 Graduate Catalog, revise program requirements as shown below.

1) **Revise Credit Hours**. Revise to reduce total Credit Hours Required from 121 to 114.

2) At the Foundational Courses heading, ~~revise to reduce Foundational credit hours from 28 to 24~~ (error, no revision to credit hours)

Remove course EDPY 601
Remove EDPY 515
Add course COUN 580

3) At the Research Courses heading, revise to reduce credit hours from 21 to 18.

Remove SCHP 541
Add ESM 680
Remove bullet: A 3-credit advanced statistics course approved by the student's advisor.

4) At the Practicum/Applied Field Work heading, revise to reduce credit hours from ~~28 to 24~~ 24 to 21 (24-21 is correct).

remove SCHP 551
remove SCHP 652
increase credit hours from 2 to 4 for SCHP 552

Rationale: The school psychology program faculty conducted a full curricular review as part of an annual program review process. In response to student feedback and in anticipation of an accreditation visit, we attempted to clean up catalog errors and make minor reductions to the program requirements. We propose removing EDPY 601. This professional orientation course was created to provide a unifying experience for doctoral students in the department. The department has since restructured. Faculty agree that orientation can be handled within existing coursework without additional burden on students or faculty. We are making EDPY 515 an optional course and can discuss this option with students during advising. We are adding COUN 580 to provide all students with foundational counseling skills. Many students were taking this as an additional, non-required class. In addition, we removed the requirement for an advanced statistics course, as these students already complete 4 research intensive classes and 3-4 years of applied research practice. We do not have program expertise to teach 541 (psychometrics). We are replacing that course with ESM 680 (advanced measurement). We are removing SCHP 551 which was an introductory practicum in the K-12 schools. This practicum is associated with SCHP 540 and introductory class in school psychology. We are eliminating the practicum and including the activities as part of the SCHP 540 course requirements. In addition, we removed the requirement for an advanced statistics course, as these students already complete 4 research classes and 3-4 years of applied research practice. We are removing SCHP 652 and increase the number of credit hours for SCHP 552. We do not need an advanced section for this practicum.

Impact on other Units: Former EPC majors and concentrations did require EDPY 601 (cross listed with COUN 601); however, this change was initiated because those majors and concentrations will not require this course in the future. Financial Impact: None.

DEPARTMENT OF NUTRITION

ADD A SECOND ACCELERATED FIVE-YEAR BS/MS PROGRAM – NUTRITION MAJOR, MS – COMMUNITY NUTRITION CONCENTRATION

Five-Year BS/MS Program - Nutrition Major, MS – Community Nutrition Concentration
For qualified students, the Department of Nutrition offers a 5-year BS/MS accelerated degree program with a major in Nutrition and a concentration in Community Nutrition. Central to this program is that a qualified student may take up to 9 credit hours of approved graduate courses for their senior undergraduate electives and have them count toward both the BS degree and the MS degree. Students will be considered for conditional admission to the program by the end of their junior year of undergraduate study at UT. Students can choose from a project option without comprehensive exam or a course-only, without comprehensive exam option. Those who choose the project option will begin working on their project not later than Term 6 of undergraduate studies by enrolling in NUTR 493 with Public Health Nutrition faculty. For each student in the program, a graduate advisory committee composed of a minimum of three faculty members must be established before completion of Term 7. To be considered for conditional admission to the program:

- A student must be a declared Nutrition major, Community Nutrition Concentration, with a minimum GPA of 3.30, must have completed at least 15 credit hours of Nutrition courses, and must have completed at least 90 credit hours of the 120 credit hours of coursework required for the BS degree with a major in Nutrition.
- A student must provide three letters of support from three Community Nutrition faculty members.
- A student must obtain a commitment from a Nutrition graduate research faculty member to serve as their graduate mentor-advisor (i.e., major professor) and as the chair of their graduate advisory committee.
- The Department may consider other relevant factors such as an applicant's work experience before conditionally admitting a student to the BS/MS accelerated degree program (Community Nutrition Concentration). Conditional admission of a student into the 5-year BS/MS accelerated degree program must be approved by both the Department of Nutrition and the Graduate School. Students will be typically informed of the outcome of their application before they start their senior year of undergraduate study.

Any graduate course taken before satisfying all requirements for the BS degree must be approved by the student's graduate advisory committee, the Director of the Program in Public Health Nutrition, the Department Director of Graduate Studies, and the Graduate School. These graduate courses must be identified in advance in consultation with the undergraduate advisor and the graduate advisory committee.

A student that is conditionally admitted to the BS-MS accelerated degree program may complete up to 9 credit hours of graduate level coursework during the student's undergraduate study and apply those 9 credit hours to satisfy both the BS degree requirements and also the MS degree requirements, provided that these graduate credit hours were approved by both the Department and by the Graduate School.

The form "Nutrition Conditional Admission 5 Year BS-MS is available from the Director of Graduate Studies and must be completed and signed by the undergraduate advisor, undergraduate coordinator, and graduate advisory committee by May 1st of their junior year. After review by the Department, the form will be signed by the Director of Graduate Studies and submitted to the Graduate School for approval and processing.

To receive graduate credit for the 9 credit hours listed on the Nutrition Conditional Admission Form and approved by their graduate advisory committee, and others granting approval by signing that form, the student must complete and submit the Senior Requesting Graduate Credit Form to the Graduate School. If the graduate courses are to be taken during different semesters, the student will need to submit this form per each relevant semester.

Conditional admission into the BS/MS accelerated degree program does not guarantee acceptance into either the Graduate School or the MS program. Students in the BS/MS accelerated degree program (Community Nutrition Concentration) must submit an application for admission to the Office of Graduate Admissions and to the MS program during their senior year of undergraduate study for the fall term immediately following the completion of their undergraduate study, following the same procedures of all other student applicants. Students will be fully admitted to the MS program after they have been accepted both by the Graduate School and by the Nutrition Department. Students will not be eligible for graduate assistantships until they are enrolled as graduate-level students in the Graduate School.

Rationale: As a result of regular curricular review, and in response to the call to deliver educational opportunities that are responsive to the needs of learners and to develop innovative courses for degree requirements, the Nutrition faculty propose the addition of a concentration in Community Nutrition. The Community Nutrition concentration has been developed to provide additional training for the student who is already a Registered Dietitian Nutritionist (RDN) and for the student who does not wish to pursue the RDN credential (not desiring training in medical nutrition therapy or other clinically focused courses). Students in this concentration will be trained in competencies needed to become a Certified Health Education Specialist (CHES) and to work in the community in a variety of roles (including as nutrition educators, WIC nutritionists, worksite health and wellness coaches, wellness program coordinators) and settings (including public health department, community agencies, and in Extension programs [such as SNAP or EFNEP]). This concentration will focus on individual and group nutrition-related behaviors; whereas the existing Public Health Nutrition Concentration focuses on policy, systems, and environmental changes to promote healthy populations.

Attracting the BS, RDN - Effective January 1, 2024, eligibility for the registration examination for dietitians (leading to the Registered Dietitian Nutritionist, or RDN credential) will change from a BS to an MS degree (as governed by the credentialing body for the RDN: the Accreditation Council for Education in Nutrition and Dietetics (ACEND). For this reason, those entering the discipline in 2024 will be required to hold a graduate degree. Though those entering the workforce prior to this deadline are to be 'grandfathered in', the reality is that the majority of individuals holding the BS, RDN credential, especially if not facing retirement in the next few years, are pursuing a graduate degree in response to this requirement change. This need, along with the COVID-19 inspired development of online coursework, has provided the department with the opportunity to address this need in an accessible way. All coursework in this new concentration will be online, further enhancing its attractiveness to this population.

The 5-year accelerated program - This item also includes a description of the 5-year accelerated BS/MS in Community Nutrition being proposed concurrently to the UG CRC. This opportunity is available to students enrolled in the Community Nutrition concentration of our undergraduate program who successfully apply during the summer before their senior year. This concentration will allow students conditionally accepted into the program the opportunity to apply up to 9 credit hours of graduate coursework, taken during their senior year, to both the BS and MS requirements. This will allow for significant time and cost-savings for interested and qualified students. Furthermore, offering an accelerated BS/MS degree program enhances our ability to train exceptional students and provides students with a competitive advantage starting out in their careers. The Nutrition faculty is in favor of this addition.

Impact on Other Units: None. This program is expected to attract additional students rather than take current students away from other programs. Please see the attached email thread, indicating support for our students to take EDPY (EDM) courses as recommended electives (item 9). Financial Impact: This change will not require additional resources nor affect the department or college budget. This change may impact financially other units across campus.

Additional Documentation: This concentration addition was approved by the Nutrition faculty. No additional approvals are required for this addition. This concentration addition does not need to be reported to SACSCOC.

*Submitted and approved at college level in 2021-2022 CRC cycle, but not included in 2022-2023 grad catalog. Proposal not submitted for Graduate Curriculum or Graduate Council for approval.

REVISE NUTRITIONAL SCIENCES MAJOR, PHD

In the 2023-2024 Graduate Catalog, under the Admission Standards/Procedures heading revise wording in the third sub-bullet concerning GRE scores as follows:

Admissions Standards/Procedures

- Graduate Record Examination (GRE) scores for the general section - GRE scores are encouraged, especially for PhD students, but are not required. Applicants are encouraged to reach out to the Director of their program of interest with any questions. Contact information can be found on the Department of Nutrition page of this catalog.

Formerly: Graduate Record Examination (GRE) scores for the general section - GRE scores may be required. Students are encouraged to reach out to the Department of Nutrition to inquire about the GRE requirements.

Rationale: This requested revision is a result of faculty discussion of the wholistic application process and is in keeping with approaches taken by aspirational and peer institutions. The Nutrition Faculty support this revision. Impact on Other Units: None. There is no impact on other academic

units as these changes are relevant to future applicants. Financial Impact: None. This revision will not require additional resources nor affect the department or college budget. This change should not impact financially other units across campus.

REVISE FIVE-YEAR BS/MS PROGRAM – NUTRITION MAJOR, MS – BIOMEDICAL SCIENCE CONCENTRATION

In the 2023-2024 Graduate Catalog, revise the language in the fourth sentence of the first paragraph to clarify what is required for the options available.

Students can choose from a project option or a thesis option, based on their original research.

Formerly: Students can choose from a non-thesis option or a thesis option, based on their original research.

Rationale: This is a house-keeping change, as "project" is the appropriate term to use instead of "non-thesis". This same change was submitted to the UG CRC in this narrative cycle. Impact on Other Units: None. Financial Impact: This change will not require additional resources nor affect the department or college budget. This change should not impact financially other units across campus.

REVISE NUTRITION MAJOR, MS – COMMUNITY NUTRITION CONCENTRATION – PROJECT WITHOUT COMPREHENSIVE EXAM OPTION

In the 2023-2024 Graduate Catalog, revise the language in the first sentence of the second paragraph, describing required prerequisites, as follows:

Community Nutrition Concentration - Project Without Comprehensive Exam Option
In addition to departmental requirements provided on the Department of Nutrition page of this catalog, prerequisites to this program include completion of an undergraduate human nutrition survey course, an undergraduate human physiology course, and an undergraduate statistics course. For those lacking only the undergraduate nutrition prerequisite, the student will be required to complete this or a similar class upon admission to our program.

Formerly: In addition to departmental requirements provided on the Department of Nutrition page of this catalog, prerequisites to this program include completion of an undergraduate human nutrition survey course and an undergraduate statistics course. For those lacking only the undergraduate nutrition prerequisite, the student will be required to complete this or a similar class upon admission to our program.

Rationale: Regular curricular review identified the inadvertent omission of this prerequisite content area when program initially created (in CRC cycle leading up to the 2022-2023 catalog), Impact on Other Units: None. This is already an expected prerequisite. Financial Impact: This change will not require additional resources nor affect the department or college budget. This change should not impact financially other units across campus.

REVISE NUTRITION DEPARTMENT CATALOG PAGE

In the 2023-2024 Graduate Catalog, revise the heading of the second paragraph, starting with "Admission to MS in Nutrition…", to include the name of the community nutrition concentration as follows:

Admission to MS in Nutrition with concentrations in cellular and molecular nutrition, community nutrition, or public health nutrition, MS-MPH, and PhD degree programs.

Also, revise the third sentence as follows:

Admission into the graduate program in the department is dependent on completion of undergraduate courses that give the necessary background for success in the graduate program, and may include: general and organic chemistry, physiological chemistry/biochemistry, physiology, statistics and introductory* nutrition.

Formerly: Admission into the graduate program in the department is dependent on completion of undergraduate courses that give the necessary background for success in the graduate program, and include: general and organic chemistry, physiological chemistry/biochemistry, physiology, statistics and introductory* nutrition.

Rationale: Adding the Community Nutrition concentration to the list corrects an oversight from last CRC cycle. Inclusion of the word "may" allows for some variability in required prerequisites by program. Nutrition faculty supports these changes.

Impact on Other Units: None. There is no impact on other academic units as these changes are relevant to future applicants. Financial Impact: None. This revision will not require additional resources nor affect the department or college budget. This change should not impact financially other units across campus.

REVISE NUTRITION MAJOR, MS, TO ADD THE KNOXVILLE CAMPUS CODE FOR THE COMMUNITY NUTRITION CONCENTRATION

In the 2023-24 Graduate Catalog, add the Knoxville Campus Code as an option for the Community Nutrition concentration.

Rationale: Our proposal for the Nutrition Major, MS, for the Community Nutrition concentration proposal was fully approved in the last catalog cycle (2022-2023 catalog), but with only the Distance Education (DE) Campus code. However, it was, and remains, our intent to have this concentration available for Knoxville Campus as well, so we are requesting adding the Knoxville Campus Code as an option. Courses used for this concentration have already been built for both the K (Knoxville Campus) and the KPV (Distance Education Campus or Distance) options.

Impact on Other Units: None. There is no impact expected on other academic units as this is only relevant to future applicants of this program. Financial Impact: This change will not require additional resources nor affect the department or college budget. This change should not impact financially other units across campus.

DEPARTMENT OF PUBLIC HEALTH

REVISE PUBLIC HEALTH MAJOR, MPH

In the 2023-2024 Graduate Catalog, revise to add the Distance Education campus code to the Epidemiology concentration for the Public Health Major, MPH.

Also, revise the introductory paragraph as shown below:

Graduate study with a major in public health leads to the Master of Public Health (MPH). Preparation for professional practice in improving community health emphasizes a population perspective, service-learning, and application opportunities through rigorous internships. The MPH degree is offered on-campus and online (Community Health Education, Epidemiology, Health Policy and Management and Veterinary Public Health concentrations).

Formerly: Graduate study with a major in public health leads to the Master of Public Health (MPH) degree. Preparation for professional practice in improving community health emphasizes a population perspective, service-learning and application opportunities through rigorous applied practice experience. The MPH degree is offered on-campus and by Distance Education online for the Community Health Education concentration and the Veterinary Public Health concentration.

Concentrations (Required) and Option Available
- Community Health Education — Coursework Only with Comprehensive Exam
- Epidemiology — Coursework Only with Comprehensive Exam
- Health Policy and Management — Coursework Only with Comprehensive Exam
- Veterinary Public Health — Coursework only with Comprehensive Exam

Campus Code:
- Knoxville Campus
- Distance Education

Rationale: The epidemiology concentration is the most sought-after areas of study in the MPH Program. We offered it for the first time in fall 2019. We are now ready to add it to our online DE program. Our concentrations align with a growing job market. According to the US Department of Labor the field of Epidemiology is projected to have a 5% growth rate. An online option offers the working professional who cannot relocate the opportunity to acquire their degree for promotion, retention or advancing their career in a different direction. This is particularly meaningful for the public health workforce in the state of Tennessee who often express this desire at conferences and through other professional channels. They cannot leave their position but want the degree and have the educational benefits to pay for it. As the land-grant institution we are committed to making this option available to the workforce.

Impact on other units: None, all required courses are offered from within the department. Financial impact: With the recent addition of new faculty and the 2-2 teaching load (as of 2023), the online courses will be taught within the department capacity.

ADD ACCELERATED FIVE-YEAR BACHELOR'S/MASTER'S PROGRAM

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

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

MPH program the summer after their senior year. Additional information, regarding MPH program concentrations, can be found in the Graduate Catalog.

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

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

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

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

- Have a minimum overall UT GPA of 3.30;
- A student must be a declared Public Health Minor and must have completed at least NUTR 100 - Introductory Nutrition 3 Credit Hours*, PSYC 110 - General Psychology 3 Credit Hours* or SOCI 120 – Introduction to Sociology 3 Credit Hours*, STAT 201 - Introduction to Statistics 3 Credit Hours* or MATH 115 - Statistical Reasoning 3 Credit Hours*, PUBH 201 - Introduction to Public Health 3 Credit Hours*, and PUBH 202 - Introductory Epidemiology 3 Credit Hours, and PUBH 320 – Social and Behavioral Theories in Public Health* 3 Credit Hours with a B or better in PUBH 201 - Introduction to Public Health 3 Credit Hours* and PUBH 202 - Introductory Epidemiology 3 Credit Hours, and PUBH 320 – Social and Behavioral Theories in Public Health* 3 Credit Hours
- Must have completed at least 90 credit hours of the 120 credit hours of coursework required for their Bachelor's degree.
- A student may be considered for conditional admission if they have the above listed courses in process. Admission requires successful completion of the courses.

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

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

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

Rationale: We need to add the option of completing the accelerated / combined program with the public health minor. Our UG CRC submission is being submitted concurrently and reflects the above changes. Impact on Other Units: None. Financial Impact: Admission to the Five-Year program will increase Public Health credit hours in the graduate public health courses (PUBH 510, 520, 530).

Public Health Major – Five-Year BSPH/MPH Program

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

The primary component of the accelerated program is that a qualified UT undergraduate student may take up to 9 credit hours of approved graduate courses and have them count toward both the undergraduate degree and the MPH degree. Public health majors may apply the 9 credit hours of graduate courses to Professional Electives in the undergraduate degree.

Approved graduate courses for students accepted into the program:

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

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

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

- Have a minimum overall UT GPA of 3.30;
- A student must be a declared Public Health Major and must have completed at least NUTR 100 - Introductory Nutrition 3 Credit Hours*, PSYC 110 - General Psychology 3 Credit Hours* or SOCI 120 – Introduction to Sociology 3 Credit Hours*, STAT 201 - Introduction to Statistics 3 Credit Hours* or MATH 115 - Statistical Reasoning 3 Credit Hours*, PUBH 201 - Introduction to Public Health 3 Credit Hours*, and PUBH 202 - Introductory Epidemiology 3 Credit Hours, and PUBH 320 – Social and Behavioral Theories in Public Health* 3 Credit Hours with a B or better in PUBH 201 - Introduction to Public Health 3 Credit Hours* and PUBH 202 - Introductory Epidemiology 3 Credit Hours, and PUBH 320 – Social and Behavioral Theories in Public Health* 3 Credit Hours
- Must have completed at least 90 credit hours of the 120 credit hours of coursework required for their Bachelor's of Science in Public Health degree.
- A student may be considered for conditional admission if they have the above listed courses in process. Admission requires successful completion of the courses.

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

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

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

* Meets Volunteer Core Requirements

Rationale: Now that we have a new public health major (initiated in the 22-23 catalog), we need to add the option of completing the accelerated / combined program with the public health major. Our UG CRC submission is being submitted concurrently and reflects the above changes. Impact on Other Units: None. We have communicated with the academic units whose courses are required for the program application. There is no impact on other academic units. Financial Impact: Admission to the Five-Year program will increase Public Health credit hours in the graduate public health courses (PUBH 510, 520, 530).

❖ **ADD CONCENTRATION – PUBLIC HEALTH MAJOR, MPH**

Public Health Nutrition

In the 2023-2024 Graduate Catalog, revise introductory paragraph and add heading, text, and requirements for new concentration: Public Health Nutrition.

Graduate study with a major in public health leads to the Master of Public Health (MPH). Preparation for professional practice in improving community health emphasizes a population perspective, service-learning and application opportunities through rigorous internships. The MPH degree is offered on-campus for the Community Health Education, Epidemiology, Health Policy and Management, Public Health Nutrition and Veterinary Public Health concentrations and by Distance Education online for the Community Health Education, Epidemiology, Health Policy and Management and Veterinary Public Health concentrations.

Concentrations (Required) and Option Available
Community Health Education — Coursework Only with Comprehensive Exam
Epidemiology — Coursework Only with Comprehensive Exam
Health Policy and Management — Coursework Only with Comprehensive Exam
Public Health Nutrition – Coursework Only with Comprehensive Exam
Veterinary Public Health — Coursework Only with Comprehensive Exam

Campus Code:
Knoxville Campus
Distance Education (excludes Public Health Nutrition concentration)

Public Health Nutrition Concentration – Coursework Only With Comprehensive Exam

Credit Hours Required
42 graduate credit hours

Required Courses
- Public Health Foundations (20 credit hours)
  - PUBH 509 (2 credit hours)
  - PUBH 510
  - PUBH 520
  - PUBH 530
  - PUBH 537
  - PUBH 540
  - PUBH 552

- Public Health Nutrition Concentration Courses (16 credit hours)
  - NUTR 531 (1 credit hour)
  - NUTR 503 (2 credit hours)
  - NUTR 504 (2 credit hours)
  - NUTR 507 (3 credit hours)
  - NUTR 510 (3 credit hours)
  - NUTR 514 (2 credit hours)
  - NUTR 540 (3 credit hours)

- Electives (6 credit hours), consult with academic advisor for selection and approval of electives.
- Applied practice experience (6 credit hours)
  - NUTR 587. Written guidelines stipulating eligibility criteria and expectations are available.

Additional Course Requirements
- To meet program requirements, students must select courses in consultation with an assigned program advisor.
- Program totals are minimums, and some students may be required to complete additional coursework to overcome background deficiencies.

Non-Course Requirements
- The MPH is a coursework-only with comprehensive exam program requiring completion of 42 credit hours of graduate coursework including six weeks of applied practice experience (may be completed on full- or part-time basis).
- The Applied practice experience provides an experience with an affiliated health agency or organization offering one or more health programs.
- Of importance, field practice allows the student to apply academic theories, concepts, and skills in an actual work setting.
- Students are required to pass an MPH comprehensive exam.

Rationale: A concentration in Nutrition is based on need and value. Nutrition is fundamental to achieving optimal health for individuals, communities, states, and the nation. Consuming a healthy diet leads to improved risk of hypertension, diabetes, heart disease and many other diseases – diseases the state of Tennessee falls towards the top for states with significant prevalence. Public health nutritionists are integral to the effort. With the concentration in Public Health Nutrition, many communities will benefit from practitioners with the MPH foundation combined with the subject expertise in nutrition. Addressing community need is part of the land-grant mission The US Department of Labor predicts an 11% growth rate in jobs for nutritionist and dieticians between 2020 and 2030. This is considered "faster than average" (Occupational Outlook Handbook, 2021). Beginning January 1, 2024, all bachelor prepared dieticians will be required to hold a Master's degree. The Master's degree can be in a major or field other than Nutrition. As such, we anticipate a desire for the MPH from current bachelor prepared dieticians. There are no other MPH programs in Tennessee offering a concentration in Public Health Nutrition. In consideration of each of these points, we believe this is an opportune time to expand the MPH program with a concentration in Public Health Nutrition.

Impact on Other Units: The concentration courses will be taught by Department of Nutrition faculty. The Department of nutrition supports and has agreed to collaborate on this concentration (see LOS). The foundation courses are currently taught and will continue to be offered for all MPH concentrations by current Department of Public Health faculty.

Financial Impact: The Department of Public Health does not require additional resources to add the concentration. the Department of Nutrition has agreed to offer the relevant concentration courses. As such, no financial impact is anticipated.

REVISE REQUIREMENTS PUBLIC HEALTH MAJOR, MPH – HEALTH POLICY AND MANAGEMENT CONCENTRATION

In the 2023-2024 Graduate Catalog, for the Health Policy and Management concentration, under the Required Courses heading, revise the list to remove course PUBH 612 and replace with course PUBH 528.

Required Courses
Health Policy and Management Concentration Courses (16 credit hours)
- PUBH 525
- PUBH 527 (4 credit hours)
- PUBH ~~612~~ 528
- Electives (6 credit hours), consult with academic advisor for selection and approval of elective.

Rationale: Students with the HPM concentration no longer have the option of Nursing/Public Health 612 without additional fees. Tailored to future public health leaders, PUBH 528 will enable MPH students to fulfill their policy course requirement for the HPM concentration by focusing on the successful development, implementation, and evaluation of policy, systems, and environmental change strategies. While policy development has been long recognized as a core function of governmental public health, the implementation of initiatives intended to make policies, systems, and environments more supportive of healthy behaviors has become an increasingly common approach in the field of public health. This is evidenced by the CDC's Healthy Communities Program, which was a catalyst for policy change around the country. The National Association of County and City Health Officials (NACCO) has adopted official positions recommending local health department action to improve transportation, prevent chronic disease, and reduce tobacco smoking, all of which require a PSE approach. Both NACCHO and the Association for State and Territorial Health Departments are promoting health in all policy approaches to ensure health considerations when policies are developed and implemented. The course will equip students to develop PSE and related strategies in collaboration with leaders outside the health sector and to navigate often politically charged environments during implementation.

Impact on other units: Nutrition offers the HPM concentration as an option in the dual degree program. Those who chose this concentration will take course NUTR 540, however, the students can still take the Nutrition Policy course as an elective (which we encourage of all HPM students).

Financial impact: The number of students in the dual degree program (MS-MPH) amount to less than 3 per academic year. As such, the financial impact on the Department of Nutrition (course) will be minimal.

REVISE REQUIREMENTS PUBLIC HEALTH MAJOR, MPH – EPIDEMIOLOGY CONCENTRATION

In the 2023-2024 Graduate Catalog, for the Epidemiology concentration, under the Required Courses heading, remove PUBH 630 and replace with PUBH 531; also remove PUBH 640 and replace with PUBH 542.

Required Courses
Epidemiology Concentration Courses (16 credit hours)

- PUBH 536
- PUBH 541 (1 credit hour)
- PUBH ~~630~~ 531
- PUBH ~~640~~ 542

Rationale: Public Health added the EPI concentration for the MPH program and plan to also add the EPI concentration to the Distance Education degree offerings (proposed Fall 2023). The MPH in EPI saw substantial interest and growth over the first two years of enrollment. The EPI concentration grew almost 60% to become our largest MPH concentration in the second year, and we expect the Distance Education epidemiology concentration to grow quickly. Changing the requirements for the MPH EPI concentration by adding these two courses and dropping the doctoral level courses will allow us to tailor the program better for MPH-level graduates. The type of epidemiological and statistical methods needed by MPH graduates and PhD graduates are too different to include in the same course, and with this change, our program will better fit the needs and expectations of public health practice for MPH graduates.

Impact on other units: This will be available to students in other departments outside of Public Health, as it will be a required course for any master's level student interested in the Graduate Minor in Epidemiology.

Financial impact: None. With the recent addition of new faculty and the 2-2 teaching load (as of 2023), the course will be taught within the department capacity.

REVISE EPIDEMIOLOGY MINOR

In the 2023-2024 Graduate Catalog, revise requirements for minor in 2 places as shown below.

1) Under Admissions Standards/Procedures, revise GPA from 4.00 to 3.30 for PUBH 530 and PUBH 540.
2) Under Required Courses heading, add PUBH 542 as an alternative required course for PUBH 640

Admissions Standards/Procedures
Average GPA of ~~4.00~~ 3.30 in PUBH 530 and PUBH 540

Required Courses

- PUBH 542 or PUBH 640 (3 credit hours)

Rationale: The Epidemiology Minor has been increasing in popularity over the past six years, with students from across the university completing the minor. This includes students from within the college from other concentrations in Public Health, Kinesiology and Sports Medicine, and Nutrition; and students from across the university, including Food Microbiology, Nursing, Geography, and Anthropology. Because of the popularity of this minor and the growth in both our MPH Epidemiology Concentration and our PhD in Public Health Sciences, which currently include one or more of the required courses from the minor in their curricula, the courses fill up quickly. The addition of PUBH 542 as an alternative required course for PUBH 640 will allow us to keep our graduate level course enrollment to a manageable size and still allow the instructors to deliver high quality content and provide detailed feedback to students on assignments.

Impact on other units: This will make the Graduate Minor in Epidemiology more accessible and attainable for students in our department and other departments outside of Public Health. Financial impact: None. With the recent addition of new faculty and the 2-2 teaching load (as of 2023), the course will be taught within the department capacity.

REVISE REQUIREMENTS – PUBLIC HEALTH SCIENCES MAJOR, PHD

In the 2023-2024 Graduate Catalog, under the Required Courses heading, for the Core Courses, add PUBH 609 as required course, and consequently revise core credit hours from 15 to 17 to address this addition, as shown below.

Required Courses
- Core Courses (~~15~~ 17 credit hours)
  - PUBH 609 (2 credit hours)
  - PUBH 630 (3 credit hours)
  - PUBH 635 (3 credit hours)
  - PUBH 640 (3 credit hours)
  - PUBH 650 (3 credit hours)
  - PUBH 656 (3 credit hours)

Also, for the Electives, revise from 4 credit hours to 2 credit hours, as shown below.
- Electives (2 credit hours)

Formerly: Electives (4 credit hours)

Rationale: We previously offered PUBH 609 Public Health Doctoral Seminar as a required course in our DrPH curriculum. When we switched to the PhD in Public Health Sciences, we felt that we could drop this course as the degree had changed significantly. However, we see the need to add it back to the required curriculum to fill a gap in our doctoral student training. This course was designed to be offered across two semesters, with each semester covering different topics from the course description. [PUBH 609 Public Health Doctoral Seminar (1). Will further prepare the public health doctoral student for the dissertation process, including proper framing of a research question, conducting the literature review, and specification of methods. Students will lead discussions and presentations on methods being used in their dissertations and early results. Will also include an exploration of current health behavior and health education-related research being conducted across the University.] No changes to the course description or requirements are being requested. This will help better prepare our students for conducting their own research, completing the dissertation, and becoming independent researchers by providing them with much needed opportunity for professional development and training. Past students expressed high value and need for the course.

Impact on other units: None. This course was not required by any other program in the past and is not likely to be required going forward. Financial impact: None. With the recent addition of new faculty and the 2-2 teaching load (as of 2023), the course will be taught within the department capacity.

DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION (TPTE)

REVISE ART EDUCATION (K-12) GRADUATE CERTIFICATE

In the 2023-24 Graduate Catalog, revise <u>to increase the credit hours</u> and revise requirements as shown below.

Credit Hours Required
15 graduate credit hours

Formerly: 12 graduate credit hours

Under the Required Courses heading, revise to add course ARED 520 to the list of required courses

Formerly:
TPTE 540
ARED 501
ARED 530
ARED 540

Rationale: We added ARED 520 to the graduate certificate changing the required hours from 12 to 15. We are making these changes in response to a NASAD (art accreditation) report. NASAD requires that graduate certificates are at least 15 credit hours. Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact.

REVISE TEACHER EDUCATION, MS, PRACTITIONER CONCENTRATION

In the 2023-24 Graduate Catalog, under the Required Courses, then under the specialization courses, revise the list of courses under the Art Education Specialization as shown below.

Specialization courses
- Art Education
  - ARED 501
  - ARED 510

- ARED 520
- ARED 530
- ARED 540

Formerly: Art Education
ARED 501
ARED 510
ARED 520
ARED 530
ARED 540
SPED 552

Rationale: We are removing course SPED 552: Classroom Management as a requirement for the Master of Science in Teacher Education, Art Education Practitioner Concentration. This course needs to be removed due to a NASAD accreditation requirement that at least two-thirds of required courses be in art/art education. With the removal of this course, we can comply with this NASAD requirement. Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact.

+ ADD CERTIFICATE

Writing for Children and Teens

In the 2023-24 Graduate Catalog, add heading, text, and requirements for new certificate.

Writing for Children and Teens Graduate Certificate
In this 15-credit hour certificate, students will study the craft of writing for young people. Additionally, students will study the history, content, and themes of Children's and Young Adult literature, as well as fairy tales and the art of storytelling.

Campus Code
Distance Education
Knoxville Campus

Graduate Certificate Type
Stand-Alone
Add-On

Admission Standards/Procedures
- Applicants can be currently admitted to a degree program at UTK or can apply solely for the Writing for Children and Teens Graduate Certificate through the Graduate Admissions Office.
- All 15 credit hours of graduate coursework must be completed at the University of Tennessee within five years of applying for a certificate.

Academic Standards
Students must maintain a 3.50 graduate GPA in all certificate courses in the program and complete the requirements within five years of applying for a certificate.

Credit Hours Required
15 graduate credit hours

Required Courses
CYAL 505
CYAL 506
ENGL 690
ENGL 480
INSC 576

Non-Course Requirements
- To receive the certificate, students must 1) complete the Graduate Certificate Course Verification Form (located on the Graduate School webpage under the Forms Central tab) and 2) through MyUTK, apply to graduate from the certificate program.

Rationale: Demand for programs devoted to writing literature for young people continues to grow, yet accessible programming (e.g., regional, online) remains limited. Also, there are few interdisciplinary graduate certificates at the University of Tennessee. As such, there is a need to offer an accessible certificate that draws on the expertise of literature and creative writing faculty in varied, but related, fields across the university campus. The English department in the College of Arts and Sciences and the Information Sciences department in the College of Communication are in favor of their courses being included in the certificate.

Impact on Other Units: There is no impact on other academic units. Financial Impact: courses will be taught by the existing faculty; no financial impact. **CIP code is 13.1399.**

✚ **DROP CERTIFICATE**

Education of the Deaf and Hard of Hearing (PreK-12) Graduate Certificate

✚ **ADD CERTIFICATE**

Deaf Education (PreK-12) Graduate Certificate

In the 2023-24 Graduate Catalog, add heading, text, and requirements for new certificate.

Deaf Education (PreK-12) Graduate Certificate
The graduate certificate in Deaf Education PreK-12 is intended for those seeking to develop a knowledge and skill base that undergirds effective, equity focused teaching of PreK-12 students with a range of exceptionalities and from a range of backgrounds. A graduate certificate in Deaf Education PreK-12 is appropriate for PreK-12 teachers endorsed in areas outside of exceptional education, PreK-12 teachers endorsed in an area of exceptional education at the undergraduate level, administrators and supervisors aspiring to lead schools or serve in roles supporting special student populations, non-endorsed professionals whose work (e.g., museum, public-service agency) interfaces significantly with PreK-12 education, and those interested in home schooling. Coursework in this certificate is designed to lead to an additional endorsement in Deaf Education PreK-12 for teachers licensed in other areas in the state of Tennessee, pending transcript review, passing appropriate licensure exams and approval of the faculty advisor. *Endorsement in Deaf Education requires an Intermediate Plus rating level or above on the Sign Language Proficiency Interview (SLPI).

Campus Code
Distance Education
Knoxville Campus

Graduate Certificate Type
Add-On
Stand-Alone

Admissions Standards/Procedures
- Applicants can be currently admitted to a degree program at UTK or can apply solely for the Deaf Education PreK-12 Graduate Certificate through the Graduate Admissions Office.
- All 15 credit hours of graduate coursework must be completed at the University of Tennessee within five years of applying for a certificate.

Academic Standards
Students must maintain a 3.50 graduate GPA in all certificate courses in the program and complete the requirements within five years of applying for a certificate.

Credit Hours Required
15 graduate credit hours

Required Courses
- EDDE 415
- EDDE 416
- EDDE 419
- EDDE 528
- EDDE 529

Non-Course Requirements
To receive the certificate, students must:
1) complete the Graduate Certificate Course Verification Form (located on the Graduate School webpage under the Forms Central tab) and
2) through MyUTK, apply to graduate from the certificate program.

Rationale: (1) We request to change the title of the certificate – Drop and Add - (from Education of the Deaf and Hard of Hearing to Deaf Education), which will align with the names of our undergraduate programs. (2) In the last sentence of the narrative, we clarify which assessment-- the Sign Language Proficiency Interview. Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact.

✚ **DROP CERTIFICATE**

Rehabilitation Counseling for the Deaf Graduate Certificate Program

Rationale: There have been **no students enrolled in this graduate certificate for several years**. Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact. Additional Documentation: None.

✚ **DROP CERTIFICATE**

Gifted Education (PreK-12) Graduate Certificate

Rationale: The gifted education certificate fails to attract enough students to warrant its offering. The state of Tennessee does not require districts to offer gifted programming nor for its teachers to have the gifted endorsement, a 4-course sequence which this endorsement leads to; thus, the program does not attract a consistent body of students to warrant offering it and **does not have any students enrolled**. Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact.

REVISE EDUCATIONAL DATA SCIENCE GRADUATE CERTIFICATE

In the 2023-24 Graduate Catalog, under the Required Courses heading, remove text and current list of courses and replace with text and courses as shown below.

Required Courses
A total of 4 courses and a capstone project are required for the certificate. Students may substitute one of the four required courses with a related course approved by the Educational Data Science Graduate Certificate program coordinator.

- STEM 680 (3 credit hours)
- STEM 685 (3 credit hours)
- STEM 691 (3 credit hours)
- STEM 695 (3 credit hours)

Formerly:
A total of 4 courses and a capstone project are required for the certificate.
STEM 580 (3 credit hours)
STEM 585 (3 credit hours)
STEM 591 (3 credit hours)
STEM 595 (3 credit hours)
Students may petition on the basis of the relevance of the topic for a maximum of one other course to replace one of the four required courses.

Rationale: The changing of course numbers is made to reflect the doctoral-level requirements of these classes (and the level of the students who have enrolled in previous offerings of the courses). The change to the wording of how students may substitute a course is made to make this process seem more allowable to students as previously the word "petition" was used. Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact. Additional Documentation: None.

❖ **ADD MAJOR, DEGREE, AND CONCENTRATION – EDUCATION MAJOR, MS**

Instructional Technology concentration

In the 2023-24 Graduate Catalog, add major, degree, and concentration for the Education Major, MS. This is the major, degree, and concentration moving from EPC (Education Major, MS, Instructional Technology concentration) to TPTE.

Add heading, text, and requirements for the Education Major, MS, Instructional Technology concentration.

Education Major, MS
Instructional Technology concentration

The Instructional Technology concentration prepares students to design, develop, implement, and evaluate online learning environments. These skills will be desirable in a variety of contexts such as education, corporate, government, and nonprofit organizations.

Concentrations (Required) and Options Available
Instructional Technology – Project Option

Campus Code
Distance Education

Admissions Standards/Procedures
Students submit their CV/Resume, Letter of Introduction, and Goal Statement with their Graduate School Application. Upon faculty review, students will be notified whether they are admitted to the program or not.

Credit Hours Required
33 graduate credit hours

Required Courses
- Foundations (3 credit hours)
  - Advisor approved Educational Psychology Major 500-level course or Information Science 500-level course.

- **Concentration Core (24 credit hours)**
  - IT 521
  - IT 532
  - IT 566
  - IT 570
  - IT 573 or IT 578
  - IT 577
  - IT 594
  - One additional graduate course chosen in consultation with advisor

- **Elective (3 credit hours)**
  - IT 525
  - IT 574
  - Or a graduate course approved by advisor.

Research (3 credit hours)
- Advisor approved Educational Psychology and Research Major Evaluation, Statistics and Measurement concentration EDPY 500-level course.

Additional Course Requirements
To meet program requirements, students must select courses in consultation with a program advisor. Program totals are minimums, and some students may be required to complete additional coursework to overcome background deficiencies.

Non-Course Requirements
- Students will complete an online portfolio to satisfy the requirement for a project for this non-thesis Master's. The portfolio will be evaluated by a committee and a grade of Pass is required to earn the Master's degree.
- Students are required to meet the Program Participant Professional Disposition standards.

Rationale: Program move from EPC to TPTE. The proposal to add this major, degree, and concentration to TPTE, is needed because the IT/LDT programs from EPC are now housed under TPTE. Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact. Additional Documentation: None.

+ ADD CERTIFICATE

Online Teaching and Learning Graduate Certificate

In the 2023-24 Graduate Catalog, move/add the certificate, text, and requirements for the Online Teaching and Learning Certificate from the Department of Educational Psychology and Counseling to the Department of Theory and Practice in Teacher Education.

Online Teaching and Learning Graduate Certificate
The graduate certificate in online teaching and learning is intended for currently admitted graduate students seeking to develop skills necessary for designing, developing, and teaching online courses in various contexts such as higher education, corporate, K-12 education, and military settings. All courses in this graduate certificate are delivered online and are available to residential as well as Distance Education students. Students currently enrolled in many of the graduate programs on our campus are seeking to gain experience designing, developing, and teaching online courses. A certificate in online teaching and learning will offer students a way to group the courses they are already taking so that they can present their skills to future employers in a way that is easily recognized. This certificate will also further prepare students to be able to apply their skills and practical experiences they gain from our courses in future development of online courses.

Campus Code
Knoxville Campus
Distance Education

Graduate Certificate Type
Add-On
Stand-Alone (earned terminal degree required)

Admissions Standards/Procedures
Certificate candidates must currently be admitted to a graduate program at the university or hold a terminal degree and be admitted to the certificate by submitting an online application through the Graduate Admissions Office.

Academic Standards
A 3.50 graduate GPA must be earned across all certificate courses.

Credit Hours Required
15 graduate credit hours

Required Courses
- IT 570
- IT 532
- IT 566
- IT 573
  - Students who can demonstrate advanced skills that meet or exceed the learning objectives of IT 573 may replace the course with another as advised and approved by the Certificate Coordinator.
- IT 577

Non-Course Requirements
All courses must be completed within five years of admission to the certificate program.
To receive the certificate, students must:
1) complete the Graduate Certificate Course Verification Form (located on the Graduate School webpage under the Forms Central tab) and
2) through MyUTK, apply to graduate from the certificate program.

Rationale: The proposal to add/move this certificate to TPTE is needed because the IT/LDT programs are now housed under TPTE. Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact. Additional Documentation: None.

REVISE STEM LEADERSHIP GRADUATE CERTIFICATE

In the 2023-24 Graduate Catalog, under the Required Courses heading, revise the list of courses as shown below.

Required Courses
- ETEC 589
- STEM 581
- TPTE 540 (Capstone Course)

And one of the following courses as elective based on students' interest:
- STEM 680
- EDAM 552
- EF 501
- ETEC 588

Formerly.
ETEC 589
MEDU 581
TPTE 540 (Capstone Course)
And one of the following courses as elective based on students' interest:
TPTE 595
EDAM 552
EF 501
ETEC 588

Rationale: STEM 680 is being proposed in this cycle to accommodate doctoral students enrolled in the program. This course change is replacing TPTE 595 Special Topics course. Also, STEM 581 was originally created to replace MEDU 581, specifically for the STEM Leadership Graduate Certificate. Somehow the updated course description and title was listed for MEDU 581 rather than for STEM 581. Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact.

REVISE TEACHER EDUCATION MAJOR, MS – EDUCATIONAL STUDIES CONCENTRATION

In the 2023-24 Graduate Catalog, under the concentration /option heading, revise to remove the third paragraph referencing the Distance Education option for the specializations. No change in the first two paragraphs.

Teacher Education Major, MS, Educational Studies Concentration — Thesis Option or Coursework Only With Comprehensive Exam Option

The Educational Studies concentration does not lead to initial teacher licensure but, depending on the student's program of study, may lead to an additional endorsement area for an already licensed teacher. It is for students seeking to enhance their professional knowledge and expertise, for those preparing to teach on the post-secondary level, or for those preparing for careers that do not require teacher licensure.

The Educational Studies concentration encompasses specializations in American Sign Language (ASL) Education, Art Education, Cultural Studies of Educational Foundations, Education of the Deaf and Hard of Hearing, Elementary Education, English Education, Literacy Education, Mathematics Education, Science Education, Social Science Education, Special Education, Teaching and Learning, and World Language/ESL.

Formerly:

The Educational Studies concentration does not lead to initial teacher licensure but, depending on the student's program of study, may lead to an additional endorsement area for an already licensed teacher. It is for students seeking to enhance their professional knowledge and expertise, for those preparing to teach on the post-secondary level, or for those preparing for careers that do not require teacher licensure.

The Educational Studies concentration encompasses specializations in American Sign Language (ASL) Education, Art Education, Cultural Studies of Educational Foundations, Education of the Deaf and Hard of Hearing, Elementary Education, English Education, Literacy Education, Mathematics Education, Science Education, Social Science Education, Special Education, Teaching and Learning, and World Language/ESL

The Educational Studies concentration also offers a Distance Education option with the specialization in Science, Technology, Engineering and Mathematics with an optional endorsement in Gifted Education.

Rationale: The DE option with the specialization in Science, Technology, Engineering and Mathematics with an optional endorsement in Gifted Education is no longer offered nor are any students enrolled in the program.

Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact. Additional Documentation: None.

REVISE TEACHER EDUCATION MAJOR, MS – PRACTITIONER CONCENTRATION

In the 2023-24 Graduate Catalog, under the concentration /option heading, remove current program description and replace with new program text as shown below:

Practitioner Concentration – Coursework Only Without Comprehensive Exams Option
The Practitioner concentration is designed for students who are earning an initial teaching credential while serving as an instructor of record (i.e. as a "Job-Embedded Practitioner") or as an Apprentice Teacher (i.e., as a "Grow Your Own" teacher candidate) in a school. State licensure requirements allow a partnership school system (or private school) to employ an individual as "instructor of record" or as an "apprentice teacher," provided content/subject knowledge has been met, and the candidate has been admitted to an approved educator preparation program (EPP). The student would complete graduate-level coursework while carrying out the duties and responsibilities of a first-year teacher or an apprentice teacher, with school system and UT faculty as mentors, and has four years to complete licensure requirements. The Tennessee Department of Education's Office of Educator Licensing will issue the license only at the recommendation of the approved educator preparation program.

Formerly:
The Practitioner concentration in Teacher Education is offered only as a Distance Education program.
The Practitioner concentration leads to licensure in high needs content areas, math education, science education, special education, world languages, and English as a second language. It is designed for students who are earning an initial teaching credential while serving as an instructor of record in a school. In areas of teacher shortage, state licensure requirements allow a partnership school system (or private school) to employ an individual as "instructor of record," provided content/subject knowledge has been met, and the candidate has been admitted to an approved educator preparation program (EPP). The student would enter a graduate-level teacher EPP, while carrying out the duties and responsibilities of a first-year teacher, with school system and UT faculty as mentors, and has three years to complete licensure requirements. The Tennessee Department of Education's Office of Educator Licensing will issue the license only at the recommendation of the approved educator preparation program.

The Practitioner concentration is designed for students who are earning an initial teaching credential while serving as an instructor of record in a school (i.e. as a "Job-Embedded Practitioner"). State licensure requirements allow a partnership school system (or private school) to employ an individual as "instructor of record," provided content/subject knowledge has been met, and the candidate has been admitted to an approved educator preparation program (EPP). The student enters a graduate-level teacher EPP, while carrying out the duties and responsibilities of a first-year teacher, with school system and UT faculty as mentors, and has three years to complete licensure requirements. The Tennessee Department of Education's Office of Educator Licensing will issue the license only at the recommendation of the approved educator preparation program.

Also, under the Specialization Required Courses, revise as shown below.

Required Courses

Add Deaf Education specialization heading and courses
Deaf Education
EDDE 415
EDDE 416
EDDE 419
EDDE 528
EDDE 529

Revise course under Elementary Education heading
Elementary Education
~~TPTE 593~~ ELED 522
REED 530
SSCE 521
SCED 531
MEDU 530

Revise courses under Special Education heading
SPED 542 or SPED 559
SPED 590
SPED 515 or SPED 513
SPED 516 or SPED 514
SPED 553
REED 530
MEDU 523

Under the Non-Course Requirements heading, revise to add a third and fourth bullet as shown below.

Non-Course Requirements

- The student must complete licensure requirements within three years.
- Students in the World Language specialization must have completed a minimum of 24 graduate credit hours in the world language (WL) with at least 18 upper division credit hours in the WL with a 3.00 GPA average or above.
- Students in the ASL Education specialization need a minimum score of Advanced level on SLPI or 3+ on ASLPI.
- Students in the Deaf Education specialization need a minimum score of Intermediate Plus on the SLPI.

Formerly:
Non-Course Requirements
The student must complete licensure requirements within three years.
Students in the World Language specialization must have completed a minimum of 24 graduate credit hours in the world language (WL) with at least 18 upper division credit hours in the WL with a 3.00 GPA average or above.

Rationale: We are proposing multiple changes.

1) A new teacher licensure pathway entitled "Grow Your Own" has been added to the existing teacher licensure pathway entitled "Job-Embedded Practitioner." Both of these teacher licensure pathways will share the same coursework and degree program. There are slight differences in names (Job-Embedded Practitioner versus Apprentice Teacher), so the description change reflects updated language to encompass both of the teacher licensure pathways.

2) Deaf Education is adding a specialization to the Practitioner concentration. This is simultaneously being submitted TN DOE for approval of the licensure pathway. We have added the sign language proficiency requirements needed for the Deaf Ed and ASL Ed programs which were not clearly stated in this concentration.

3) As for the SPED JEP course changes, we only had Interventionist licensure available for JEP students in the past. Now, we are offering comprehensive licensure option for JEPs. Therefore, we added the comprehensive licensure courses as options.

4) For Elementary Education, we are replacing course (TPTE 593 – Independent Study) with an actual course (ELEM 522). ELEM 522 was approved through the graduate CRC process during a previous cycle, but we overlooked replacing TPTE 593 with it in the catalog.
Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact. Additional Documentation: None.

- **DROP CONCENTRATION – TEACHER EDUCATION MAJOR, MS**

  Education of the Deaf and Hard of Hearing Professional Internship

- **ADD CONCENTRATION – TEACHER EDUCATION MAJOR, MS**

  Deaf Education Professional Internship

Rationale: Revising the name of the concentration to be consistent with our UG programs.

REVISE TEACHER EDUCATION MAJOR, MS – PROFESSIONAL INTERNSHIP CONCENTRATIONS

In the 2023-24 Graduate Catalog, revise requirements for the Professional Internship concentrations as shown below.

1) Revise to reduce credit hours required as noted below.

Credit Hours Required

39 graduate credit hours for the Thesis Option
Minimum 30 graduate credit hours for the Coursework Only With Comprehensive Exam Option

Formerly:
42 graduate credit hours for the Thesis Option
36 graduate credit hours for the Coursework Only With Comprehensive Exam Option

2) Under the Required Courses heading, for the Professional Internship Year Common Core, revise first 3 bullets as shown below.

Required Courses
Professional Internship Year Common Core Courses (24 credit hours)

- TPTE 574 (1-3 credit hours)
- TPTE 575 (12 credit hours) or program-specific field experience course
- TPTE 591 (1-4 credit hours)

Formerly:
TPTE 574 (2-3 credit hours)
TPTE 575 (12 credit hours)
TPTE 591 (3-4 credit hours)

3) Under the Additional Course Requirements, revise the professional internship courses as follows.

ASL Education Professional Internship

- ASL 521
- ASL 422
- ASL 545

Formerly: ASL Education Professional Internship
ASL 521 (offered summer term only)
ASL 422
ASL 545
ENED 509 or REED 543

4) **Add bullet, heading and hours for new concentration: Deaf Education Professional Internship**

Deaf Education Professional Internship (*replaces Education of Deaf and Hard of Hearing Professional Internship*)

- 9 graduate credit hours, chosen in consultation with advisor

5) **Elementary Education Professional Internship**

- MEDU 530
- REED 537
- SCED 531
- SSCE 521

Formerly: 6 credit hours chosen from MEDU 530, REED 530, SCED 531, or SSCE 521

6) English Education and English as a Second Language Professional Internship
- 9 credit hours of electives selected in consultation with advisor

Formerly: TPTE 517
9 credit hours of electives selected in consultation with advisor

7) Mathematics Education Professional Internship
- ETEC 586
- EDPY 501
- REED 530
- SPED 503
- SPED 552

Formerly:
TPTE 517
9 credit hours of specialty area electives selected in consultation with advisor

8) **Science Education Professional Internship**
- ETEC 586
- EDPY 501
- REED 530
- SPED 503
- SCED 550

Formerly:
TPTE 517
9 credit hours of specialty area electives selected in consultation with advisor

9) **Special Education Professional Internship**
- MEDU 530
- REED 528, 529, 537, or 540
- SPED 530
- SPED 535
- 9 credit hours of electives selected in consultation with advisor

Formerly:
SPED 553
SPED 530
6 credit hours of electives selected in consultation with advisor

Under the Non-Course Requirements heading, revise requirements/bullets under both options as shown below.

- Thesis Option: Successful defense of the thesis
  - ASL Education Professional Internship: Candidates need a minimum score of Advanced level on SLPI or 3+ on ASLPI.
  - Deaf Education Professional Internship: Candidates need a minimum score of Intermediate Plus on the SLPI.

- Coursework Only With Comprehensive Exam Option: Successful completion of a comprehensive exam with a grade of Pass is required.
  - ASL Education Professional Internship: Candidates need a minimum score of Advanced level on SLPI or 3+ on ASLPI.
  - Deaf Education Professional Internship: Candidates need a minimum score of Intermediate Plus on the SLPI.

Formerly:
Thesis Option: Successful defense of the thesis
ASL Education Professional Internship: Candidates need a minimum score of Advanced level on SLPI or 4 on ASLPI.

Coursework Only With Comprehensive Exam Option: Successful completion of a comprehensive exam with a grade of Pass is required.
ASL Education Professional Internship: Candidates need a minimum score of Advanced level on SLPI or 4 on ASLPI.

Rationale: We are proposing multiple changes.
1) Changes to the number of required credit hours – Credit hours need to change from a minimum of 36 to a minimum of 30. This change is being made to provide an option for students who are not seeking an additional teaching license endorsement (such as a dual teaching license in K-5 elementary education and a second license in K-12 English as a Second Language) to either take additional courses as electives or not. This change is being made because the elective courses are not needed for licensure or for SACS outcomes. These electives are often a source of financial hardship and do not impact either the SACS outcomes for the degree or the ability to earn a teaching license in the stated program (Elementary Education).

Additionally, The Theory and Practice in Teacher Education (TPTE) Department formed a summer school committee to investigate a decline in funds available to pay summer instructors. It was learned that a major contributor to this problem was related to the Professional Internship concentration that required students to take 24 credits fall/spring, and 12 credits in the summer. When graduate students take 12 credits in the

summer, they only pay for 9 credits (since this is considered full time). This causes an imbalance between funds coming into the department and resources needed to operate over the summer. It was proposed that the concentration be reduced to 33 credits, which would mean that most students would take 9 summer credits. This was an agenda item for the TPTE Graduate Studies committee which convened in the spring of 2022. Faculty voted in favor of the change. While the minimum of 33 credits would be applied to all Professional Internship Concentrations, it is still the case that some Professional Internship Concentrations may require students to take more than 33 credits to satisfy specific teacher licensure or program requirements. This explains why some concentrations have reduced their additional course requirements to 9 credits while others remain at 12 credits.

2) Changes to Required Courses - We are adjusting the credit hours for TPTE 574 and TPTE 591.TPTE 574 is a course that is used by all TPTE programs for students in the professional internship graduate program. Currently, it is available for 2-3 credit hours. Some programs would like the flexibility of offering this course for 1-3 credit hours. For example, SPED students are now doing edTPA as undergraduates so that program wants to drop 574 to 1 credit hour to be able to add a research course. Additionally, because edTPA fees are assessed for TPTE 575 (coreq) in spring, Some SPED interns have to take a different field experience course because they already will have paid edTPA fees during their undergraduate program.

3) Change to ASL Education Professional Internship---ASL 521 is now offered spring and summer. Remove summer only statement. Reduced to 9 summer credits.

4) Change to Deaf Education Professional Internship—Reduced to 9 summer credits. Revised concentration title to Deaf Education to be consistent with our UG programs. Under Non-Course Requirements, we have revised the required ASL proficiency level from 4 to 3+. This is in accordance with state policy 5.5105 (Professional Assessments for Tennessee Educators). We have added the sign language proficiency needed for the Deaf Education professional internship.

5) Change to Elementary Education Professional Internship - The Elementary Education Professional Internship change is to correct an error in the previous catalog entry. Currently, the catalog lists only two of four listed courses as required. However, all students in this program are required to take all four of the listed courses: SCED 531, MEDU 530, SSCE 521, and REED 537. This is because the degree also leads to teacher licensure for elementary education. These four courses are required coursework for the TN elementary education (K-5) teaching license. REED 537 is replacing REED 530 because REED 537 is a more advanced course in reading education methods and is specifically geared towards student with a background in reading education unlike REED 530. All students enrolled in the MS in Teacher Education, Elementary Education Professional Internship Concentration, will have completed multiple courses in reading education prior to their internship year, and therefore need a more advanced course in reading education. The TPTE literacy education faculty have determined that REED 537 is a more appropriate course for this degree.

6) Change to English Education and English as a Second Language Professional Internship - Please remove 517 as a required course. This course is no longer required by the program.

7) Mathematics Education Professional Internship - We are correcting the Graduate Catalog to accurately reflect the required courses for the MS in Teacher Education, Mathematics Education Professional Internship Concentration. The catalog updates made in Fall 2019 no longer accurately reflect the list of courses needed for students to successfully complete the degree as well as teacher licensure requirements for secondary mathematics.

8) Science Education Professional Internship - We are correcting the Graduate Catalog to accurately reflect the required courses for the MS in Teacher Education, Mathematics Education Professional Internship Concentration. The catalog updates made in Fall 2019 no longer accurately reflect the list of courses needed for students to successfully complete the degree as well as teacher licensure requirements for secondary mathematics.

9) Change to Special Education Professional Internship – Changes to the internship courses reflect the actual courses required during the internship year. In the past, we were missing MEDU and REED from the list, but those are required for SPED licensure. SPED 535 is replacing SPED 553. Elective hours are changing from 6 to 9 credit hours.
Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact.

ADD MAJOR, DEGREE, AND CONCENTRATION

Education Major, PhD

Learning, Design, and Technology concentration

In the 2023-24 Graduate Catalog, add heading, text, and requirements for the Education Major, PhD, for the Learning, Design, and Technology concentration. (This is the PhD program move from EPC to TPTE for the Learning, Design and Technology concentration).

Education Major, PhD
Learning, Design, and Technology concentration

Campus Code
Knoxville Campus

Admissions Standards/Procedures
Admission requires a Master's degree in Instructional Technology or a Master's degree in another field with the completion of prerequisites prescribed by the admissions committee.

Academic Standards
Students meet regularly with their advisor to determine courses, follow Graduate School and LDT program requirements, and set personal scholarly goals.

Learning, Design, and Technology Concentration
The Learning, Design, and Technology (LDT) concentration in the Education Major is an instructional design and technology program designed for students with a wide-range of interests. Students in this program engage in research, design, development, implementation, and evaluation of learning environments. The name of the concentration, LDT, reflects the changing nature of the field to become more inclusive of informal and formal learning environments. The program supports graduate study of learning environments from an instructional design and technology perspective as well as an educational technology perspective, in various formal and informal settings such as K-12 education, higher education, non-profit agencies, military, and corporate settings. The program supports both part-time and full-time students.

Once admitted, students are required to complete the basic core courses to gain a foundational understanding of both theory and practice related to the design and development of learning environments. In the advanced core and the research apprenticeship courses, students will work closely with faculty to explore potential research projects as a member of an interdisciplinary research team or on their own. Students are required to engage in additional coursework in research methods, electives, and cognates. These additional courses may lead to obtaining a graduate certificate in areas such as Cultural Studies in Education; Online Teaching and Learning; Qualitative Research Methods in Education; and Measurement, Evaluation and Statistics.

Credit Hours Required
75 graduate credit hours

Required Courses

Basic Core (9 credit hours)
- LDT 620
- LDT 630
- LDT 640

Advanced Core (6 credit hours from the choices below)
- EDPY 523
- ETEC 587
- LDT 651
- LDT 661
- LDT 671
- Or courses approved by advisor

Research Apprenticeship (6 credit hours)
- LDT 602
- LDT 693

Research Methods (15 credit hours)
- ESM 682
- ESM 559
- ESM 577
- Two additional Research Methods courses chosen in consultation with advisor

Electives (9 credit hours)
- 9-credit hours of graduate level courses recommended by advisor that can include courses in Instructional Technology, Educational Technology, Adult Learning, Qualitative Research, Evaluation, and Quantitative Research.

Cognate (6 credit hours)
- 6-credit hours of graduate level courses recommended by advisor in areas such as Educational Technology, Cultural Studies, and Information Science.

Dissertation (24 credit hours)
- IT 600

Additional Course Requirements
- Basic Core
  - Corequisites that do not count towards the doctoral degree include IT 521, IT 570, and IT 573. If students have equivalent experiences or coursework from a Master's degree they can be exempt from part or all of the corequisite requirement.
- Advanced Core
  - Corequisites in the Basic Core are Prerequisites for the Advanced Core

Non-Course Requirements
- Students meet regularly with their advisor to determine courses, follow Graduate School and LDT program requirements, and set personal scholarly goals. In addition to required coursework.

- Once students are close to program course completion, with the advisor's approval the student will take the comprehensive exam. The comprehensive exam involves a written and oral examination. Upon passing the exam, the student will become a doctoral candidate.
- After passing the comprehensive exam, doctoral candidates work closely with their advisor to complete a dissertation proposal. A candidate will present the proposal to the dissertation committee, and once approved by all committee members, will begin work on the dissertation research. With the advisor's approval, the candidate will schedule an oral defense for the dissertation. During the dissertation defense, the candidate will present the work completed for the dissertation, which will be reviewed by the dissertation committee.

Rationale: IT/LDT programs are now housed under TPTE, thus this degree program needs to move to TPTE. Impact on Other Units: There is no impact on other academic units. Financial Impact: This course will be taught by the existing faculty; no financial impact.

TICKLE COLLEGE OF ENGINEERING

All Changes Effective Fall 2023

I. COURSE CHANGES

DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

(CE) Civil Engineering

REVISE TO ADD CREDIT RESTRICTION

CE 562 Structural Systems (3)
Credit Restriction: Students cannot receive credit for both CE 462 and CE 562.

Rationale: CE 462 and CE 562 have similar content and are usually taught concurrently, with CE 562 having additional requirement to justify graduate level credit. Impact on other units: none. Financial impacts: none.

REVISE SECONDARY CROSS-LISTED COURSE TO REVISE/CHANGE NAME OF PRIMARY COURSE

CE 585 Introduction to Fire Protection Engineering (3)
Cross-Listed: (See Engineering Fundamentals 563.)

Formerly:

Cross-Listed: (See Electrical and Computer Engineering (ECE) 563).

Rationale: Engineering Fundamentals 563 is being added and will become primary course (replacing ECE 563). Civil Engineering 585 and Nuclear Engineering 584 will become secondary cross listed to the new Engineering Fundamentals 563. Impact on other units: None. Financial impact: None.

(ENVE) Environmental Engineering

REVISE TO ADD CREDIT RESTRICTION

ENVE 531 Hydrology (3)
Credit Restriction: Students cannot receive credit for more than one of the following ENVE 495, ENVE 498, and ENVE 531.

ENVE 558 Solid and Hazardous Waste Management (3)
Credit Restriction: Students cannot receive credit for more than one of the following ENVE 456, ENVE 458, and ENVE 558.

ENVE 574 Air Pollution Engineering and Control (3)
Credit Restriction: Students cannot receive credit for more than one of the following ENVE 474, ENVE 477, and ENVE 574.

Rationale: ENVE 495 (and ENVE 498) has similar content as ENVE 531. ENVE 456 (and ENVE 458) have similar content as ENVE 558. Similarly, ENVE 474 (and ENVE 477) have similar content as ENVE 574. These sets of courses are usually taught concurrently, with the graduate versions having additional requirements. Impact on other units: none. Financial impacts: none.

DEPARTMENT OF ELECTRICAL ENGINEERING AND COMPUTER SCIENCE

(COSC) Computer Science

DROP 400-LEVEL COURSE FOR GRADUATE CREDIT

COSC 422 Applied Machine Learning (3)

Rationale: This course covers introductory material concerning applications of machine learning. It should not be in the graduate catalog. It will remain in the undergraduate catalog. Impact on other units: none. Financial impact: none.

REVISE DESCRIPTION AND RECOMMENDED BACKGROUND

COSC 561 Compilers and Runtime Systems (3) Topics in compilers and runtime systems, including lexical analysis, parsing, program representations, code generation, static and dynamic program analysis, compiler optimization, runtime environments, high-level language virtual machines, dynamic compilation, and garbage collection.
Recommended Background: Undergraduate coursework in computer programming, computer architecture, and operating systems.

Formerly:
Topics in compilers and runtime systems, including: static and dynamic program analysis, performance measurement and characterization, compiler optimization, high-level language virtual machines, instruction set emulation, JIT compilation, explicit vs. automated memory management, and garbage collection.
Recommended Background: Introductory coursework in computer architecture, operating systems, and compilers.

Rationale: The course description and recommended background are being changed to align better with course content. Impact on other units: none. Financial impact: none.

REVISE REPEATABILITY

COSC 593 Independent Study (1-3)
Repeatability: May be repeated. Maximum 6 hours.

Formerly:
Repeatability: May be repeated. Maximum 9 hours.

Rationale: Students should only be allowed to take 6 hours of independent study. This revision also makes it so COSC 593 has the same repeatability as ECE 593. Impact on other units: none. Financial impact: none.

(ECE) Electrical and Computer Engineering

DROP 400 LEVEL COURSE GRADUATE CREDIT

ECE 463 Introduction to Datacenters (3)

DROP PRIMARY CROSS LISTED COURSE

ECE 563 Introduction to Fire Protection Engineering (3)
Cross-listed: (Same as Civil Engineering 585, Nuclear Engineering 584)

Current Course Electrical and Computer Engineering (ECE)	Present Equivalent Courses Cross-Listed in TCE Departments	Equivalent Course Effective Fall 2023 Engineering Fundamentals (EF)
ECE 563	CE 585 NE 584	EF 563

Rationale: Engineering Fundamentals 563 is being added and will become primary course (replacing ECE 563). Civil Engineering 585 and Nuclear Engineering 584 will become secondary cross listed to the new Engineering Fundamentals 563. Impact on other units: None. Financial impact: None.

DROP COURSES

ECE 548 Fundamentals of Radio and Satellite Communications Theory and Design (3)

ECE 564 Enclosure Fire Dynamics (3)

ECE 565 Principles of Electrical Arc Flash Hazards and Explosions (3)

ECE 567 Forensic Engineering (3)

ECE 575 High Performance Computer Modeling and Visualization (3)

ECE 646 Advanced Applications of Software-Defined Radio for Remote Sensing and Satellite Communications (3)

ECE 661 Wildland and Hostile Fire Threats to Electrical Power Grids, Distribution, and Generation Facilities (3)

Current Courses Electrical and Computer Engineering (ECE)	Equivalent Courses Effective Fall 2023 Engineering Fundamentals Curriculum (EF)
ECE 463	EF 463
ECE 548	EF 548
ECE 564	EF 564
ECE 565	EF 565
ECE 567	EF 567
ECE 575	EF 575
ECE 646	EF 646
ECE 661	EF 661

Rationale: EF courses are being added to replace the ECE courses being dropped. Impact on other units: None. Financial impact: None.

REVISE TITLE

ECE 545 Microwave Circuits (3)

Formerly:
ECE 545 Microwave Circuits I (3)

Rationale: The catalog no longer includes Microwave Circuits II, so it is not necessary to list "I" after the title of this course. Impact on other units: none. Financial impact: none.

(EF) ENGINEERING FUNDAMENTALS

~~**ADD NEW 400 LEVEL COURSE FOR GRADUATE CREDIT**~~

~~**EF 463 Data Center Design and Management (3)** Technologies and best practices in data center structure, management, and maintenance. Topics include datacenter structure and design, requirements, performance, security, power & cooling, storage systems, networking, fire protection and life safety, capacity/workload management, testing, and analysis. Students from engineering disciplines that can take this course include electrical, computer, industrial, mechanical, nuclear engineering, and computer science.~~
~~*(RE) Prerequisite(s): Computer Science 130.*~~

~~Rationale: This course is an important component of safety engineering and is being added as an elective into other existing and future BS, MS, and PhD Concentrations. Impact on other units: None. Financial Impact: None.~~

Note: A parallel proposal was not submitted to add EF 463 to the Undergraduate Catalog. Consequently, the proposal to add 400-level course EF 463 to the Graduate Catalog for graduate credit had to be removed. The department was notified.

ADD PRIMARY CROSS-LISTED COURSE

EF 563 Introduction to Fire Protection Engineering (3) The application of fire protection engineering principles to the safe design, wiring, and construction of buildings and infrastructure. Topics include safety and performance-based design, fire dynamics, fire hazard, and risk analysis, national electrical codes, public fire service operations, detection and alarm systems, and transportation fire safety.
Cross-Listed: (Same as Civil Engineering 585, Nuclear Engineering 584).
Registration Permission: Consent of Instructor.

Rationale: ECE 563 is being dropped. Course EF 563 is being added and will become primary course to replace the dropped ECE 563). Impact on other units: None. Financial impact: None.

Current Course Electrical and Computer Engineering (ECE)	Present Equivalent Courses Cross-Listed in TCE Departments	Equivalent Courses Effective Fall 2023 Engineering Fundamentals (EF)
ECE 563	CE 585 NE 584	EF 563

ADD

EF 548 Fundamentals of Radio and Satellite Communications Theory and Design (3) The theory and design of radio and satellite communications systems. Course topics include communications modes (AM, FM, SSB, CW, SSTV, PSK, FT8, and Digital), antenna design, weak signal radio propagation, RF safety, Software Defined Radio (SDR), and FCC regulations. Class lectures consist of presentations, labs, and demonstrations (Lectures are archived for distance learning formats).

EF 564 Enclosure Fire Dynamics (3) The application of fire protection engineering principles to enclosure fire dynamics. Topics include estimating the energy release rates of a fire, fire plumes characteristics, pressure and flows through openings, fire gas temperatures, smoke filling rates and species production, and fire modeling.
(RE) Corequisite(s): 563.

EF 565 Principles of Electrical Arc Flash Hazards and Explosions (3) Provides a detailed understanding of changing engineering standards for arc flash hazards and resulting explosions as covered by the US Nuclear Regulatory Commission (NRC), the US Department of Energy (DOE), Institute of Electrical and Electronics Engineers (IEEE), Underwriters Laboratories (UL), National Fire Protection Association (NFPA), and Occupational Safety and Health Administration (OSHA). Addresses industry standards and advanced calculation methods recommended by IEEE 1584, NFPA 70E, and OSHA during electrical power generation, transmission, and distribution. Class lectures consist of presentations, labs, and demonstrations (Lectures are archived for distance learning formats).

EF 567 Forensic Engineering (3) The application of forensic engineering tools to the comprehensive investigation and analysis of materials, products, structures, or components that fail or do not operate or function as intended, causing personal injury or damage to property. Tools used include root cause analysis, timelines, fault trees, and failure mode and effects analysis. This is the third prerequisite course for students interested in pursuing the Fire Protection Engineering Graduate Certificate.

EF 575 High-Performance Computer Modeling and Visualization (3) Application of high-performance computer modeling to assess and visualize the impact of smoke and heat transfer to buildings, electronic equipment, and on human survivability. In-depth fire hazard analysis and case studies. Advanced topics include software performance analysis and parallel processing.

EF 646 Advanced Applications of Software-Defined Radio for Remote Sensing and Satellite Communications (3)
Emerging engineering approaches for the application of Software-Defined Radio (SDR) to remote sensing using field-deployed and satellite communications systems, wireless transceiver architectures, digital communications modes, smart antennas, and remote sensing platforms for thermal, radiation, and other phenomenon using field-deployed and low earth orbit satellites. Class lectures consist of presentations, labs, and demonstrations (Lectures are archived for distance learning formats).
(RE) Prerequisite(s): 563.

EF 661 Wildland and Hostile Fire Threats to Electrical Power Grids, Distribution, and Generation Facilities (3) The study of uncontrolled wildland fires and other hostile threats posed to the nation's critical infrastructures, particularly electrical power grids, substations, and power generation systems. Covers fire spread theory, risk mapping, ignition sources, remote sensing technologies that predict, prevent, and suppress wildland fires. Class lectures consist of presentations, labs, and demonstrations (Lectures are archived for distance learning formats).
(RE) Prerequisite(s): 563.

Rationale:
The above (9) courses are an important component of safety engineering and are being added as an elective into other existing and future BS, MS, and PhD Concentrations.

In Fall Term 2020, Fire Protection Engineering concentration courses in the Department of Electrical Engineering and Computer Science (EECS) became available for listing under UT's Distance Education component, *Vols Online* (https://volsonline.utk.edu/online-programs/). This educational initiative is open for registration by both UT Knoxville-based students and students enrolled in Distance Education campus programs.

In addition, there is a successful Fire Protection Engineering concentration in Electrical Engineering major under EECS at the MS and Ph.D. level (https://www.eecs.utk.edu/graduate/graduate-concentration-in-fire-protection-engineering/). Discussions at the TCE department and deans' level desires to expand the accessibility of these program courses and the online Graduate Certificate (https://volsonline.utk.edu/programs-degrees/fire-protection-engineering-gc/).

This proposal for these program changes establishes an equivalent course listing for the following EECS courses under the Engineering Fundamentals Curriculum (EF) in the Tickle College of Engineering (TCE).

The primary purpose of this program modification is to allow students in all TCE departments and other UT curriculums to access these courses easily. Examples include, but are not limited to, the College of Architecture and Design (Fire codes as applied to Building Information Modeling), College of Law (Forensic engineering), and the Herbert College of Agriculture (Wildland fire safety). Impact on other units: None. Financial impact: None.

Current Courses Electrical and Computer Engineering (ECE)	Present Equivalent Courses Cross-Listed in TCE Departments	Equivalent Courses Effective Fall 2023 Engineering Fundamentals (EF)
ECE 463		EF 463
ECE 548		EF 548
ECE 563	CE 585 NE 584	EF 563
ECE 564		EF 564
ECE 565		EF 565
ECE 567		EF 567
ECE 575		EF 575
ECE 646		EF 646
ECE 661		EF 661

REVISE TITLES AND DESCRIPTIONS

EF 501 Engineering and Computing Education Theory for Research and Practice (3) Addresses foundational principles of engineering and computing education through relevant theories of teaching and learning, curriculum development, assessment, and student development. Broad categories of engineering and computing courses (laboratories, design courses, and lectures) are examined with respect to course design, learning objectives, instructional methods, and assessment and accreditation.

Formerly:
Engineering Education Theory for Research and Practice (3) Addresses foundational principles of engineering education through relevant theories of teaching and learning, curriculum development, assessment, and student development. Broad categories of engineering courses (laboratories, design courses, and lectures) are examined with respect to course design, learning objectives, instructional methods, and assessment and accreditation.

EF 503 Engineering and Computing Teaching Theory and Practice in Higher Education (3) Students will learn to apply research- and theory-based educational methods to develop course materials and assess learning consistent with engineering and computing accreditation standards in higher education contexts. This will include discussions of specific teaching methods, pedagogical content knowledge, and the assessment and evaluation of student learning. The course will use the human-centered design process as a mechanism to guide course development and continued improvement.

Formerly:
Engineering Instruction and Practice (3) Will learn to apply research- and theory-based educational methods to develop course materials and assess learning consistent with engineering accreditation standards. This will include discussions of specific teaching methods, pedagogical content knowledge, and the assessment and evaluation of student learning. Will use the human-centered design process as a mechanism to guide course development and continued improvement.

EF 505 Preparing the Future Professoriate in Engineering and Computing (3) Will prepare students for obtaining a faculty position and achieving tenure in engineering and computing disciplines, discuss faculty roles and responsibilities, changing demographics and nature of the students/learners, and diversity and inclusiveness. Students will develop a professional portfolio, prepare for the application/interview process and write a mini-proposal.

Formerly:
Preparing the Future Professoriate in Engineering (3) Prepares students for obtaining a faculty position and achieving tenure in engineering disciplines, discuss faculty roles and responsibilities, changing demographics and nature of the students/learners, and diversity and inclusiveness. Students will develop a professional portfolio, prepare for the application/interview process and write a mini-proposal.

EF 506 Advanced Research in Engineering and Computing Education (3) Will guide students through the process of conducting their research project. Guidance will include implementation of planned data collection and data analysis as well as preparing for dissemination in an academic publication. This is a combination of seminar topics and independent study to guide students towards a review-ready manuscript in engineering and computing education.

Formerly:
Advanced Research in Engineering Education (3) Will guide students through the process of conducting their research project. Guidance will include implementation of planned data collection and data analysis as well as preparing for dissemination in an academic publication. This course is a combination of seminar topics and independent study to guide students towards a review-ready manuscript in engineering education.

EF 507 Curriculum Development in Engineering and Computing Education (3) Will guide students through the process of developing an engineering **or computing** course that integrates research-based instructional strategies and modern assessment practices. Guidance will include the development of learning objectives, course activities, and assessment. This course is a combination of seminar topics and independent study to guide students towards a completed course design in their field of interest.

Formerly:
Curriculum Development in Engineering Education (3) Will guide students through the process of developing an engineering course that integrates research-based instructional strategies and modern assessment practices. Guidance will include the development of learning objectives, course activities, and assessment. This course is a combination of seminar topics and independent study to guide students towards a completed course design in their field of interest.

Rationale: The 6 courses (EF 501, 503, 504, 505, 506, 507) were reviewed and revisions needed to expand their content to pull from computing education. We have multiple faculty (two of which started in fall 2022) with backgrounds in computing who will be consulted as we make these changes to our courses.

REVISE TITLE AND DESCRIPTION; AND ADD (DE) PREREQUISITE(S)

EF 504 Engineering and Computing Education Research Methods (Quan, Qual, and Mixed) (3) Students will be introduced to a variety of methods and tools available for conducting strong engineering and computing education research studies. The course will cover multiple qualitative, quantitative, and mixed methods approaches. Students will gain knowledge of the theoretical underpinnings of the methods as well as the practical knowledge needed to use the methods in engineering and computing education research.
(DE) Prerequisite(s): EF 501.

Formerly:
Engineering Education Research Methods (Quan, Qual, and Mixed) (3) Will be introduced to a variety of methods and tools available for conducting strong engineering education research studies. Covers multiple qualitative, quantitative, and mixed methods approaches. Students will gain knowledge of the theoretical underpinnings of the methods as well as the practical knowledge needed to use the methods in engineering education research.
Rationale: Currently, there are no prerequisite courses for this course. However, students need to have a background in education theory to be successful in this research methods course. Without this background, we are not able to cover the depth of content that is needed to meet the course objectives.

DEPARTMENT OF INDUSTRIAL AND SYSTEMS ENGINEERING

(IE) Industrial Engineering

ADD

I**E 567 Introduction to Quantum Algorithms (3)** Introduces fundamental quantum computing topics such as entanglement and gate-based quantum computation. These topics will be integrated to study quantum algorithms and their applications, including solving linear systems of equations, simulating molecules, and solving combinatorial optimization problems.
Rationale: Course fills a need for graduate students in the college. Impact on other units: None. Financial and staffing impact: None.

IE 612 Statistical Learning for Complex Systems (3) Will introduce the theory, algorithms, and practice of statistical learning and focus on its interaction and integration with complex systems in science and engineering. With an emphasis of predictability, computability and stability, this course will provide new learning-based tools being developed for the modeling, design, control, estimation, and optimization of complex systems including time, event and decision-driven dynamic systems, manufacturing systems, and scientific experimentation. Real-world and hands-on examples are used to illustrate the methods taught, and further reinforce and facilitate the integration of statistical learning and systems theory in science and engineering.
Registration Restriction(s): Minimum student level – graduate.

Rationale: Course fills a need for graduate students in the college. Impact on other units: None. Financial and staffing impact: None.

DEPARTMENT OF MATERIALS SCIENCE AND ENGINEERING

(MSE) Materials Science and Engineering

ADD

MSE 688 Advanced Materials: Bulk-Metallic Glasses (BMGs) and High-Entropy Alloys (HEAs) (3) Study synthesis and deformation mechanisms through empirical and mechanistic approaches; learn unique characteristics of mechanical behavior; explore advanced characterization techniques (neutron and synchrotron diffraction, and atom probe tomography); model mechanical behavior; and describe potential applications. Projects will be conducted, requiring a presentation and written report.
Registration Restriction(s): Minimum student level – graduate.

Rationale: 688 is added to describe two important advanced materials of BMGs and HEAs. The knowledge from this course will benefit graduate students with new concepts to design and study new materials. Course is based on a well-attended special topic course (MSE 676: special topics). This request aims to establish a permanent course number. Impact on other units: None. Financial impact: None.

DROP (Per email: Department Head, Dr. Keppens approved to DROP 405. See rationale below)

MSE 405 X-ray Diffraction (3)

~~Rationale: More accurately describes the course content. Impact on other units: None. Financial impact: None~~.
Note: Department first submitted proposal to revise 405. But, during the Graduate Curriculum Committee meeting, questions arose as to why they have both the 400-level and the 500-level (MSE 572, see below) listed in the Graduate Catalog. Email will be sent requesting to DROP 405. Email reply: Department Head, Dr. Keppens agreed 405 should be dropped from the Graduate Catalog. Course 405 will remain active in the UG catalog.

REVISE DESCRIPTION

MSE 522 Defects in Crystals (3) Analytical and experimental analysis of defect interactions in solids. Written and oral project reports are required that describe industrial or research applications that rely on the properties of defects in crystalline materials for successful operation.

Formerly:
Analytical and experimental analysis of defect interactions in solids. Two papers are required that describe industrial or research applications that rely on the properties of defects in non-metal crystals for successful operation.

Rationale: The changes are to accurately reflect the course requirements. Impact on other units: None. Financial impact: None.

MSE 572 X-Ray Diffraction (3) Will cover the central concepts of X-ray diffraction techniques important in the structural characterization of modern inorganic, metallic and polymer materials. Topics include the physics of X-ray generation, basics of instrumentation, symmetry of crystals, reciprocal lattice and application to definition of structures, crystal structure determination, and size, strain, and texture analysis of profile data. Complementary scattering techniques will also be introduced.

Formerly:
Symmetry of crystals, space group theory, reciprocal lattice and application to definition of structures; powder and single crystal X-ray techniques; introduction to crystal structure determination; characterization of orientation; application to inorganic, metallic and polymer structures.

Rationale: The changes reflect more accurate requirements and contents for this course, and to match the description of the equivalent undergraduate course, MSE 405. Impact on other units: None. Financial impact: None.

DEPARTMENT OF MECHANICAL, AEROSPACE, AND BIOMEDICAL ENGINEERING

(AE) AEROSPACE ENGINEERING

ADD

AE 584 Nuclear Space Propulsion (3) Introductory course covering nuclear thermal propulsion and nuclear electric propulsion. The primary focus is on propulsion aspects of nuclear thermal rockets. Topics covered include: rocket engine fundamentals, nuclear rocket engine cycles, thermal fluid aspects of nuclear rockets, materials for nuclear rockets, and an introduction to interplanetary mission analysis. Nuclear electric propulsion will be introduced, leaving in-depth coverage of electric propulsion to AE566 Electric Propulsion.
Recommended Background: AE 581 Rocket Propulsion I is recommended, but not required.

Rationale: Course has been taught (Spring 21) as a special topics course with 15 enrolled. It is a key part of both a broad offering in the MABE propulsion curriculum and also the Nuclear Security Science and Analysis Graduate Certificate program with the NE department. Impact on other units: None. Financial impact: None.

ADD PRIMARY CROSS-LISTED COURSES

AE 501 Advanced Engineering Mathematics (3) Provides new graduate students with a review and introduction of mathematics necessary for engineering problems in heat transfer, fluid dynamics, and more. Topics include solution of ODEs, Eigenvectors and Eigenvalues, Complex Variables Calculus, Fourier Analysis and Orthogonal functions, and PDES.
Cross-listed: (Same as Biomedical Engineering 501 and Mechanical Engineering 501.)

Rationale: Course has been taught (Fall 2020, Fall 2021, and upcoming Fall 2022) as a special topics course with consistent enrollment (Total Students: Fall 2020=26, Fall 2021=21, Fall 2022 = 23 across the three cross-listed AE, ME, and BME sections) to warrant the catalog addition and enhance the program's ability to equip students with relevant knowledge and skills. The course addresses the department's need for graduate engineering mathematics course necessary for MS and Ph.D. students. Furthermore, it is one of a few mathematics electives available for UTSI graduates students (also open to UTK students). Impact on other units: None. Financial impact: None.

AE 504 Introduction to Uncertainty Quantification (3) Provides a foundational knowledge of uncertainty and propagation, quantification methodologies. It consists of 2 modules: I: Probability Concepts, Basic Statistical Operations, and Set Operations and II: Probabilistic UQ Methods with introduction to non-Probabilistic Methods
Cross-listed: (Same as Biomedical Engineering 504 and Mechanical Engineering 504.)

Rationale: Course was taught during Spring 2022 as a special topic with 6 enrolled students. Impact on other units: None. Financial impact: None.

AE 526 Combustion and Propulsion for Future Aviation (3) Focuses on combustion dynamics and unsteady combustion process in gas turbine engines for commercial aviation. The goal is to describe the fundamentals of combustion processes at work in these propulsion systems including turbulent combustion and combustion instability. A major emphasis is on flame stabilization and combustion dynamics. Flame stabilization includes non-reacting flow processes and chemical reactions complexities associated to the flame front which are described. Combustion dynamics include phenomenon such as flashback, combustion oscillation, and blowoff. Elements of analytical, computational modeling and experimental measurements in the field are introduced and discussed. The operation and principles of gas turbines engines are also described. Finally, the perspective for research and development are outlined and include clean propulsion, sustainable aviation fuel, premixed combustion, and hydrogen combustion. Some of the materials presented in this course are also relevant to other combustion and propulsion systems (fighter aircraft and rocket engines) and will be discussed too.
Cross-listed: (Same as Mechanical Engineering 526.)
Recommended Background: Mechanical Engineering 525 - Combustion and Chemically Reacting Flows I.

Rationale: This course has been taught (Spring 2022) as a special topics course with 5 enrolled students. It is expected to grow further. It will enhance the program's ability to equip students with relevant knowledge and skills in combustion and propulsion for clean/decarbonized aviation. Impact on other units: None. Financial impact: None.

AE 544 Engineering Laser Spectroscopy (3) Covers state-of-the-art topics involving laser spectroscopy for engineering applications. It will include, but not limit to, fundamental optics, electromagnetic wave, principle of laser, laser induced fluorescence, laser scattering, Rayleigh scattering, Raman scattering, nonlinear optical spectroscopy and novel nanophotonics.
Cross-listed: (Same as Mechanical Engineering 544.)
Registration Permission: Consent of instructor.

Rationale: This course has been taught (Fall 2020, Fall 2019, Fall 2018) as a special topics (or advanced topics) course with consistent enrollment (3-5) to warrant the catalog addition and enhance the program's ability to equip students with relevant knowledge and skills. Impact on other units: None. Financial impact: None.

ADD SECONDARY CROSS-LISTED COURSES

AE 520 Fundamentals of Gas Dynamics (3) Fundamentals of gas dynamics including varying area flow, flow through nozzles, standing normal shocks, Oblique shocks, flow with friction, flow with heat addition and an introduction to propulsion.
Cross-listed: (See Mechanical Engineering 520.)

AE 528 Applications of Partial Differential Equations in Engineering Systems (3) Mathematical and numerical solutions to classic problems in partial differential equations and their physical interpretation. Topics to be covered include: the heat equation, separation of variables methods, Fourier series, vibrating strings and membranes, the wave equation, Sturm-Liouville eigenvalue and eigenfunction problems, and introduction to finite difference methods.
Cross-listed: (See Mechanical Engineering 528.)

AE 549 Optimal Control and Optimization with Engineering Applications (3) Designed for graduate students who are interested in advanced optimal control theory and numerical optimization algorithms for wide engineering applications. Topics include the basic principles of optimal control and optimization, calculus of variations, Pontryagin's minimum principle, dynamic programming, direct and indirect methods, numerical optimization, convex optimization, model predictive control, learning-based control, and their applications for engineering problems from different fields.
Cross-listed: (See Mechanical Engineering 549.)
(DE) Prerequisite(s): Mechanical Engineering 451 or equivalent.

AE 551 Hybrid Materials (3) The overarching theme of the class is hybrid materials. We will start with a general overview of how engineering materials are classified and selected for design (Ashby-type analysis), then introduce the different classes of hybrid materials along with basic models for predicting limit behavior. We will then dive more deeply into each class of hybrid material (composites, laminates, sandwich structures, cellular materials, and segmented structures) and introduce models for mechanical and transport behavior, where applicable. At the end of this class the student should have a working knowledge of basic mechanics models for all classes of hybrid materials and be able to apply these models to design hybrid materials given a set of functional and material constraints (e.g. mass, volume, cost, strength, etc.). At the end of this course, the student should also have a working knowledge of the engineering materials landscape and a familiarity with resources available for more in-depth analysis and design of hybrid materials.
Cross-listed: (See Mechanical Engineering 551.)
Recommended Background: Materials Science Engineering 201 - Introduction to Materials Science and Engineering and Mechanical Engineering 321 - Mechanics of Materials.

REVISE TITLE AND DESCRIPTION, DELETE (DE) PREREQUISITE, AND ADD RECOMMENDED BACKGROUND AND CREDIT RESTRICTION

AE 511 Advanced Fluid Dynamics (3) Students will learn foundational materials of fluid dynamics. Topics covered include indicial notation, derivation of Navier-Stokes (N-S) equations, and operations on N-S equations to yield kinetic energy, vorticity, and other equations. Simplification to Euler, boundary layer, and potential flow are also covered. Similarity solutions, stability analysis, and numerical approximations are also introduced.
Credit Restriction: Students cannot receive credit for both Aerospace Engineering 511 and Aerospace Engineering 541 / Mechanical Engineering 541.
Recommended Background: A course in fluid mechanics.

Formerly:
Inviscid Flow (3) Kinematics and dynamics of inviscid fluids; potential flow about body, conformal mapping.
(DE) Prerequisite(s): 541 and Mathematics 425.

Rationale: Topics covered in AE512 Viscous Flow, AE532 Introduction to Turbulence, AE525 Hypersonic Flow, and other courses currently under development all require a strong understanding of both the Navier-Stokes equations that governing fluid dynamics and the assumptions/approaches used to transform them into the equations used in 512, 532, 525, etc. This has led to unnecessary repetition of the same material across these courses, along with the corresponding loss of time to provide more deeper coverage new course material. The updated AE 511 will provide this material, allowing instructors teaching 512, 532, 535, etc., more time to provide a deeper presentation/understanding of their specific topics. The material taught in the existing AE511 will still be covered either 511 or 512, of which are fundamental courses for AE graduate students. Academically, the overall impact of the update to AE511 will reduce repetition of material in multiple graduate level AE courses.

REVISE DESCRIPTION, DELETE (DE) PREREQUISITE, AND ADD RECOMMENDED BACKGROUND

AE 513 Experimental Methods in Fluid Mechanics (3) Experimental methodology and techniques emphasizing measurements in high-speed flows; wind tunnel facilities; data acquisition principles; modern optical and laser diagnostics (e.g., schlieren, pressure-sensitive paint, particle image velocimetry, molecular tagging velocimetry).
Recommended Background: Undergraduate courses in compressible flow and fluid mechanics.

Formerly:
Experimental techniques with laboratory experiments; representative experiments: hot wire anemometry and turbulence measurements, flow visualization, wind tunnel tests, water table experiments, supersonic flow experiments, boundary layer measurements, laser-optical measurements.
(DE) Prerequisite(s): Aerospace Engineering 541.

Rationale: To more accurately describe the course content as delivered by new instructor. Prof. Kreth taught the course once before (Fall 2021) and is teaching it for the second time now (Fall 2022). Course was last offered by Prof. Ahmad Vakili in 2017. Financial impact: None.

REVISE REPEATABILITY, ADD CREDIT RESTRICTION, AND ADD REGISTRATION PERMISSION

AE 599 Special Topics in Aerospace Engineering (1-3)
Repeatability: May be repeated. Maximum 9 hours.
Credit Restriction: Students cannot receive credit for more than 9 hours combined of Aerospace Engineering 599, Biomedical Engineering 599, and Mechanical Engineering 599.
Registration Permission: Consent of instructor.

Formerly:
AE 599 - Special Topics in Aerospace Engineering (1-3)
Repeatability: May be repeated. Maximum 6 hours.

Rationale: These changes are necessary to close the loophole recently exploited by graduate students to register for additional hours in a different program within the same department. Impact on other units: None. Financial impact: None.

(BME) BIOMEDICAL ENGINEERING

ADD

BME 583 Systems Neuroscience and Neurotechnology (3) An engineering approach to systems-level functions of the human nervous system as well as the current and emerging neurotechnologies to restore neural functions lost by disease or injury. Ethical considerations and clinical application challenges including relevant regulatory (FDA) guidelines and chronic viability of promising technologies.
Credit Restriction: Students cannot receive credit for both Biomedical Engineering 483 and 583.

Rationale: Course taught (Spring 2019 - Spring 2022) as special topics course with consistent enrollment (3-4 students) to warrant the catalog addition and enhance the program's ability to equip students with relevant knowledge and skills. Financial impact: None.

BME 605 Artificial Organs (3) Current artificial organs include Heart, Liver, Kidney, Lung, Pancreas, Skin, Bladder, Auditory brainstem, Bionic contact lens, Cochlear implant and Retinal implant. This course will cover a different organ each week with student led discussions after an introduction of required foundational information.
(DE) Prerequisite(s): Biomedical Engineering 486 and Biomedical Engineering 530.
Registration Permission: Consent of instructor can be given if the student does not have the suggested prerequisites.

Rationale: This course was taught (Fall 2017) as an advanced course with enormous interest. At the time teaching was restricted to UTSI only but now we teach by Zoom I feel that it will have large numbers and warrant the catalog addition and enhance the program's ability to equip students with relevant knowledge and skills. Impact on other units: None. Financial impact: None.

BME 634 Advanced Biomechanics III (3) Students will develop an advanced (Kane's Dynamics) forward solution joint model using concepts learned from Advanced Biomechanics I (BME 531) and Advanced Biomechanics II (BME 631).
(DE) Prerequisite(s): Biomedical or Mechanical Engineering 531 and Biomedical Engineering 631.

Rationale: Course taught consistently since 2017 as an advanced topics course with a consistent enrollment of 2. Adding 634 will allow more students to take the course & better understand fundamentals of forward solution modeling. Impact on other units: None. Financial impact: None.

ADD SECONDARY CROSS-LISTED COURSES

BME 501 Advanced Engineering Mathematics (3) Provides new graduate students with a review and introduction of mathematics necessary for engineering problems in heat transfer, fluid dynamics, and more. Topics include solution of ODEs, Eigenvectors and Eigenvalues, Complex Variables Calculus, Fourier Analysis and Orthogonal functions, and PDES.
Cross-listed: (See Aerospace Engineering 501.)

BME 504 Introduction to Uncertainty Quantification (3) Provides a foundational knowledge of uncertainty and propagation, quantification methodologies. It consists of 2 modules: I: Probability Concepts, Basic Statistical Operations, and Set Operations and II: Probabilistic UQ Methods with introduction to non-Probabilistic Methods
Cross-listed: (See Aerospace Engineering 504.)

BME 551 Hybrid Materials (3) The overarching theme of the class is hybrid materials. We will start with a general overview of how engineering materials are classified and selected for design (Ashby-type analysis), then introduce the different classes of hybrid materials along with basic models for predicting limit behavior. We will then dive more deeply into each class of hybrid material (composites, laminates, sandwich structures, cellular materials, and segmented structures) and introduce models for mechanical and transport behavior, where applicable. At the end of this class the student should have a working knowledge of basic mechanics models for all classes of hybrid materials and be able to apply these models to design hybrid materials given a set of functional and material constraints (e.g. mass, volume, cost, strength, etc.). At the end of this course, the student should also have a working knowledge of the engineering materials landscape and a familiarity with resources available for more in-depth analysis and design of hybrid materials.
Cross-listed: (See Mechanical Engineering 551.)
Recommended Background: Materials Science Engineering 201 - Introduction to Materials Science and Engineering and Mechanical Engineering 321 - Mechanics of Materials.

BME 549 Optimal Control and Optimization with Engineering Applications (3) Designed for graduate students who are interested in advanced optimal control theory and numerical optimization algorithms for wide engineering applications. Topics include the basic principles of optimal control and optimization, calculus of variations, Pontryagin's minimum principle, dynamic programming, direct and indirect methods, numerical optimization, convex optimization, model predictive control, learning-based control, and their applications for engineering problems from different fields.
Cross-listed: (See Mechanical Engineering 549.)
(DE) Prerequisite(s): Mechanical Engineering 451 or equivalent.

BME 568 Polymer Processing and Rheology (3) Evaluation of flow mechanics and rheological properties that govern viscoelastic properties of polymer processes such as extrusion and 3D printing.
Cross-listed: (See Mechanical Engineering 568.)
Recommended Background: Undergraduate degree in engineering-related field.

REVISE REPEATABILITY AND ADD CREDIT RESTRICTION

BME 599 Special Topics in Biomedical Engineering (1-3)
Repeatability: May be repeated. Maximum 9 hours.
Credit Restriction: Students cannot receive credit for more than 9 hours combined of Aerospace Engineering 599, Biomedical Engineering 599, and Mechanical Engineering 599.

Formerly:
BME 599 Special Topics in Biomedical Engineering (1-3)
Repeatability: May be repeated. Maximum 12 hours.

Rationale: These changes are necessary to close the loophole recently exploited by graduate students to register for additional hours in a different program within the same department. Impact on other units: None. Financial impact: None.

(ME) MECHANICAL ENGINEERING

ADD

ME 523 Fracture Mechanics for Analysis and Design (3) Designed for students to gain hands-on experience with real world analysis. Students will learn to apply basic principles to solve practical problems. Intended as an introductory class for students prior to taking a theory based class and for students wanting to obtain a practical knowledge of fracture mechanics for industry applications.
Recommended Background: Mechanics of Materials.

Rationale: This class was previously taught with an enrollment of 8. Impact on other units: None. Financial impact: None.

ME 558 Nature-Inspired Surfaces (3) Will introduce a wide variety of nature-inspired functional surfaces. The unique surfaces of different biological species such as lotus leaves, spring tails, sharks, water striders, and pitcher plant leaves will be discussed. The surface functionalities of these biological species will be analyzed by examining the detailed roles of surface texture and surface composition. We will discuss how the nature-inspired principles can be used to design functional surfaces for various applications such as self-cleaning fabrics, anti-icing and de-icing coatings, water harvesting, and drag reduction.

Rationale: This course (ME 495/599 Nature-Inspired Surfaces) has been taught in Spring 2022 with good enrollment (8 grads and 3 undergrads enrolled) to warrant the catalog addition and enhance the program's ability to equip students with relevant knowledge and skills. Impact on other units: None. Financial impact: None.

ME 561 Machining Dynamics (3) Course objective is to apply mechanical vibrations theory, including modal techniques and beam theory, to analysis of machining processes while emphasizing the practical significance of the results. Course topics include: review of mechanical vibrations, including free and forced vibrations of multiple degree of freedom systems; experimental and computational modal analysis; vibrations in machining operations; receptance coupling; and tool wear.
Recommended Background: Mechanical vibrations is beneficial, but not required.

Rationale: Course has been taught (Spring 2021 and Spring 2022) as a special topics course with consistent enrollment (10) to warrant the catalog addition and enhance the program's ability to equip students with relevant knowledge and skills. Impact on other units: None. Financial impact: None.

ADD PRIMARY CROSS-LISTED COURSES

ME 520 Fundamentals of Gas Dynamics (3) Fundamentals of gas dynamics including varying area flow, flow through nozzles, standing normal shocks, Oblique shocks, flow with friction, flow with heat addition and an introduction to propulsion.
Cross-listed: (Same as Aerospace Engineering 520.)

Rationale: Course has been taught every year since 2017 to entering MS students who have not taken a gas dynamics class as an undergraduate. The course is necessary for almost every aerospace type course such as Turbomachinery, Rocket Propulsion, or advanced compressible flow courses. Impact on other units: None. Financial impact: None.

ME 528 Applications of Partial Differential Equations in Engineering Systems (3) Mathematical and numerical solutions to classic problems in partial differential equations and their physical interpretation. Topics to be covered include: the heat equation, separation of variables methods, Fourier series, vibrating strings and membranes, the wave equation, Sturm-Liouville eigenvalue and eigenfunction problems, and introduction to finite difference methods.
Cross-listed: (Same as Aerospace Engineering 528.)

Rationale: Course has been taught (Summer 2020, Spring 2021, Fall 2021, Summer 2022) as a Special Topics course with enrollment of over 30 students each time. It teaches students fundamental mathematical skills needed to solve graduate-level problems in thermodynamic and mechanical systems. Impact on other units: None. Financial impact: None.

ME ~~548~~ 549 Optimal Control and Optimization with Engineering Applications (3) Designed for graduate students who are interested in advanced optimal control theory and numerical optimization algorithms for wide engineering applications. Topics include the basic principles of optimal control and optimization, calculus of variations, Pontryagin's minimum principle, dynamic programming, direct and indirect methods, numerical optimization, convex optimization, model predictive control, learning-based control, and their applications for engineering problems from different fields.
Cross-listed: (Same as Aerospace Engineering 549 and Biomedical Engineering 549.)
(DE) Prerequisite(s): Mechanical Engineering 451 or equivalent.

Rationale: Has been taught as a special topics (Spring 2020, Spring 2021) course and an advanced topics (Spring 2022) course with consistent enrollment (6~7 average section size) to warrant the course addition and enhance the program's ability to equip students with relevant knowledge and skills. Impact on other units: None. Financial impact: None. (**Course number 548 not available for BME, so changed to 549**)

ME 551 Hybrid Materials (3) The overarching theme of the class is hybrid materials. We will start with a general overview of how engineering materials are classified and selected for design (Ashby-type analysis), then introduce the different classes of hybrid materials along with basic models for predicting limit behavior. We will then dive more deeply into each class of hybrid material (composites, laminates, sandwich structures, cellular materials, and segmented structures) and introduce models for mechanical and transport behavior, where applicable. At the end of this class the student should have a working knowledge of basic mechanics models for all classes of hybrid materials and be able to apply these models to design hybrid materials given a set of functional and material constraints (e.g. mass, volume, cost, strength, etc.). At the end of this course, the student should also have a working knowledge of the engineering materials landscape and a familiarity with resources available for more in-depth analysis and design of hybrid materials.
Cross-listed: (Same as Aerospace Engineering 551 and Biomedical Engineering 551.)
Recommended Background: Materials Science Engineering 201 - Introduction to Materials Science and Engineering and Mechanical Engineering 321 - Mechanics of Materials.

Rationale: Course has been taught four times (Fall 2016, Spring 2018, Spring 2020, Spring 2022) as a special topics course with consistent and increasing enrollment (4, 4, 7, 15, respectively) to warrant addition to the catalog and assignment of a permanent number. This course covers topics that support the advanced structural materials/advanced manufacturing research that is a strength within the MABE department. Impact on other units: None. Financial impact: None.

ME 568 Polymer Processing and Rheology (3) Evaluation of flow mechanics and rheological properties that govern viscoelastic properties of polymer processes such as extrusion and 3D printing.
Cross-listed: (Same as Biomedical Engineering 568.)
Recommended Background: Undergraduate degree in engineering-related field.

Rationale: Course was taught (Fall 2020) as a special topics course with enrollment of 12 students. It has been consistently requested by students in future semesters, some of whom cannot get credit for it as a ME 599 course. Altering the course # would enhance the program's ability to equip students with relevant knowledge and skills. Impact on other units: None. Financial impact: None.

ADD SECONDARY CROSS-LISTED COURSES

ME 501 Advanced Engineering Mathematics (3) Provides new graduate students with a review and introduction of mathematics necessary for engineering problems in heat transfer, fluid dynamics, and more. Topics include solution of ODEs, Eigenvectors and Eigenvalues, Complex Variables Calculus, Fourier Analysis and Orthogonal functions, and PDES.
Cross-listed: (See Aerospace Engineering 501.)

ME 504 Introduction to Uncertainty Quantification (3) Provides a foundational knowledge of uncertainty and propagation, quantification methodologies. It consists of 2 modules: I: Probability Concepts, Basic Statistical Operations, and Set Operations and II: Probabilistic UQ Methods with introduction to non-Probabilistic Methods
Cross-listed: (See Aerospace Engineering 504.)

ME 526 Combustion and Propulsion for Future Aviation (3) Focuses on combustion dynamics and unsteady combustion process in gas turbine engines for commercial aviation. The goal is to describe the fundamentals of combustion processes at work in these propulsion systems including turbulent combustion and combustion instability. A major emphasis is on flame stabilization and combustion dynamics. Flame stabilization includes non-reacting flow processes and chemical reactions complexities associated to the flame front which are described. Combustion dynamics include phenomenon such as flashback, combustion oscillation, and blowoff. Elements of analytical, computational modeling and experimental measurements in the field are introduced and discussed. The operation and principles of gas turbines engines are also described. Finally, the perspective for research and development are outlined and include clean propulsion, sustainable aviation fuel, premixed combustion, and hydrogen combustion. Some of the materials presented in this course are also relevant to other combustion and propulsion systems (fighter aircraft and rocket engines) and will be discussed too.
Cross-listed: (See Aerospace Engineering 526.)
Recommended Background: Mechanical Engineering 525 - Combustion and Chemically Reacting Flows I.

ME 544 Engineering Laser Spectroscopy (3) Covers state-of-the-art topics involving laser spectroscopy for engineering applications. It will include, but not limit to, fundamental optics, electromagnetic wave, principle of laser, laser induced fluorescence, laser scattering, Rayleigh scattering, Raman scattering, nonlinear optical spectroscopy and novel nanophotonics.
Cross-listed: (See Aerospace Engineering 544.)
Registration Permission: Consent of instructor.

REVISE TO ADD CREDIT RESTRICTION ON PRIMARY CROSS-LISTED COURSE

ME 541 Fluid Mechanics I (3)
Credit Restriction: Students cannot receive credit for both Aerospace Engineering 511 and Aerospace/Mechanical Engineering 541.

Formerly:
Cross-listed: (Same as Aerospace Engineering 541.)

Rationale: Revisions to AE 511 created more convergence of initial topics with AE/ME 541 but then distinctly diverging to AE-only student content for AE 511 to warrant this change so that students are not taking both courses. Impact on other units: None. Financial impact: None.

REVISE REPEATABILITY AND ADD CREDIT RESTRICTION

ME 599 Special Topics in Biomedical Engineering (1-3)
Repeatability: May be repeated. Maximum 9 hours.
Credit Restriction: Students cannot receive credit for more than 9 hours combined of Aerospace Engineering 599, Biomedical Engineering 599, and Mechanical Engineering 599.

Formerly:
Repeatability: May be repeated. Maximum 6 hours.

Rationale: These changes are necessary to close the loophole recently exploited by graduate students to register for additional hours in a different program within the same department. Impact on other units: None. Financial impact: None.

DEPARTMENT OF NUCLEAR ENGINEERING

(NE) Nuclear Engineering

ADD

NE 515 Introduction to Radiochemistry (3) An introduction into the fundamental principles of radiochemistry and modern applications. This an undergraduate and graduate course (NE 515) taught concurrently, where graduate students will have additional requirements and assignments.
Credit Restriction: Students cannot receive credit for both NE 415 and NE 515.

NE 516 Introduction to Radiochemistry Lab (1) An introduction to fundamentals principles of radiochemistry. This class will cover basic techniques and analytical measurements ranging from detection of radioactive material to design of experiments for modern applications, including medicine. This an undergraduate and graduate lab course (NE 516) taught concurrently, where graduate students will have additional requirements and assignments.
Credit Restriction: Students cannot receive credit for both NE 416 and NE 516.

Rationale: These two courses are being added to our curriculum because we've hired a new professor in this area. Impact on other units: None. Financial impact: None.

DROP

NE 543 Selected Topics in Nuclear Criticality Safety (3)

Rationale: Course was taught by professor who has retired. No reason to keep it. Impact on other units: none. Financial Impact: none.

REVISE CREDIT HOURS

NE 494 Special Topics in Nuclear Engineering (1-3)

Formerly:
(3)

Rationale: Adding flexibility to students and professors who may not always need to have 3-credit special topics courses. Impact on other units: None. Financial impact: None.

NE 597 Special Topics in Nuclear Engineering (1-3)

Formerly:
NE 597 Special Topics in Nuclear Engineering (3)

Rationale: Adding flexibility to students and professors who may not always need to have 3-credit special topics courses. Impact on other units: None. Financial impact: None.

NE 697 Special Topics in Nuclear Engineering (1-3)

Formerly:
NE 697 Special Topics in Nuclear Engineering (3)

Rationale: Adding flexibility to students and professors who may not always need to have 3-credit special topics courses. Impact on other units: None. Financial impact: None.

REVISE CREDIT RESTRICTION

NE 501 Graduate Seminar (1)
Credit Restriction: For MS students, a maximum of 3 hours may be applied to the major. For PhD students with an MS external to UTNE, a maximum of 3 hours of NE 501 may be applied to the major. For PhD students directly from BS, a minimum of 3 hours and a maximum of 6 hours may be applied to the major. For PhD students with a UTNE MS, the sum of all NE 501 credits cannot exceed 6 hours.

Formerly:
Credit Restriction: For MS students, a maximum of 3 hours may be applied to the major. For PhD students with MS, a maximum of 3 hours may be applied to the major. For PhD students directly from BS, a maximum of 6 hours may be applied to the major.

Rationale: Adding clarification for students entering the PhD program without an MS degree, they can take a minimum of 3 hours of NE 501 but up to 6 credits of NE 501. Impact on other units: None. Financial impact: None.

REVISE SECONDARY CROSS-LISTED COURSE TO REVISE NAME OF PRIMARY COURSE

NE 584 Introduction to Fire Protection Engineering (3)
Cross-Listed: (See Engineering Fundamentals 563.)

Formerly:
Cross-Listed: (See Electrical and Computer Engineering (ECE) 563).

Rationale: EF 563 is being added and will become primary course (replacing ECE 563). Civil Engineering 585 and Nuclear Engineering 584 will become secondary cross listed to the new EF 563. Impact on other units: None. Financial impact: None.

II. PROGRAM CHANGES

DEPARTMENT OF ELECTRICAL ENGINEERING AND COMPUTER SCIENCE

- **DROP CONCENTRATIONS – COMPUTER SCIENCE MAJOR, MS**

Applied Cybersecurity
Computational Imaging
Computer-Human Interaction
Cyberinfrastructure
Data Mining
Data Visualization
Discrete Optimization
High Performance Computing
Life Science Applications
Software Systems

In the 2023-24 Graduate Catalog, revise to drop 10 of the 15 concentrations. For the 5 concentrations, revise options available for the concentrations and the Campus Code as shown below.

Concentrations (Optional) and Options Available

Knoxville Campus:
Data Analytics – Thesis, Project, Coursework Only Without Comprehensive Exams
Intelligent Systems and Machine Learning – Thesis, Project, Coursework Only Without Comprehensive Exams

Distance Education
Cybersecurity – Coursework Only Without Comprehensive Exams)
Data Mining and Intelligent Systems – Coursework Only Without Comprehensive Exams
Software Engineering – Coursework Only Without Comprehensive Exams

Formerly:
Applied Cybersecurity
Computational Imaging
Computer-Human Interaction
Cybersecurity
Cyberinfrastructure
Data Analytics
Data Mining
Data Mining and Intelligent Systems
Data Visualization
Discrete Optimization
High Performance Computing
Intelligent Systems and Machine Learning
Life Science Applications
Software Engineering
Software Systems

Rationale: The faculty decided to drop 10 of our 15 concentrations that do not have any course (or other) requirements attached to the concentration. The remaining 5 concentrations are Cybersecurity, Data Analytics, Data Mining and Intelligent Systems, Intelligent Systems and Machine Learning, and Software Engineering. The faculty plans to define requirements for Data Analytics and ISML in a subsequent revision. Impact on other units: none. Financial impact: none.

Rationale: Revising the Cybersecurity concentration to remove Knoxville campus option and revise it to Distance Education option. Impact on other units: none. Financial impact: none.

REVISE ADMISSIONS STANDARDS/PROCEDURES – COMPUTER SCIENCE MAJOR, MS

In the 2023-24 Graduate Catalog, for the Computer Science Major, MS, under the Admissions Standards/Procedures heading, remove first subset bullet:

Formerly:
Two semesters of calculus plus two additional semesters of college mathematics (e.g. linear algebra, differential equations, probability) and a course in formal languages, as well as in systems programming, are required for admission.

Rationale: This requirement is not necessary because admitted students will either hold a bachelor's degree in Computer Science or will be required to take select undergraduate courses as determined by the applicant's prior education and experience. Impact on other units: none. Financial impact: none.

In the 2023-24 Graduate catalog, Admissions Standards/Procedures heading, revise the next to last bullet as follows:

- The student will be admitted under non-degree status until the required undergraduate courses are successfully completed with a grade of B or better.

Formerly:
The student will be admitted under non-degree status until the required undergraduate courses are successfully completed with a 3.00 GPA average.

Rationale: This revision makes it so students who are admitted under non-degree status must complete all required undergraduate courses with a grade of B or better, rather than with a 3.0 average. Students who cannot obtain at least a B in the required undergraduate coursework are not ready for this graduate program. Impact on other units: none. Financial impact: none.

REVISE REQUIRED COURSES – COMPUTER SCIENCE MAJOR, MS

In the 2023-24 Graduate Catalog, for the Computer Science Major, MS, under the Required Courses heading, revise the Option Specific Courses as follows:

Option Specific Courses:
- Thesis Option: 24 credit hours graduate coursework, plus 6 credit hours of COSC 500 (6 credit hours).
- Project Option: 27 credit hours graduate coursework, plus 3 credit hours of COSC 501 (3 credit hours), with a minimum grade of B.

Formerly:
Option Specific Courses:
Thesis Option: COSC 500 (6 credit hours)
Project Option: COSC 501 (3 credit hours), a minimum grade of B.

Rationale: This revision makes the description of option specific courses consistent across the CS, CPE, and EE MS programs. Impact on other units: none. Financial impact: none.

REVISE COMPUTER SCIENCE MAJOR, MS – CYBERSECURITY CONCENTRATION FOR OPTIONS AVAILABLE

In the 2023-24 Graduate Catalog, revise the Cybersecurity concentration as shown below:

1) Remove Thesis Option and Project Option. The Cybersecurity concentration will now be: Coursework Only Without Comprehensive Exams Option.

2) Also, revise the heading, text, and requirements for the dropped Applied Cybersecurity to now show as Cybersecurity as shown below:

Cybersecurity – Coursework Only Without Comprehensive Exams Option

The Cybersecurity concentration focuses on the theory and practice of cybersecurity, with an emphasis on its application in modern technological business, government, and society.

Campus Code: Distance Education

Credit Hours Required
30 graduate credit hours

Required Courses
Cybersecurity students take a total of 30 graduate credit hours as shown below. All courses are 3 credit hours each.

- Core courses - Students must take both core courses.
  COSC 530
  COSC 566
- Focus area courses – Students much take four of the focus area courses.
  COSC 534
  COSC 569
  COSC 583
  ECE 559
  ECE 569
- Elective courses - Students must take four of the elective courses (or from the focus area courses above).
  COSC 522
  COSC 523
  COSC 524
  COSC 525
  COSC 526
  COSC 533
  COSC 540
  COSC 545
  COSC 557
  COSC 558
  COSC 559
  COSC 561
  COSC 562
  COSC 563
  COSC 565
  COSC 581
  ECE 517
  ECE 553
  ECE 574

Students can take coursework in a manner that best fits their schedule. The Cybersecurity concentration does not strictly use a cohort system, so students can complete the concentration as their schedule and finances allow. This flexibility would allow students to complete the concentration in as little as 18 months or more slowly based upon individual situations.

Rationale: The faculty has decided to add requirements for the Cybersecurity concentration. Impact on other units: none. Financial impact: none.

❖ **DROP CONCENTRATIONS - COMPUTER SCIENCE MAJOR, PHD**

Computational Imaging
Computer-Human Interaction
Cybersecurity
Cyberinfrastructure
Data Mining
Data Visualization
Discrete Optimization
High Performance Computing
Life Science Applications
Software Systems

In the 2023-24 Graduate Catalog, revise to drop 10 of our 13 concentrations.

Concentrations (Optional)
Data Analytics
Energy Science and Engineering
Intelligent Systems and Machine Learning

Formerly:
Computational Imaging
Computer-Human Interaction
Cybersecurity
Cyberinfrastructure
Data Analytics
Data Mining
Data Visualization
Discrete Optimization

High Performance Computing
Intelligent Systems and Machine Learning
Life Science Applications
Software Systems

Rationale: The faculty decided to drop 10 of the 12 concentrations that do not have any course (or other) requirements attached to the concentration. The faculty plans to define requirements for the 2 concentrations being retained: Data Analytics, and Intelligent Systems and Machine Learning, in a subsequent revision. Impact on other units: none. Financial impact: none.

REVISE ADMISSIONS STANDARDS/PROCEDURES - COMPUTER SCIENCE MAJOR, PHD

In the 2023-24 Graduate Catalog, Computer Science Major, PhD, under the Admissions Standards/Procedures heading, revise to add subset bullet under 2nd bullet:

Admissions Standards/Procedures

- Exceptional students holding the bachelor's degree may be admitted to the doctoral program without first obtaining a master's degree.
- Applicants are required to submit scores from the general Graduate Record Examination (GRE) within the past three years and to have these scores sent to the Office of Graduate Admissions.
    - Applicants who have received a degree from an accredited U.S. institution are exempt from the GRE requirement.

Formerly:
Exceptional students holding the bachelor's degree may be admitted to the doctoral program without first obtaining a master's degree. Applicants are required to submit scores from the general Graduate Record Examination (GRE) within the past three years and to have these scores sent to the Office of Graduate Admissions.

Rationale: regarding the GRE for students holding a degree from a US institution is being added to be consistent with department policy. Impact on other units: none. Financial impact: none.

In the 2023-24 Graduate Catalog, Computer Science Major, PhD, under the Admissions Standards/Procedures heading, at the 4th bullet, remove the 2nd sub-bullet.

Formerly:
Two semesters of calculus plus two additional semesters of college mathematics (e.g. linear algebra, differential equations, probability) and a course in formal languages, as well as in systems programming, are required for admission.

Rationale: This requirement is not necessary because admitted students will either hold a bachelor's degree in Computer Science or will be required to take select undergraduate courses as determined by the applicant's prior education and experience. Impact on other units: none. Financial impact: none.

In the 2023-24 Graduate Catalog, Computer Science Major, PhD, under the Admissions Standards/Procedures heading, revise the next to last sub-bullet as follows:

- The student will be admitted under non-degree status until the required undergraduate courses are successfully completed with a grade of B or better.

Formerly:
The student will be admitted under non-degree status until the required undergraduate courses are successfully completed with a 3.00 GPA average.

Rationale: This revision makes it so students who are admitted under non-degree status must complete all required undergraduate courses with a grade of B or better, rather than with a 3.0 average. Students who cannot obtain at least a B in the required undergraduate coursework are not ready for this graduate program. Impact on other units: none. Financial impact: none.

REVISE REQUIRED COURSES – COMPUTER SCIENCE MAJOR, PHD

In the 2023-24 Graduate Catalog, Computer Science Major, PhD, under the Required Courses heading revise sub-bullet 1 and 3 as shown below.

- Complete COSC 530, either COSC 540, COSC 561, or COSC 562, and either COSC 580 or COSC 581 with a grade of B or better.
- For students holding an MS degree, a maximum of 6 credit hours at the 400-level may be applied toward the Ph.D. degree; other students may apply 12 credit hours at the 400-level. All 400-level courses applied towards the degree must be listed in the Graduate Catalog.

Formerly:
Complete COSC 530, either COSC 540, COSC 561, or COSC 562, and either COSC 580 or COSC 581.

For students holding an MS degree, a maximum of 6 credit hours at the 400-level may be applied toward the Ph.D. degree; other students may apply 12 credit hours at the 400 level (these 400-level courses must be listed in the Graduate Catalog for graduate credit)

Rationale: The requirement that the core courses are passed with a grade of B or better was inadvertently dropped from a previous catalog revision. The revision regarding the 400-level courses improves clarity. Impact on other units: none. Financial impact: none.

REVISE NON-COURSE REQUIREMENTS - COMPUTER SCIENCE MAJOR, PHD

In the 2023-24 Graduate Catalog, under the Non-Course Requirements heading, remove the 1st bullet and the 12 bullets that references the dropped concentrations.

Formerly:
In consultation with their advisor, students may select one of the following concentrations. Concentrations reflect research focus area and do not include specific course requirements:
Computational Imaging
Computer-Human Interaction
Cybersecurity
Cyberinfrastructure
Data Analytics
Data Mining
Data Visualization
Discrete Optimization
High Performance Computing
Intelligent Systems and Machine Learning
Life Science Applications
Software Systems

Rationale: The faculty has decided to remove all concentrations that do not have any course (or other) requirements attached to the concentration. Impact on other units: none. Financial impact: none.

REVISE NON-COURSE REQUIREMENTS – COMPUTER SCIENCE MAJOR, PHD

In the 2023-24 Graduate Catalog, under the Non-Course Requirements heading, at the 2nd bullet, revise the 3rd sub-bullet concerning the written and oral parts of the comprehensive exam as shown below:

- The comprehensive examination consists of both written and oral parts.
  - The Written Part:
    - The written part includes a complete review of the literature in the student's dissertation topic, a review of the major tools to be used in the dissertation work, and proposed research.
    - The student's committee may require additional written sections.
    - The student must demonstrate a mastery of the dissertation area, ability to think analytically and creatively, skill in using academic resources, and ability to complete the dissertation satisfactorily.
- The Oral Part:
  - The oral part of the comprehensive examination consists primarily of a professional presentation of a proposal for dissertation work and its defense.
  - The committee may cover additional topics in the oral part.
- The comprehensive exam must be completed within five years of the date of the student's first enrollment in this program.

Formerly:
The comprehensive examination consists of both written and oral parts.
The written part includes a complete review of the literature in the student's dissertation topic and a review of the major tools to be used in the dissertation work, and proposed research.

The student's committee may require additional written sections.
The student must demonstrate a mastery of the dissertation area, ability to think analytically and creatively, skill in using academic resources, and ability to complete the dissertation satisfactorily.
The oral part of the comprehensive examination consists primarily of a professional presentation of a proposal for dissertation work and its defense.
The committee may cover additional topics in the oral part.

Rationale: This revision reiterates the need for students to complete their comprehensive exams within five years of their first enrollment and edits the description of the comprehensive exam to be consistent with the CPE and EE PhD programs. Impact on other units: none. Financial impact: none.

❖ **DROP ALL CONCENTRATIONS - COMPUTER ENGINEERING MAJOR, MS**

Computer Architecture
Computer Networks
Computer Vision
Cybersecurity
Data Analytics
Embedded Systems
Image Processing
Information Systems
Signal Processing
VLSI System Design

In the 2023-24 Graduate Catalog, revise to drop **all** ten (10) Concentrations:

Concentrations – None available

Formerly:
Concentrations (Optional) and Options Available
Computer Architecture
Computer Networks
Computer Vision
Cybersecurity
Data Analytics
Embedded Systems
Image Processing
Information Systems
Signal Processing
VLSI System Design

Rationale: The faculty decided to drop/remove all concentrations that do not have any course (or other) requirements attached to the concentration. Impact on other units: none. Financial impact: none.

REVISE ADMISSIONS STANDARDS/PROCEDURES - COMPUTER ENGINEERING MAJOR, MS

In the 2023-24 Graduate Catalog, Computer Engineering, MS, under the Admissions Standards/Procedures heading, revise the next to last bullet as follows:

- The student will be admitted under non-degree status until the required undergraduate courses are successfully completed with a grade of B or better.

Formerly:
The student will be admitted under non-degree status until the required undergraduate courses are successfully completed with a 3.00 GPA average.

Rationale: This revision makes it so students who are admitted under non-degree status must complete all required undergraduate courses with a grade of B or better, rather than with a 3.0 average. Students who cannot obtain at least a B in the required undergraduate coursework are not ready for this graduate program. Impact on other units: none. Financial impact: none.

REVISE TO REMOVE COURSEWORK ONLY OPTION – COMPUTER ENGINEERING MAJOR, MS

In the 2023-24 Graduate Catalog, under Concentration options, remove reference for Coursework Only Without Comprehensive Exams Option; and under Required Courses heading, Option Specific Courses, remove third bullet referencing "Coursework only option. Revising to two options: Thesis Option and Project Option.

Option Specific Courses:
- Thesis option = 24 credit hours graduate coursework, plus 6 credit hours of ECE 500 (6 credit hours).
- Project option = 27 credit hours graduate coursework, plus 3 credit hours of ECE 501 (3 credit hours) - with minimum grade of B.

Formerly:
Option Specific Courses:
Thesis option = 24 credit hours graduate coursework, plus 6 credit hours of ECE 500 (6 credit hours).
Project option = 27 credit hours graduate coursework, plus 3 credit hours of ECE 501 (3 credit hours) - with minimum grade of B.
Coursework Only Without Comprehensive Exams = 30 credit hours of graduate coursework.

Rationale: This revision (dropping the 3rd bullet) makes the description of option specific courses consistent across the CS, CPE, and EE MS programs. Impact on other units: none. Financial impact: none.

REVISE NON-COURSE REQUIREMENTS - COMPUTER ENGINEERING MAJOR, MS

In the 2023-24 Graduate Catalog, under the Non-Course Requirements heading, remove 1st bullet and the 10 bullets listed referencing the 10 dropped concentrations.

Formerly:
Non-Course Requirements
In consultation with their advisor, students may select one of the following concentrations. Concentrations reflect research focus area and do not include specific course requirements.
- Computer Architecture
- Computer Networks
- Computer Vision
- Cybersecurity
- Data Analytics
- Embedded Systems
- Image Processing
- Information Systems
- Signal Processing
- VLSI System Design

Rationale: The faculty decided to drop/remove all concentrations that do not have any course (or other) requirements attached to the concentration. Impact on other units: none. Financial impact: none.

❖ **DROP CONCENTRATIONS - COMPUTER ENGINEERING MAJOR, PHD**

Computer Architecture
Computer Networks
Computer Vision
Cybersecurity
Data Analytics
Embedded Systems
Image Processing
Information Systems
Signal Processing
VLSI System Design

In the 2023-24 Graduate Catalog, revise to drop 10 of our 11 concentrations.

Concentration (Optional)
Energy Science and Engineering

Formerly:
Computer Architecture
Computer Networks
Computer Vision
Cybersecurity
Data Analytics
Embedded Systems
Energy Science and Engineering
Image Processing
Information Systems
Signal Processing
VLSI System Design

Rationale: The faculty decided to drop/remove all concentrations that do not have any course (or other) requirements attached to the concentration. The only concentration remaining is Energy Science and Engineering. Impact on other units: none. Financial impact: none.

REVISE ADMISSIONS STANDARDS/PROCEDURES - COMPUTER ENGINEERING MAJOR, PHD

In the 2023-24 Graduate Catalog, Computer Engineering, PhD, under the Admissions Standards/Procedures heading revise as follows:

Admissions Standards/Procedures

- Exceptional students holding the bachelor's degree may be admitted to the doctoral program without first obtaining a master's degree.
- Applicants are required to submit scores from the general Graduate Record Examination (GRE) within the past three years and to have these scores sent to the Office of Graduate Admissions.
  - Applicants who have received a degree from an accredited U.S. institution are exempt from the GRE requirement.
- A TOEFL score of 550 on the written exam or 80 on the Internet-based Test is required for non-native speakers of English, including those who have earned degrees at U.S. institutions.
  - The score must be no more than two years old from the requested date of entry.
  - Applicants who have received a degree from an accredited U.S. institution within the past two years are exempt from the TOEFL requirement.
- Applicants who hold the bachelor's degree in fields other than electrical or computer engineering will be required to take selected undergraduate courses as determined by the applicant's prior education and experience.
  - The student will be admitted under non-degree status until the required undergraduate courses are successfully completed with a grade of B or better.

Formerly:
Admissions Standards/Procedures
Exceptional students holding the bachelor's degree may be admitted to the doctoral program without first obtaining a master's degree.
Applicants are required to submit scores from the general Graduate Record Examination (GRE) within the past three years and to have these scores sent to the Office of Graduate Admissions.
A TOEFL score of 550 on the written exam or 80 on the Internet-based Test is required for non-native speakers of English, including those who have earned degrees at U.S. institutions.
The score must be no more than two years old from the requested date of entry.
Applicants who have received a degree from an accredited U.S. institution within the past two years are exempt from the TOEFL requirement.

Rationale: Indentation is being updated to improve clarity. Text regarding the GRE for students holding a degree from a US institution is being added to be consistent with department policy. The text regarding students with non-degree status is being added to make the CPE Admissions Standards consistent with the other MS and PhD programs in EECS. Impact on other units: none. Financial impact: none.

REVISE REQUIRED COURSES - COMPUTER ENGINEERING MAJOR, PHD

In the 2023-24 Graduate Catalog, under the Required Courses, revise fourth bullet (and sub-bullet) as follows:

- For students holding an MS degree, a maximum of 6 credit hours of graduate courses at the 400-level may be applied toward the PhD degree. Other students may apply 12 credit hours of graduate courses at the 400-level selected in consultation with major professor and/or committee. All 400-level courses applied towards the degree must be listed in the Graduate Catalog.

Formerly:
For students holding an MS degree, a maximum of 6 credit hours of graduate courses at the 400-level may be applied toward the PhD degree.
Other students may apply 12 credit hours of graduate courses at the 400-level (must be listed in the Graduate Catalog for graduate credit) selected in consultation with major professor and/or committee.
Rationale: This revision improves clarity. Impact on other units: none. Financial impact: none.

REVISE NON-COURSE REQUIREMENTS - COMPUTER ENGINEERING MAJOR, PHD

In the 2023-24 Graduate Catalog, under the Non-Course Requirements heading, revise to remove the first bullet and the sub-bullets listing the 10 concentrations:

Formerly:
Non-Course Requirements
In consultation with their advisor, students may select one of the following concentrations. Concentrations reflect research focus area and do not include specific course requirements:
Computer Architecture
Computer Networks
Computer Vision
Cybersecurity
Data Analytics
Embedded Systems
Image Processing
Information Systems

Signal Processing
VLSI System Design

Rationale: The faculty has decided to remove all concentrations that do not have any course (or other) requirements attached to the concentration. Impact on other units: none. Financial impact: none.

REVISE NON-COURSE REQUIREMENTS – COMPUTER ENGINEERING MAJOR, PHD

In the 2023-24 Graduate Catalog, under the Non-Course Requirements heading, at the 3rd bullet, under the 8th sub-bullet, revise text under bullet "The Oral Part" as shown below:

- The Oral Part:
  - The oral part of the comprehensive examination consists primarily of a professional presentation of a proposal for dissertation work and its defense.
  - The committee may cover additional topics in the oral part.
- The comprehensive exam must be completed within five years of the date of the student's first enrollment in this program.

Formerly:
The Oral Part
The oral part of the comprehensive examination consists primarily of a professional presentation of a proposal for dissertation work and its defense.
The committee may cover additional topics in the oral part.

Rationale: Adding the second bullet for the Oral Part reiterates the need for students to complete their comprehensive exams within five years of their first enrollment and edits the description of the comprehensive exam to be consistent with the CS and EE PhD programs. Impact on other units: none. Financial impact: none.

❖ **DROP CONCENTRATIONS - ELECTRICAL ENGINEERING MAJOR, MS**

Automotive Manufacturing and Technology
Communications
Control Systems
Electromagnetics and RF Circuits
Fire Protection Engineering
Power Systems
Signal Processing
Solid-state Electronics

In the 2023-24 Graduate Catalog, revise to drop 8 of our 9 concentrations.

Concentration (Optional)
Power Electronics - Thesis Option, Project Option, Coursework Only Without Comprehensive Exams Option

Formerly:
Automotive Manufacturing and Technology
Communications
Control Systems
Electromagnetics and RF Circuits
Fire Protection Engineering
Power Electronics
Power Systems
Signal Processing
Solid-state Electronics

Rationale: The faculty decided to drop 8 of our 9 concentrations that do not have any course (or other) requirements attached to the concentration. The remaining concentration is Power Electronics. Impact on other units: none. Financial impact: none.

REVISE ADMISSIONS STANDARDS/PROCEDURES - ELECTRICAL ENGINEERING MAJOR, MS

In the 2023-24 Graduate Catalog, under the Admissions Standards/Procedures heading, revise the next to last bullet as follows:

- The student will be admitted under non-degree status until the required undergraduate courses are successfully completed with a grade of B or better.

Formerly:
The student will be admitted under non-degree status until the required undergraduate courses are successfully completed with a 3.00 GPA average.

Rationale: This revision makes it so students who are admitted under non-degree status must complete all required undergraduate courses with a grade of B or better, rather than with a 3.0 average. Students who cannot obtain at least a B in the required undergraduate coursework are not ready for this graduate program. Impact on other units: none. Financial impact: none.

REVISE REQUIRED COURSES – ELECTRICAL ENGINEERING MAJOR, MS

In the 2023-24 Graduate Catalog, under the Required Courses heading, under the Option Specific bullet revise as follows:

Option Specific Courses:

- Thesis Option: 24 credit hours graduate coursework, plus 6 credit hours of ECE 500 (6 credit hours).
- Project Option: 27 credit hours graduate coursework, plus 3 credit hours of ECE 501 (3 credit hours), with a minimum grade of B.

Formerly:
Option Specific Courses
Thesis Option: ECE 500 (6 credit hours)
Project Option: ECE 501 (3 credit hours), with a minimum grade of B.

Rationale: This revision makes the description of option specific courses consistent across the CS, CPE, and EE MS programs. Impact on other units: none. Financial impact: none.

REVISE NON-COURSE REQUIREMENTS - ELECTRICAL ENGINEERING MAJOR, MS

In the 2023-24 Graduate Catalog, under the Non-Course Requirements heading, revise the 1st bullet and remove the sub-bullets listing the dropped concentrations as follows:

Non-Course Requirements

- In consultation with their advisor, students may select the following concentration. Concentration reflects research focus area and does not include specific course requirements:
  Power Electronics

Formerly:
Non-Course Requirements
In consultation with their advisor, students may select one of the following concentrations. Concentrations reflect research focus area and do not include specific course requirements:
Automotive Manufacturing and Technology
Communications
Control Systems
Electromagnetics and RF Circuits
Fire Protection Engineering
Power Systems
Signal Processing
Solid-state Electronics

Rationale: The faculty decided to drop/remove all concentrations that do not have any course (or other) requirements attached to the concentration. The remaining concentration is Power Electronics. Impact on other units: none. Financial impact: none.

REVISE ELECTRICAL ENGINEERING MAJOR, MS, TO ADD HEADING AND REQUIREMENTS FOR POWER ELECTRONICS CONCENTRATION

In the 2023-24 Graduate Catalog, insert heading, text and requirements for the Power Electronics concentration.

Power Electronics Concentration - Thesis Option, Project Option, Coursework Only Without Comprehensive Exams Option

Select 4 courses from the following:

- ECE 581, ECE 582, ECE 583, ECE 585, ECE 586, ECE 625, ECE 682, ECE 683, ECE 684, ECE 686
- Or ECE 599 and ECE 692 with approval of the faculty

Rationale: This revision establishes course requirements for the Power Electronics concentration for the EE MS. Impact on other units: none. Financial impact: none.

❖ **DROP CONCENTRATIONS - ELECTRICAL ENGINEERING MAJOR, PHD**

Automotive Manufacturing and Technology
Communications
Control Systems
Electromagnetics and RF Circuits
Fire Protection Engineering
Power Systems
Signal Processing
Solid-state Electronics

In the 2023-24 Graduate Catalog, drop 8 of the 10 concentrations. Two concentrations to remain active are shown below.

Concentrations (Optional)
Energy Science and Engineering
Power Electronics

Formerly:
Automotive Manufacturing and Technology
Communications
Control Systems
Electromagnetics and RF Circuits
Energy Science and Engineering
Fire Protection Engineering
Power Electronics
Power Systems
Signal Processing
Solid-state Electronics

Rationale: The faculty decided to drop concentrations that do not have any course (or other) requirements attached to the concentration. The remaining concentrations include Energy Science and Engineering, and Power Electronics. Impact on other units: none. Financial impact: none.

REVISE ADMISSIONS STANDARDS/PROCEDURES - ELECTRICAL ENGINEERING MAJOR, PHD

In the 2023-24 Graduate Catalog, revise the Admissions Standards/Procedures section as follows:

Admissions Standards/Procedures

- Exceptional students holding the bachelor's degree may be admitted to the doctoral program without first obtaining a master's degree.
- Applicants are required to submit scores from the general Graduate Record Examination (GRE) within the past three years and to have these scores sent to the Office of Graduate Admissions.
  - Applicants who have received a degree from an accredited U.S. institution are exempt from the GRE requirement.
- A TOEFL score of 550 on the written exam or 80 on the Internet-based Test is required for non-native speakers of English, including those who have earned degrees at U.S. institutions.
  - The score must be no more than two years old from the requested date of entry.
  - Applicants who have received a degree from an accredited U.S. institution within the past two years are exempt from the TOEFL requirement.
- Applicants who hold the bachelor's degree in fields other than electrical or computer engineering will be required to take selected undergraduate courses as determined by the applicant's prior education and experience.
  - The student will be admitted under non-degree status until the required undergraduate courses are successfully completed with a grade of B or better.

Formerly:
Admissions Standards/Procedures
Exceptional students holding the bachelor's degree may be admitted to the doctoral program without first obtaining a master's degree.
Applicants are required to submit scores from the general Graduate Record Examination (GRE) within the past three years and to have these scores sent to the Office of Graduate Admissions.
A TOEFL score of 550 on the written exam or 80 on the Internet-based Test is required for non-native speakers of English, including those who have earned degrees at U.S. institutions.
The score must be no more than two years old from the requested date of entry.
Applicants who have received a degree from an accredited U.S. institution within the past two years are exempt from the TOEFL requirement.

Rationale: Indentation has been updated for clarity. Text regarding the GRE for students holding a degree from a US institution is being added to be consistent with department policy. The text regarding students with non-degree status is being added to make the CPE Admissions Standards consistent with the other MS and PhD programs in EECS. Impact on other units: none. Financial impact: none.

REVISE REQUIRED COURSES – ELECTRICAL ENGINEERING MAJOR, PHD

In the 2023-24 graduate catalog, Electrical Engineering Major, PhD, under the Required Courses heading revise the 4th bullet and sub-bullet into one bullet as follows.

- For students holding an MS degree, a maximum of 6 credit hours of graduate courses at the 400-level may be applied toward the PhD degree. Other students may apply 12 credit hours of graduate courses at the 400-level selected in consultation with major professor and/or committee. All 400-level courses applied towards the degree must be listed in the Graduate Catalog.

Formerly:
For students holding an MS degree, a maximum of 6 credit hours of graduate courses at the 400-level may be applied toward the Ph.D. degree.
Other students may apply 12 credit hours of graduate courses at the 400 level (must be listed in the Graduate Catalog for graduate credit) selected in consultation with major professor and/or committee.

Rationale: This revision improves clarity. Impact on other units: none. Financial impact: none.

REVISE NON-COURSE REQUIREMENTS - ELECTRICAL ENGINEERING MAJOR, PHD

In the 2023-24 Graduate Catalog, under the Non-Course Requirements heading, remove the 1st bullet and the 10 bullets associated with the dropped concentrations.

Formerly:
Non-Course Requirements
In consultation with their advisor, students may select one of the following concentrations. Concentrations reflect research focus area and do not include specific course requirements:
Automotive Manufacturing and Technology
Communications
Control Systems
Electromagnetics and RF Circuits
Energy Science and Engineering
Fire Protection Engineering
Power Electronics
Power Systems
Signal Processing
Solid-state Electronics

Rationale: The faculty decided to drop/remove all concentrations that do not have any course (or other) requirements attached to the concentration. Impact on other units: none. Financial impact: none.

REVISE NON-COURSE REQUIREMENTS – ELECTRICAL ENGINEERING MAJOR, PHD

In the 2023-24 Graduate Catalog, under the Non-Course Requirements heading, at the 3rd bullet, then at the 8th sub-bullet, revise text under bullet "The Oral Part" as shown below:

- The comprehensive examination consists of both written and oral parts.
  - The Oral Part:
    - The oral part of the comprehensive examination consists primarily of a professional presentation of a proposal for dissertation work and its defense.
    - The committee may cover additional topics in the oral part.
- The comprehensive exam must be completed within five years of the date of the student's first enrollment in this program.

Formerly:
The Oral Part
The oral part of the comprehensive examination consists primarily of a professional presentation of a proposal for dissertation work and its defense.
The committee may cover additional topics in the oral part.

Rationale: Adding the second bullet reiterates the need for students to complete their comprehensive exams within five years of their first enrollment and edits the description of the comprehensive exam to be consistent with the CS and CPE PhD programs. Impact on other units: none. Financial impact: none.

REVISE ELECTRICAL ENGINEERING MAJOR, PHD – TO ADD HEADING AND REQUIREMENTS FOR POWER ELECTRONICS CONCENTRATION

In the 2023-24 Graduate Catalog, insert heading, text, and requirements for the Power Electronics concentration.

Power Electronics concentration
Select 4 courses from the following:

- ECE 581, ECE 582, ECE 583, ECE 585, ECE 586, ECE 625, ECE 682, ECE 683, ECE 684, ECE 686
- Or ECE 599 and ECE 692 with approval of the faculty

Rationale: This revision establishes course requirements for the Power Electronics concentration for the EE PhD. Impact on other units: none. Financial impact: none.

REVISE FIRE PROTECTION ENGINEERING CERTIFICATE

In the 2023-24 Graduate Catalog, revise the Required Courses as shown below:

Required Courses

- The graduate courses are cross-listed in participating departments and consist of
  EF 563 (3 credit hours)
- Technical concentration of the following three courses (9 credit hours)
  EF 564 (3 credit hours)
  EF 567 (3 credit hours)
  EF 575 (3 credit hours)

Formerly:
Required Courses
The graduate courses are cross-listed in participating departments and consist of
ECE 563 (3 credit hours)
Technical concentration of the following three courses (9 credit hours)
ECE 564 (3 credit hours)
ECE 567 (3 credit hours)
ECE 575 (3 credit hours)

Rationale: The ECE courses are dropped and added under the Engineering Fundamentals (EF) courses. Impact on other units: None. Financial impact: None.

REVISE POWER AND ENERGY SYSTEMS GRADUATE CERTIFICATE

In the 2023-24 Graduate Catalog, under the Additional Course Requirements heading, under the Technical concentration bullet, add the following three courses to the current list of courses.

Additional Course Requirements
Technical concentration at least four courses (12 graduate credit hours) selected from the following:
ECE 585
ECE 586
ECE 684

Rationale: This revision adds three new courses to the list of required courses (ECE 585, ECE 586 and ECE 684) and reorders the list so that course numbers appear in numerical order. Impact on other units: none. Financial impact: none.

REVISE WIDE BANDGAP (WBG) POWER ELECTRONICS CERTIFICATE

In the 2023-24 Graduate Catalog, under the Required Courses heading, under the Technical concentration bullet, add two courses to the current list as follows:

Technical concentration in WBG Power Electronics. Select at least four courses from
ECE 586 (3 credit hours)
ECE 684 (3 credit hours)

Rationale: This revision adds two new courses to the list of required courses (ECE 586 and ECE 684) and reorders the list so that course numbers appear in numerical order. Impact on other units: none. Financial impact: none.

ENGINEERING FUNDAMENTALS

+ DROP CERTIFICATE

Engineering Education

+ ADD CERTIFICATE

Fundamentals of Engineering and Computing Teaching in Higher Education

In the 2023-2024 Graduate Catalog, remove text for the dropped Engineering Education Certificate and replace with heading, text, and requirements for the renamed certificate as shown below.

Fundamentals of Engineering and Computing Teaching in Higher Education Graduate Certificate
The 12-credit hour graduate certificate in Fundamentals of Engineering and Computing Teaching in Higher Education is intended for individuals who have completed an undergraduate degree and wish to develop knowledge and skills in teaching and learning principles for application in engineering and computing education. Through participation in the certificate, students will:

- Be exposed to a diverse set of educational theories applicable to learning in engineering contexts
- Write a research proposal for an education-based research project
- Evaluate the quality of existing engineering education research publications
- Develop effective, evidence-based teaching, learning, and mentoring practices
- Create learning-centered syllabi, activities, and assignments
- Identify research-based strategies to teach diverse populations

Campus Code
Knoxville Campus

Graduate Certificate Type
Add-On (Masters or doctoral students)
Stand-Alone

Admissions Standards/Procedures
Individuals must have an undergraduate degree and be admitted to the University of Tennessee Graduate School.

Academic Standards
Individuals must earn at least a 3.50 graduate GPA in the certificate courses.

Credit Hours Required
12 graduate credit hours

Required Courses
Complete the following three courses (9 credit hours)
EF 501
EF 503
EF 504

Additional Course Requirements
Choose one of the following courses (3 credit hours)
EF 505
EF 506
EF 507
EDPY 522
EDPY 523
EDPY 572
GEOL 690

Or a similar course. You must seek approval from the graduate certificate director for a course substitution.
Contact Dr. Courtney Faber, Certificate Coordinator, with questions.

Non-Course Requirements

- All courses must be completed within five years of admission to the certificate program.

To receive the certificate, students must:
1) complete the Graduate Certificate Course Verification Form (located on the Graduate School webpage under the Forms Central tab) and 2) through MyUTK, apply to graduate from the certificate program.

Rationale: We are renaming our certificate and the corresponding EF courses. Currently, our program and course names only include engineering. By adding computing into our name, we will ensure that engineering as well as computer science graduate students see that our program will support their development of the skills and knowledge needed to teach in their discipline. With these changes we will review our courses and expand their content to pull from computing education. We have multiple faculty (two of which started in fall 2022) with backgrounds in computing who will be consulted as we make these changes to our courses.

The new requirements provide more choices for the elective course so that students can choose which area they want advanced experience in. Additional Documentation: none.

DEPARTMENT OF MECHANICAL, AEROSPACE, AND BIOMEDICAL ENGINEERING

ENGINEERING SCIENCE – INTERDEPARTMENTAL PROGRAM

❖ **DROP CONCENTRATION – ENGINEERING SCIENCE MAJOR, MS**

Flight Test Engineering

In the 2023-24 Graduate Catalog, drop the concentration: Flight Test Engineering (UTSI only)

Formerly: Flight Test Engineering (UTSI only) — Thesis, Coursework Only With Comprehensive Exams

In the 2023-24 Graduate Catalog, under Campus Code, drop Flight Test Engineering

Formerly:
UTSI Campus
Flight Test Engineering

Rationale: The department faculty determined that required concentration changes are necessary to reflect the needs of potential and current students as well as reflecting current faculty and resources. Impact on other units: None. Financial impact: None.

REVISE UTSI CAMPUS CODE, ENGINEERING SCIENCE MAJOR, MS

In the 2023-24 Graduate Catalog, revise to show UTSI Campus Code for three concentrations: Aerospace Engineering, Biomedical Engineering, and Mechanical Engineering.

Campus Code
UTSI Campus
Aerospace Engineering
Biomedical Engineering
Mechanical Engineering

Rationale: The department faculty determined that required concentration changes are necessary to reflect the needs of potential and current students as well as reflecting current faculty and resources. Impact on other units: None. Financial impact: None.

DEPARTMENT OF NUCLEAR ENGINEERING

REVISE NUCLEAR ENGINEERING MAJOR, PHD

In the 2023-24 Graduate Catalog, under the Required Courses heading revise (second bullet subset) as follows:

Required Courses

- A minimum of 27 credit hours of graduate courses in nuclear engineering at or above the 500-level.
  - For PhD students with an MS external to UTNE, a maximum of 3 hours of NE 501 may be applied to the major. For PhD students directly from BS, a minimum of 3 hours and a maximum of 6 hours may be applied to the major. For PhD students with a UTNE MS, the sum of all NE 501 credits cannot exceed 6 hours.
  - Excludes thesis, practice project, or dissertation credit.

Formerly:
A minimum of 27 credit hours of graduate courses in nuclear engineering at or above the 500-level
To include 3 credit hours (1+1+1) of NE 501
Excludes thesis, practice project, or dissertation credit

Rationale: This bullet is being revised to add clarity to the number of NE 501 (Seminar) credits allowed toward the PhD degree in NE for students with an MS, and for students directly entering the PhD program. Impact on other units: None. Financial impact: None.

COLLEGE OF LAW

All changes effective Fall 2023

I. COURSE CHANGES

ADD

LAW 850 Arbitration (3) Explores the increasing use of arbitration as a private dispute resolution mechanism in commercial, healthcare, and employment transactions. Class will review the legal framework supporting arbitration, the interaction between state and federal arbitration law, arbitrator selection and ethical standards, and judicial review of arbitration awards. Course activities will incorporate extensive use of exercises on how the arbitration process works in a practical setting, including motion practice and hearings, as well as discussion of issues raised by the controversial uses of arbitration.
Grading Restriction: Numeric grading (JD students); A-F grading (graduate students)
Registration Restriction(s): JD students; other graduate students with instructor permission.

Rationale: Impact on other units: None expected. Financial impact: None expected.

DROP

LAW 507 Contracts II: Legal Analysis and Drafting (MLS) (2)

Rationale: content has been added to Law 506 through another amendment. Impact on other units: None expected. Financial impact: None expected.

LAW 820 Transactional Lawyering Lab (1)

Rationale: Change to 1L curriculum. Impact on other units: None expected. Financial impact: None expected.

LAW 836 Advanced Wills and Trusts (3)

LAW 839 Payment Systems (2)

~~LAW 868 Animals and the Law (2-3)~~ **Per email, Professor Paula Schaeffer requests to retain and <u>not drop</u> Law 868.**

LAW 878 Ownership and Justice (2)

LAW 880 Behavioral Economics (2)

LAW 887 International Business Transactions (2-3)

LAW 888 International Religious Freedom (3)

LAW 891 Global Constitutionalism (3)

LAW 894 Employment Law Seminar (2-3)

LAW 910 Non-Profit Corporations (3)

LAW 933 Elder Law (2)

LAW 945 Environmental Practicum (3)

LAW 952 Appellate Litigation Clinic (2-4)

LAW 973 Wealth Transfer Taxation (3)

LAW 985 Workers' Compensation (2-3)

Rationale: Above dropped courses involves change to upper-division curriculum. Impact on other units: None expected. Financial impact: None expected.

LAW 986 Introduction to Legal Reasoning and Communication (2-3)

Rationale: duplicate of course offered elsewhere in the catalog. Impact on other units: None expected. Financial impact: None expected.

LAW 988 The Structure and Operation of the American Legal System (2-3)

Rationale: duplicate of course offered elsewhere in the catalog. Impact on other units: None expected. Financial impact: None expected.

REVISE TITLE, HOURS, AND DESCRIPTION

LAW 506 Contracts: Legal Analysis and Drafting (MLS) (3) Introduces non-JD students to the basic agreement process and legal protections afforded contract. Topics include issues relating to formation of contracts (offer, acceptance, consideration, and other bases for enforcing promises); the Statute of Frauds; formation defenses (unconscionability, mistake, misrepresentation, fraud, and duress); issues arising after contract formation, including interpretation; duty of good faith; conditions, impracticability and frustration of purpose; remedies; third party beneficiaries; assignment and delegation; and coverage of sales of goods under Article 2 of the Uniform Commercial Code with respect to remedies, anticipatory repudiation, impracticability, and good faith.

Formerly: Contracts I: Legal Analysis and Drafting (MLS), 2,
Introduces non-JD students to the basic agreement processes and legal protections afforded contract. Topics include issues relating to formation of contracts (offer, acceptance, consideration, and other bases for enforcing promises); the Statute of Frauds; and formation defenses (unconscionability, mistake, misrepresentation, fraud, and duress).

Rationale: combining content of two courses (this course and the now-former Law 507) to better address student needs in the curriculum. Impact on other units: None expected. Financial impact: None expected.

REVISE HOURS AND ADD REPEATABILITY AND COMMENT

LAW 815 Legal Research (0.5)
Repeatability: May be repeated. Maximum 1 hour.
Comment(s): Course is to be taken twice. Once in the fall semester and once in the spring semester.

Formerly:
1 Credit Hour

Rationale: When this course was originally submitted, it was erroneously listed as a one-credit course to be taken over the course of two semesters. This change will correct the error and award the credit as intended

REVISE TO ADD (DE)COREQUISITE AND COMMENT

Law 911 Family Law Mediation Clinic (6)
(DE)Corequisite: Law 814 and LAW 914.
Comment: Law 914 may be waived based on participation in ABA Representation in Mediation Competition or substantial prior mediation training.

Rationale: Corequisites align with other mediation clinic. Impact on other units: None expected. Financial impact: None expected.

REVISE TO REMOVE ONE OF THE (RE)PREREQUISITE

Law 937 Estate Planning Seminar (2)
(RE) Prerequisite(s): 935.

Formerly:
(RE)Prerequisite: 935 and 973.

Rationale: Removing 973 as one of the two (RE)Prerequisites. Aligns with changes in the law. Impact on other units: None expected. Financial impact: None expected.

II. PROGRAM CHANGES

REVISE REQUIREMENTS – LAW MAJOR, JD

In the 2023-24 Graduate Catalog, revise requirements as shown below:

1) under the Required Courses Heading, in the First Year – Second semester list, revise to delete course Law 820 from the list.

2) under the Advocacy and Dispute Resolution concentration Heading, under Required Courses, for the second bullet point, reading "During the Second and Third year, any combination totaling 12 credit hours form the following courses" add the following course number to the list.

   Law 850

REVISE CAMPUS CODE – LAW, MASTER OF LEGAL STUDIES, TO ADD DISTANCE EDUCATION CAMPUS CODE

In the 2023-2024 Graduate Catalog, for the Law Major, Master of Legal Studies degree, revise Campus Code to add Distance Education Campus Code.

Campus Code
Distance Education
Knoxville Campus

Formerly: Campus Code: Knoxville Campus

Rationale: The requirements for the degree can be met with the DE option (i.e., all coursework, working with major professor on research topic, and written project in lieu of thesis). In addition, a DE program will allow for recruitment of working professionals and recruitment on a statewide and regional basis. The program has completed a needs assessment and documentation is attached. Jennifer Gramling with Vols Online has been notified that the program is adding a DE option pending approval.

Impact on Other Units: The revision for the DE option will not impact other units. The proposed change does not require courses offered by other programs.

Financial Impact: Revenue derived from the program will be used to support the program and department. This change will not negatively impact the current college or department budget. This change will not increase the workload of existing faculty and will not require additional resources not generated by the program

REVISE CAMPUS CODE – LEGAL STUDIES GRADUATE CERTIFICATE, TO ADD DISTANCE EDUCATION CAMPUS CODE

In the 2023-2024 Graduate Catalog, for the Legal Studies Graduate Certificate, revise Campus Code to add Distance Education Campus Code.

Campus Code
Distance Education
Knoxville Campus

Formerly: Campus Code: Knoxville Campus

Rationale: The requirements for the certificate can be met with the DE option (i.e., all coursework). In addition, DE Campus Code will allow for recruitment of working professionals and recruitment on a statewide and regional basis. The program has completed a needs assessment and documentation is attached. Jennifer Gramling with Vols Online has been notified that the program is adding a DE option pending approval.

Impact on Other Units: The revision for the DE option will not impact other units. The proposed change does not require courses offered by other programs. Financial Impact: Revenue derived from the program will be used to support the program and department. This change will not negatively impact the current college or department budget. This change will not increase the workload of existing faculty and will not require additional resources not generated by the program.

COLLEGE OF SOCIAL WORK

All changes effective Fall 2023

I.. COURSE CHANGES

(SOWK) Social Work

ADD

SOWK 574 Forensic Social Work in the Civil Legal System (3) Provides instruction on forensic social work practice in the civil legal system. This legal system integrates social work roles in victim advocacy, abuse/neglect prevention, civil rights, family/marital/divorce mediation, child welfare/foster care/child custody, disability law, elder law, immigration law, international human rights, health/mental health law, and legislative oversight. Social justice and policy-specific issues such as disenfranchisement, the ADA, family separation in immigration/child welfare, and wage theft will be examined. All levels of social work practice will be included with a special emphasis on critical theories, restorative practice models, evidence-based assessment/intervention/prevention strategies, and anti-oppressive ethics/practices.
(RE) Prerequisite(s): SOWK 503, 504, 510, 511, 515, 516, 519, 538, 542 and 544.
Comment(s): Advanced Standing satisfies prerequisites.
Registration Restriction(s): Graduate students only. Minimum student level graduate.
Registration Permission: Non-MSSW students may register with consent of instructor.

SOWK 604 Community Engaged Social Work Research (3) Explores the theory and practice of engaging diverse communities, organizations, and relevant stakeholders in social work research. Students will explore community-based research models and learn skills relevant to centering participant research goals in the design and implementation of social work research.
Registration Restriction(s): Minimum student level – graduate.

SOWK 633 Professional Development for Social Work Scholars (3) Prepares social work doctoral students for successful completion of the doctoral program and for successful careers as social work scholars. The course will cover the topics of goal-setting, dissertation progression, preparing professional statements and career materials, navigating the academic job-market and tenure-track career, understanding the academy, engaging with diverse mentors and research partners, and research ethics.
Registration Restriction(s): Minimum student level – graduate.

REVISE DESCRIPTION

SOWK 564 Substance Use Disorders (3) Prepares students for evidence-based practice in the field of substance use disorder treatment. Presents an integrative biopsychosocial model for the understanding and treatment of substance use disorders. Course content includes an overview of the history of substance use disorders, a review of models of addiction, a multidimensional model of the addiction process with attention to persons with traumatic histories and their particular needs, the physiological effects of commonly misused substances, assessment and diagnosis of substance use disorders, and specific, evidence-based interventions for adolescent and adult clients.

Formerly:
Prepares students for evidence-based practice in the field of substance abuse treatment. Presents an integrative biopsychosocial model for the understanding and treatment of substance abuse. Content includes overview of the history of substance abuse, review of models of addiction, multidimensional model of the addiction process, physiological effects of commonly abused substances, assessment and diagnosis of substance abuse disorders, and specific, evidence-based interventions adolescent and adult clients.

REVISE TITLE AND DESCRIPTION

SOWK 573 Forensic Social Work in the Criminal Legal System (3) Provides instruction on forensic social work practice in the adult and juvenile legal systems. These legal systems integrate social work roles in crime prevention, victim advocacy, law enforcement, court systems, carceral systems, re-entry, community supervision, and legislative oversight. Social justice and policy-specific issues such as community policing, mass incarceration, criminalizing homelessness/addiction/mental illness, and the school-to-prison pipeline will be examined. All levels of social work practice will be included with a special emphasis on critical theories, restorative practice models, evidence-based assessment/intervention/prevention strategies, and anti-oppressive ethics/practices.

Formerly:
Forensic Social Work (3)
Provides an introduction to and overview of the field of forensic social work. Students will be equipped to collaborate with the criminal justice system and to utilize policy and practice skills to work toward ensuring all individuals have the opportunity to be safe, healthy, contributing members of their communities. It provides an opportunity for students to gain knowledge about a system impacting many people and will broadly expose students to the criminal justice system through a focused look at forensic social work. Social workers have increasing opportunities to practice in a diversity of criminal justice settings. Will assist students in developing knowledge and skills for generalist practice in these diverse arenas. Content will focus on forensic social work including ethics, roles, functions, skills; utilization of community assets; the criminal justice system; and trans-systemic interactions.

Rationale: New courses added and revisions to existing courses made to meet competencies for the revised PhD and Forensic Social Work Graduate Certificate curriculums. Financial Impact: None. Impact on other units: None.

II.. PROGRAM CHANGES

SOCIAL WORK MAJOR, MSSW – REVISE CONCENTRATION PROGRAM OPTIONS

In the 2023-24 Graduate Catalog, revise the concentration program options to remove Comprehensive Exams Option and replace with Capstone Option as shown below.

Concentrations (Required) and Options Available

Clinical Practice — Thesis Option, Coursework Only with Capstone Option
Organizational Leadership — Thesis Option, Coursework Only with Capstone Option

Formerly:
Clinical Practice — Thesis Option, Coursework Only with Comprehensive Exams Option
Organizational Leadership — Thesis Option, Coursework Only with Comprehensive Exams Option

SOCIAL WORK MAJOR, MSSW – REVISE UNDER THE NON-COURSE REQUIREMENTS HEADING, FOR EACH CONCENTRATION THE COMPREHENSIVE EXAMINATION (WHICH WILL NOW SHOW AS CAPSTONE)

In the 2023-24 Graduate Catalog, for each concentration, under the Non-Course Requirements heading, remove the current 4 bullets and replace with the following two bullets – showing requirements for the capstone.

- Course-based capstone experience. All MSSW students must pass the final semester of concentration field – SOWK 584, SOWK 586, or SOWK 587 – as the culminating internship experience.
- The completion of a thesis is optional.

Formerly:
Students who do not develop and defend a thesis must pass a final comprehensive examination during the concentration year.

Information about this exam will be provided to students the semester before they are expected to graduate.

Students taking the final examination but not otherwise using university facilities must register for one credit hour of SW 502 (Use of Facilities) or pay a fee equal to one hour of graduate credit instead of registering.

In case of failure, the student may not retake the exam until the following semester. The comprehensive exam is offered each spring and fall semester; retakes for failures in the spring semester are taken during the summer session The result of the second examination is final.

Rationale: The profession of social work has experienced difficulties with the professional licensure exam. This licensing exam has been shown to be a biased indicator of one's ability to competently perform in a professional social work setting. Therefore, the professional association is discussing alternatives to this licensing exam to evaluate an individua's ability more equitably to practice professional social work. This shift in the professional environment has caused our college to examine the need for a competency-based exam. The alternative is to utilize the culminating internship experience that is referred to as Concentration Field. This Concentration Field course will be required to successfully complete the MSSW degree. Financial Impact: None. Impact on other units: None.

DROP ACCELERATED BSSW/MSSW PROGRAM

In the 2023-24 Graduate Catalog, drop the five-year BSSW-MSSW accelerated program.

Rationale: The five-year BSSW/MSSW Program has been eliminated by our undergraduate Social Work program. It is the same as the advanced standing MSSW option.

REVISE DUAL MSSW-JD PROGRAM – REVISE PROGRAM OPTION FROM COMPREHENSIVE EXAM TO CAPSTONE

In the 2023-24 Graduate Catalog, revise the concentration program option to remove Comprehensive Exam Option and replace with Capstone Option as shown below.

Concentrations
For Social Work major (concentrations required)
Clinical Practice — Thesis Option, Coursework Only with Capstone Option
Organizational Leadership — Thesis Option, Coursework Only with Capstone Option

Formerly:
Clinical Practice — Coursework Only with Comprehensive Exams Option
Organizational Leadership — Coursework Only with Comprehensive Exams Option

REVISE DUAL MSSW-JD PROGRAM – TO SHOW CREDIT HOURS FOR ADVANCED STANDING STUDENTS

In the 2023-24 Graduate Catalog, under the Credit Hours Required heading, add bullet to show credit hours for our Advanced Standing candidates, as shown below.

Credit Hours Required

- For MSSW Advanced Standing candidates, 36 graduate credit hours – to include nine credit hours from the College of Law and 27 credit hours in social work for a total of 36 credit hours.

REVISE DUAL MSSW-MLSD PROGRAM – REVISE PROGRAM OPTION FROM COMPREHENSIVE EXAM TO CAPSTONE

In the 2023-24 Graduate Catalog, revise the concentration program option to remove Comprehensive Exams Option and replace with Capstone Option as shown below.

Concentrations
For Social Work major (concentrations required)
Clinical Practice — Thesis Option, Coursework Only with Capstone Option
Organizational Leadership — Thesis Option, Coursework Only with Capstone Option

Formerly:
Clinical Practice — Coursework Only with Comprehensive Exams Option
Organizational Leadership — Coursework Only with Comprehensive Exams Option

REVISE REQUIRED COURSES - SOCIAL WORK MAJOR, PHD

In the 2023-24 Graduate Catalog, under the Required Courses heading, remove current list of required courses and replace with list showing required courses by semester.

SEMESTER 1	**CREDIT HOURS**
601 Research for Social Work Practice I	3
605 Analysis of Social Work Data II	3
626 Critical Thinking for Science & Research	3
628 Critical Review of Research Literature	3
SEMESTER 2 (students can complete the asynchronous, virtual teaching certificate modules concurrently with the fall semester or during semester break)	
602 Research for Social Work Practice II	3
606 Analysis of Social Work Data II	3

608 Qualitative Research Methods	3
677* Teaching Practicum (online or in person) with consultation- certificate modules must be completed through TIC prior to or concurrent with enrolling in 677, at least one certificate module must include inclusive teaching or equivalent inclusive pedagogy, students must also engage with the TIC to schedule a TIC consultation concurrent with their 677 course	1
SEMESTER 3	
603 Research II: Funded Research & Grant Writing	3
604 Community Engaged Social Work Research, OR SW 675 Teaching Methods in Social Work, or another approved research/statistics/substantive/teaching elective	3
633 Professional Development for Social Work Scholars	3
SW 665 Advanced Quantitative Research Methods or Advanced Statistics Elective	3
678 Elective teaching practicum (Optional Teaching Practicum)	1 (optional)
SEMESTER 4	
Advanced Elective (research methods, statistics, substantive area)	3
Advanced Elective (research methods, statistics, substantive area)	3
Advanced Elective (research methods, statistics, substantive area)	3
SEMESTERS 5+ students must enroll in a minimum of 24 dissertation (SW 600) hours	24
*Note: Teaching certificates completed through the UTK Teaching & Learning Innovation Center (inclusive teaching, plus an additional certificate of choice) are required concurrently or as prerequisites for teaching practicum	67 total hours

Formerly:
SOWK 601 (3 credit hours)
SOWK 602 (3 credit hours)
SOWK 603 (3 credit hours)
SOWK 605 (3 credit hours)
SOWK 606 (3 credit hours)
SOWK 608 (3 credit hours)
SOWK 626 (3 credit hours)
SOWK 628 (3 credit hours)
SOWK 630 (1 credit hour)
SOWK 665 or an approved graduate statistics course (3 credit hours)
SOWK 675 (3 credit hours)
SOWK 677 (1 credit hour) (repeatable, maximum of 4 credit hours)
SOWK 678 (1 credit hour)
SOWK 680 (1 credit hour)
SOWK 600 (24 credit hours)

REVISE NON-COURSE REQUIREMENTS - SOCIAL WORK MAJOR, PHD

In the 2023-24 Graduate Catalog, under the Non-Course Requirements heading, replace current wording and replace with the following.

Non-Course Requirements

- Two self-paced teaching certificate modules
  - one must be the inclusive teaching certificate (https://tli-ut.pdx.catalog.canvaslms.com/programs/inclusive-teaching-program),
  - the other can be a certificate of the student's choice https://gradschool.utk.edu/2021/02/03/certificate-programs-for-teaching-from-tli/
  - Two certificates plus completed practicum/consultation required for students to teach independently for the College
  - Certificates should be concurrent with or prerequisites for practicum. Practicum can be completed during regular semesters, summer semester, or mini-terms
  - Students are required to collaborate with the Teaching & Learning Innovation Center to complete the six-step consultation process*** (Consultations | Teaching & Learning Innovation (utk.edu)) concurrently with the teaching practicum.
  - A second teaching practicum can be taken as an elective.
  - Students can partner with any full-time faculty in the College at either campus
- All doctoral students are required to pass a comprehensive examination that consists of a scholarly paper, dissertation proposal, and professional presentation.
  - The examination is administered by members of the comprehensive exam committee and is designed for the student to demonstrate comprehensive knowledge of the major and cognate areas and the dissertation topic.
  - In case of failure, the student may request a retake.
  - The result of the second examination is final.
- Completion and satisfactory defense of the dissertation.

Formerly:
All doctoral students are required to pass a comprehensive examination that consists of a scholarly paper, dissertation proposal, and

professional presentation.
The examination is administered by members of the comprehensive exam committee and is designed for the student to demonstrate comprehensive knowledge of the major and cognate areas and the dissertation topic.
In case of failure, the student may request a retake.
The result of the second examination is final.
Completion and defense of the dissertation.

Rationale: In relation to preparing PhD students for instructional roles, students are currently required to take SW 675 (teaching pedagogy), during their 3rd semester, and they are required to complete two teaching practica during their second year in the program. We are eliminating the requirement for SW 675. We will make it an elective and replace it with a requirement** to complete a minimum of two self-paced certificate modules*** https://teaching.utk.edu/certificate-curriculum/ from the University's Teaching & Learning Innovation Center, which are designed by teaching experts. The credit hours opened by eliminating SW 675 will be filled by requiring the community engaged research course, or an additional research methods or teaching pedagogy/philosophy course. This will allow students more opportunity to self-direct towards coursework that includes additional research or teaching content, guided by their own interests and career goals, while ensuring that all students receive foundational teaching content.

We are reducing the teaching practicum requirement from two one-credit practica down to one practicum combined with a concurrent, formal teaching consultation. We will allow second practicum to be an elective.

The UTK Teaching & Learning Innovation Center provides graduate student teaching resources similar to what is covered in the SW 675 course, graduate teaching assistants are required to undergo continuing education and supervision in accordance with SACS requirements—so they will be getting continued support for building their teaching skills concurrently with their teaching, completed teaching certificates can be placed on student's CV, revised model offers more student choices, proposed changes align with some aspects of the diversity action plan (DAP) as they apply to the PhD program, allows for more research-focused content, enhances our PhD elective offerings, improves/expands professional development course, facilitates student ability to move into independently teaching courses for the College sooner. This does not add or reduce program credit hours.

**Communication from Sara Bradberry in the Graduate School indicates that it is acceptable to require the completion of the teaching certificates, consultation, and critical conversations training in order to enroll in the practicum, provided that this expectation is stated clearly in the handbook and relevant syllabi.

***Communication with Chris Lavan at the University's Teaching and Learning Center indicates that they are equipped to collaborate with our College to ensure that the required certificates are offered and that the required consultations are provided during the teaching practicum. They are highly supportive of this.

Students are currently required to take two professional development courses (SW 630 & 680), and each are one credit. SW 630 is taken during the spring semester of the first year, and 680 is taken during the spring semester of the second year. We are combining the content from SW 630 & SW 680 into SW 633, one 3-hour course, which will be taken in the fall of second year, in the spot where SW 675 was previously offered. We are also expanding content on mentoring, CITI training; research, authorship, and publication ethics.

REVISE COLLEGE PAGE – TEXT UNDER HEADING FOR GRADUATE CERTIFICATES

In the 2023-24 Graduate Catalog, on our college page, under the heading Graduate Certificates, revise as shown below

1) 3rd sentence – revise as shown below.

However, all certificates do require additional coursework over and above that which is required for the MSSW program.

Formerly: However, all certificates do require 3 credit hours (1 course) over and above that which is required for the MSSW program.

2) In the second paragraph, after the sentence describing the Trauma Treatment certificate – add sentence describing the Forensic Social Work certificate as shown below.

"The Graduate Certificate in Trauma Treatment…" The Forensic Social Work certificate provides students broadly exposes students to the criminal justice system through a focused look at forensic social work through courses in the MSSW program and courses taken in the College of Law.

REVISE FORENSIC SOCIAL WORK GRADUATE CERTIFICATE

In the 2023-24 Graduate Catalog, revise under two headings. 1) under the Application Standards/Procedure heading remove current text and replace as shown below and 2) revise under the Required Courses heading, replace as shown below.

Application Standards/Procedure
Students will receive information about the certificate program at the time of their admission to the MSSW program.

To be admitted to this program, students must

- Meet the Graduate Admission requirements for a certificate program.
- Submit a departmental application at the time of their admission to the MSSW program and agree to program requirements.

The application includes a brief personal statement describing 1) their reasons for participating in the certificate program, 2) their professional career goals, and 3) acknowledgement that they understand there are additional credit hours to be taken beyond the credits required for the MSSW.

Students selected for admission must be formally admitted to the certificate through the Office of Graduate Admissions.

Formerly:
To be considered for this certificate, students must submit a departmental application at the time of their admission to the MSSW program
Students will receive information about the certificate program at the time of their admission to the MSSW program.
Entry into the certificate is on a first serve basis. Students should apply early if interested.
Students selected for admission, must be formally admitted to the certificate through the Office of Graduate Admissions.

The application includes a brief personal statement describing reasons for participating in the certificate, acknowledgement that they understand there are four additional credit hours to be taken beyond the sixty credits required for the MSSW and professional career goals.

Admitted students will be directed to contact the Chair of the Forensic Social Work Certificate to make arrangements to meet the course requirements.

Required Courses

- 6 credit hours to be taken during the generalist year of the program
  - Law 503 (3 credit hours) Structure and Operation of the American Legal System
  - Law 504 (3 credit hours) Introduction to Legal Reasoning and Communication
- 6 credit hours to be taken during the concentration year of the program
  - SOWK 573 (3 credit hours) or SOWK 574 (3 credit hours). Students must complete at least one of these two Forensic Social Work electives.
  - Choose between one elective from the College of Law (3 credit hours) OR a second Forensic Social Work elective (SOWK 573 or SOWK 574). Course offerings from the College of Law will vary by semester.

Formerly:
6 credit hours to be taken during the generalist year of the program
LAW 986 (3 credit hours)
LAW 988 (3 credit hours)
6 credit hours to be taken during the concentration year of the program
SOWK 573 (3 credit hours)
One elective from the College of Law (3 credit hours). Offerings will vary each semester.
LAW 933 Elder Law (2 credit hours)
LAW 990 Sex, Gender and Justice (2 credit hours)
LAW 990 Poverty, Race, Gender and the Law (2 credit hours)
LAW 990 Advanced Advocacy and Expert Witnesses (2 credit hours)

REVISE GERONTOLOGY GRADUATE CERTIFICATE

In the 2023-24 Graduate Catalog, under the Admissions Standards/Procedures heading, remove current text and replace with the following.

Admissions Standards/Procedures
Students will receive information about the certificate program at the time of their admission to the MSSW program.
To be admitted to this program, students must

- Meet the Graduate Admission requirements for a certificate program.
- Submit a departmental application at the time of their admission to the MSSW program, or as early as possible in their degree program, and agree to program requirements.

The application includes a brief personal statement describing 1) their reasons for participating in the certificate program, 2) their professional career goals, and 3) acknowledgement that they understand there are additional credit hours to be taken beyond the credits required for the MSSW.

Students selected for admission must be formally admitted to the certificate program through the Office of Graduate Admissions.

Formerly:
To be admitted to this program students must submit a departmental application to the Gerontology Certificate Chair.
Students selected for admission must be formally admitted to the certificate program through the Office of Graduate Admissions.

REVISE TRAUMA TREATMENT GRADAUTE CERTIFICATE

In the 2023-24 Graduate Catalog, revise text in two places. 1) under the Admissions Standards/Procedures heading, remove current text and replace with the following and 2) under the Required Courses heading, add a course to the list.

Admissions Standards/Procedures
Students will receive information about the certificate program at the time of their admission to the MSSW program.
To be admitted to this program, students must

- Meet the Graduate Admission requirements for a certificate program.
- Submit a departmental application at the time of their admission to the MSSW program and agree to program requirements.

The application includes a brief personal statement describing 1) their reasons for participating in the certificate program, 2) their professional career goals, and 3) acknowledgement that they understand there are additional credit hours to be taken beyond the credits required for the MSSW.

Students selected for admission must be formally admitted to the certificate program through the Office of Graduate Admissions.

Formerly:
To be admitted to this program, students must submit a departmental application during the spring semester prior to their concentration year.
The departmental application includes a brief personal statement describing reasons for participating in the program, professional career goals, and a tentative schedule for the elective courses the student would like to take.
The application deadline is February 1st.
Advanced standing students should apply within two weeks after admission to the MSSW program.
Entry into the program is on a first serve basis. Students should apply early if interested.
Students selected for admission must be formally admitted to the certificate program by submitting an application through the Office of Graduate Admissions.

Required Courses
Under the bullet "Two of the following" - add course SOWK 564 to the list of required courses

Two of the following:

- SOWK 529 (3 credit hours)
- SOWK 533 (3 credit hours)
- SOWK 534 (3 credit hours)
- SOWK 535 (3 credit hours)
- SOWK 564 (3 credit hours)

REVISE VETERINARY SOCIAL WORK GRADAUTE CERTIFICATE

In the 2023-24 Graduate Catalog, revise text under two headings. 1) under the Admissions Standards/Procedures heading, remove current text and replace with the following and 2) under the Non-Course Requirements heading.

Admissions Standards/Procedures
Students will receive information about the certificate program at the time of their admission to the MSSW program.
To be admitted to this program, students must

- Meet the Graduate Admission requirements for a certificate program.
- Submit a departmental application at the time of their admission to the MSSW program and agree to program requirements.

The application includes a brief personal statement describing 1) their reasons for participating in the certificate program, 2) their professional career goals, and 3) acknowledgement that they understand there are additional credit hours to be taken beyond the credits required for the MSSW.

Students selected for admission must be formally admitted to the certificate program through the Office of Graduate Admissions.

Formerly:
To be admitted to this program, students must
Meet the Graduate Admission requirements for certificate program
Have passed all coursework in the generalist year of the Master of Science in Social Work program.
Submit a departmental application prior to their concentration year and agree to program requirements.
Students selected for admission must be formally admitted to the certificate program through the Office of Graduate Admissions.

Non-Course requirements
To receive the certificate, students must:

1) complete the Graduate Certificate Course Verification Form (located on the Graduate School webpage under the Forms Central tab) and

2) through MyUTK, apply to graduate from the certificate program.

Formerly:
Attend live web meetings during concentration year.
Complete the face to face Veterinary Social Work Intensive and AAI Workshop.
Online modules must be completed before face-to-face events.
1) complete the Graduate Certificate Course Verification Form (located on the Graduate School webpage under the Forms Central tab) and
2) through MyUTK, apply to graduate from the certificate program.

Rationale for Forensic Social Work Certificate Revisions - MSSW students enrolled in the Forensic Social Work Certificate Program have been required to complete two College of Law courses, LAW 503 (3) and LAW 504 (3), SOWK 573 Forensic Social Work (3), an elective (3) from the College of Law, and a forensic field internship. These requirements have been relatively easy to accomplish with one exception: the LAW elective. Those students on the Nashville and Online campuses must complete the LAW elective online and the options for this elective online have not been particularly appealing or relevant to forensic social work practice. Though electives have been added, the timing of when this elective is taken within the different programs of study varies and there are semesters that offer fewer online electives than others.

Currently, this program requires MSSW students to take a total of 9 credit hours from courses in the College of Law but only 3 credit hours from a single course in Forensic Social Work. Forensic social work practice is expansive and intersects both civil and criminal legal systems. Little more than a broad overview of forensic social work practice can be achieved in a single, 3 credit hour course. Thus, preparing students for advanced practice in forensic social work is limited by the current curriculum.

The proposed solution to the above stated problems would be to add another forensic social work course to serve as an alternate, online elective for MSSW students in the certificate program. One course would focus on forensic social work practice in the civil legal system, the other in the criminal legal systems. Students would be required to take at least one of these two courses but may choose to take both with one serving as the required elective instead of a LAW elective. These courses would be taught online with one course taught in the Spring and Summer semesters, and the other, in the Spring semester only. These courses could be taken in the same semester or different semesters. By separating the courses in this way, students could decide which legal system they want to pursue and be provided with an advanced, deep dive into that forensic social work practice area. Impact on other units – None. Financial Impact – None.

Rationale for Trauma Treatment Certificate Revision – SOWK 564 has been revised to include trauma content to make it a suitable elective for the certificate. Impact on other units – None. Financial Impact – None.

Rationale for Admission Standards/Procedures Revisions – revised to ensure a streamlined, consistent application and admission process for all of our graduate certificate programs. Impact on other units – None. Financial Impact – None.

COLLEGE OF VETERINARY MEDICINE

All changes effective Summer 2023

I. COURSE CHANGES

(VMP) VETERINARY MEDICINE – PRE-CLINICAL

REVISE TITLE AND HOURS

VMP 881 Introduction to Equine Dentistry (2)

Formerly: Equine Dentistry Elective (1)

Rationale: The instructor of this course has a limited ability to present lecture material within the allotted time and a limited ability to provide adequate hands-on laboratory opportunities for students. An additional credit hour would help eliminate the compression of the content. The title change is also better reflective of the content. Impact on other units: None. Financial impact: None.

(VMC) VETERINARY MEDICINE – CLINICAL

REVISE TITLE AND DESCRIPTION

VMC 801 Diagnostic Laboratory Skills (2) Clinical training in veterinary laboratory diagnostics, including hematology, clinical chemistry, cytology, endocrinology, virology, immunology, microbiology, parasitology, and surgical pathology.

Formerly: VMC 801 Diagnostic Skills (2)
Clinical training in veterinary laboratory diagnostics, including hematology, clinical chemistry, cytology, microbiology, parasitology, and surgical pathology.

Rationale: The addition of the word "laboratory" better encompasses the course intent on students' transcripts, and the addition of "endocrinology, virology, immunology" will better reflect course content. Impact on other units: None. Financial impact: None.

REVISE TITLE

VMC 844 Exotic Companion Animal and Wildlife Medicine (2–4)

Formerly: Avian and Zoological Medicine and Surgery (2–4)

Rationale: The coordinator of this course feels that the title change better encompasses the course and will better reflect course content on students' transcripts. Impact on other units: None. Financial impact: None.

II. PROGRAM CHANGES

REVISE VETERINARY MEDICINE MAJOR, DVM

In the 2023–24 Graduate Catalog, revise admissions text, as follows:

1) Under the Admissions Standards/Procedures heading, revise the paragraph to remove the last sentence.

Formerly: Biochemistry requirements must have been satisfactorily completed within five years of the time the applicant wishes to enter the program.

2) Under the Admissions Procedures heading, revise the 3rd bullet, to add Tennessee minimum GPA to the text.

Admission Procedures
The deadline for receipt of the completed application materials is September 15. Non-Tennessee applicants must have a minimum cumulative grade point average of 3.20 on a 4.00 scale for applications to be considered. Tennessee applicants must have a minimum cumulative grade point average of 2.80 on a 4.00 scale for applications to be considered.

Formerly: The deadline for receipt of the completed application materials is September 15. Non-Tennessee applicants must have a minimum cumulative grade point average of 3.20 on a 4.00 scale for applications to be considered.

Rationale: The college Admissions Committee discussed and recommended the two changes above. The 5-year biochemistry requirement was eliminated in keeping with all other pre-requisites, which have no time limit, and in order to avoid disadvantaging non-traditional applicants. A GPA requirement for Tennessee applicants was added based on a growing number of applicants and predicted success in curriculum. Impact on other units: None. Financial impact: None.

3) Under the Credit Hours Required heading, remove the first two bullets, and revise the 3rd bullet as shown below.

Credit Hours Required
The curriculum requires successful completion of 153 credit hours, of which 62 will be completed within the final four semesters.

Formerly:
With the Class of 2020, beginning in fall 2018, the curriculum requires successful completion of 163 credit hours.
With the Class of 2021, beginning in fall 2018, the curriculum requires successful completion of 162 credit hours.
With the Class of 2022 forward, the curriculum requires successful completion of 153 credit hours, of which 62 will be completed within the final four semesters.

4) Under the Required Courses heading, revise the first sub-bullet as shown below.

Required Courses
The first five semesters generally follow the traditional fall and spring sessions with the summer break following years one and two. The final four semesters of the professional curriculum begin immediately following semester five and are continuous clinical rotation experiences.

Formerly:
The first five semesters generally follow the traditional fall and spring sessions with the summer break following years one and two. Beginning with the Class of 2022, the final four semesters of the professional curriculum begin immediately following semester five and are continuous clinical rotation experiences.

Rationale: With a curriculum revision that began in fall 2018, the classes of 2020 and 2021 (cohorts) had different requirements for graduation. With the class of 2022 cohort forward, the curriculum will require 153 hours, of which 62 will be in the final four semesters. There is no longer a need to make this distinction in the catalog now that all cohorts have fully made the transition to the new curriculum. Impact on other units: None. Financial impact: None.

5) Under the Non-Course Requirements heading, at the Comprehensive Examination sub-bullet, revise as shown below

Non-Course Requirements
Students in the 3rd year may be required to sit for a comprehensive examination that serves as a formative assessment of foundational science knowledge and contributes to program assessment and ongoing improvement.

Formerly:
Comprehensive Examination: Students in the 3rd year are required to pass a comprehensive examination

6) Under the Non-Course Requirements heading, revise Conflict Management sub-bullet, revise name of sub-bullet and text as shown below.

Non-Course Requirements
Professional Development in Conflict Management:
Conflict management includes intensive educational opportunities during which 3rd-year students explore different styles of conflict response, effective self-management, and solutions for conflict resolution.

Formerly:
Conflict Management:
Conflict management is a 1-day, intensive session during which 3rd-year students explore different styles of conflict response, effective self-management, and solutions for conflict resolution.

Rationale: Comprehensive Examination: Previously, students were required to pass the comprehensive examination; however, preliminary statistical analyses based on data from several colleges of veterinary medicine throughout the United States show that the score on this exam does not predict performance in future coursework. The exam's usefulness is in its prediction of scores on the national licensing exam (NAVLE), and we continue to use the scores as a benchmark to assist students with study plans for the NAVLE, which they will take 1 year after they take this comprehensive exam. Conflict Management: Changes in scholarly conflict management training methodologies, as well as scheduling conflicts, affect the ways in which this content is delivered to students. This change will provide more flexibility in delivery. Impact on other units: None. Financial impact: None.

HOWARD H. BAKER, JR. CENTER FOR PUBLIC POLICY

All Changes Effective Fall 2023

MOVE OF ACADEMIC PROGRAM AND ADD COURSES

This curriculum proposal is submitted to move the ownership of the Master of Public Policy and Administration (MPPA) degree program from the Department of Political Science (POLS) in the College of Arts and Sciences (CAS) to the Howard H. Baker, Jr. Center for Public Policy (HBC). This policy decision has been formally agreed to by the leadership of CAS, the HBC and the Provost's office.

Section I, Course Changes, lists the new BCPP courses being added under the already established BCPP prefix. (Political Science wishes to retain all public administration courses in its curriculum, as these courses are taken by MA and PhD students).

Section II, Program Changes:

1) Request to rename the Baker Center (*pending THEC approval*)
2) Request to move the Public Policy and Administration Major, MPPA, from the CAS to the Baker Center and revise the catalog language and add/include the new BCPP courses (CAS approves the proposal to move the MPPA to Baker Center)
3) Request to move the BA-MPPA Accelerated Program and Dual MPPA-JD from CAS to Baker Center

I. COURSE CHANGES

(BCPP) Baker Center for Public Policy

ADD

BCPP 512 Quantitative Political Analysis (3) Methods and techniques in quantitative political analysis: univariate and bivariate statistics.

BCPP 539 State and Local Government and Politics (3) Theoretical and empirical analysis of government, politics, policymaking and public administration at the state and local levels.

BCPP 542 Legal Foundations of Public Administration (3) Aspects of public law affecting government agencies. Topics include enabling legislation, municipal charters, intergovernmental agreements, planning and zoning, eminent domain, personnel management and governmental liability.

BCPP 543 Law, Regulation and Public Policy (3) Policymaking by executive agencies through rulemaking, enforcement and adjudication; legislative, executive and judicial control of agency actions.

BCPP 548 Public Policy Process (3) Theoretical, formal and empirical analysis of the roles, functions and decision-making processes of public policymakers, including legislative, executive and judicial actors.

BCPP 549 Environmental Policy (3) Overview of contemporary environmental policy and its evolution. Examines the roles of values in the environmental arena. Provides a framework for policy analysis and analytical tools for selection and choosing among policy options.

BCPP 550 Public Administration (3) Overview of public administration theory and function.

BCPP 551 Energy Policy (3) Analysis of current policy problems involving production, distribution, consumption and conservation of energy.

BCPP 553 Non-Profit Management (3) An overview of the history, scope, and management of not-for-profit organizations.

BCPP 554 Sustainable Communities (3) Development and implementation of sustainable development approaches and strategies for local communities.

BCPP 556 Policy Analysis (3) Strategies and techniques for identification and analysis of public problems and policy solutions.

BCPP 558 The Politics of Administration (3) Examination of public administration in context of American political system, policy making and political roles of public administrators and agencies.

BCPP 560 Public Financial Administration (3) Principles and techniques of public finance at state and local levels: budget preparation, execution and audit, risk management, capital planning, major tax structures, economic forecasting, cash management, and debt administration.

BCPP 562 Public Management (3) Interpersonal and leadership skills, techniques and methods for planning, decision making, and implementation of management strategies in public sector.

BCPP 564 Human Resource Management in Public Organizations (3) Intensive analysis of contemporary issues, challenges, methods and strategies related to effective management of human resources in public sector.

BCPP 566 Public Service Ethics and Values (3) Moral-ethical-value dilemmas confronting administrators in American political system.

BCPP 569 Internship in Public Administration (3)
Grading Restriction: Satisfactory/No Credit grading only.
Repeatability: May be repeated with consent of school. Maximum 9 hours.
Comment(s): Open to students participating in approved internship programs.

BCPP 581 Fundamentals of Planning (3) History of planning, structure and development of urban areas, operations of contemporary planning, trends and issues.

BCPP 592 Off-Campus Study (1-15)
Repeatability: May be repeated. Maximum 15 hours.

BCPP 599 Capstone (3) Guided by a faculty member, students will survey and canvass their experiences within the MPPA program to develop a professional e-portfolio that showcases their skills and expertise. Portfolios are presented to the entire MPPA faculty at the end of the semester.

BCPP 654 Contemporary Public Policies (3) Problems in one or more public policy areas from political and administrative perspectives. Topics selected by instructor.
Registration Restriction(s): Minimum student level – graduate.

BCPP 660 Contemporary Perspectives on Public Administration (3) Development of theory in public administration: contemporary critiques and alternatives.
Registration Restriction(s): Minimum student level – graduate.

ADD AND REQUEST VARIABLE TITLE

BCPP 668 Special Topics in Public Administration (3) Analysis of selected issues and problems in public administration.
Repeatability: May be repeated with consent of instructor and school. Maximum 9 hours.
Registration Restriction(s): Minimum student level – graduate.

Course Equivalency Table	
Current Courses	Equivalent Courses effective fall 2023
POLS 512	BCPP 512

POLS 539	BCPP 539
POLS 542	BCPP 542
POLS 543	BCPP 543
POLS 548	BCPP 548
POLS 549	BCPP 549
POLS 550	BCPP 550
POLS 551	BCPP 551
POLS 553	BCPP 553
POLS 554	BCPP 554
POLS 556	BCPP 556
POLS 558	BCPP 558
POLS 560	BCPP 560
POLS 562	BCPP 562
POLS 564	BCPP 564
POLS 566	BCPP 569
POLS 569	BCPP 569
POLS 581	BCPP 581
POLS 592	BCPP 592
POLS 654	BCPP 654
POLS 660	BCPP 660

II. PROGRAM CHANGES

Pending THEC Approval

Name Change. Upon recommendation and approval of the Office of the Provost, the Howard H. Baker Jr. Center for Public Policy will become the Howard H. Baker Jr. School of Public Policy and Public Affairs and a new academic unit at UTK (*pending THEC approval*).

IN THE 2023-24 GRADUATE CATALOG, REVISE TO RENAME THE HOWARD H. BAKER JR. CENTER FOR PUBLIC POLICY TO THE HOWARD H. BAKER, JR. SCHOOL OF PUBLIC POLICY AND PUBLIC AFFAIRS.

Rationale: In Spring 2022, Chancellor Plowman and Provost Zomchick commissioned a university-wide task force regarding the conversion of the Howard H. Baker Jr. Center for Public Policy into a School of Public Policy and Public Affairs. Based on benchmarking analyses, asset mapping, organizational case studies, financial modeling, as well as extensive discussion, the task force put forth the following recommendation: Establish the Howard H. Baker Jr. School of Public Policy and Public Affairs as a new academic unit at the University of Tennessee, Knoxville. On November 8, 2022, the Provost issued a memorandum indicating support for converting the Baker Center into a School (see memo provided under Additional Documentation below).

REVISE INTRODUCTORY TEXT FOR BAKER CENTER

In the 2023-24 Graduate Catalog revise the Baker Center introductory catalog text to reflect the upcoming name change of the Baker Center as shown below.

Current name: Howard H. Baker Jr. Center for Public Policy

Name revising to: Howard H. Baker Jr. School of Public Policy and Public Affairs (*pending THEC approval*)

Marianne Wanamaker, Executive Director
Katie A. Cahill, Associate Director and Director of Leadership and Governance Program
Xuhong Su, Director of MPPA Program
Charles Sims, Director of Energy and Environment Program
Krista Wiegand, Director of Global Security Program

http://bakerschool.utk.edu/

The Howard H. Baker Jr. School of Public Policy and Public Affairs is devoted to education, student engagement, public outreach, and research in public policy, public administration, and public affairs. Substantive focus areas include Energy, Mobility, and the Environment; Global Security and Foreign Affairs; and Economic and Community Development. The School also houses the Institute of American Civics.

Through degree programs, student initiatives, public lectures, research symposia and research publications, the School aims to provide policymakers, citizens, scholars, and students with the information and skills necessary to work effectively within our political system and to serve our local, state, national, and global communities. By examining policy and politics through a nonpartisan lens, the Baker School continues the groundbreaking work of its namesake Senator Howard H. Baker Jr., nicknamed "The Great Conciliator" for his ability to cross party lines and encourage lawmakers to cooperate on key issues affecting the public good. In the spirit of Senator Baker's work, the School offers a number of public lectures and programs welcoming views from across the political spectrum, with a focus on the areas noted above.

Master of Public Policy and Administration (MPPA)

The Master of Public Policy and Administration (MPPA) program prepares students for careers in the public and not-for-profit sectors. After completing a common core of foundational courses, students specialize either in public management or public policy. The degree consists of a total of 39 graduate credit hours and includes a recommended internship. No thesis is required for completion of the degree.

CONTACT
Howard H. Baker Jr. School of Public Policy and Public Affairs
1640 Cumberland Ave
Knoxville, TN 37996-3340
Phone: 865-974-0931

Formerly:
Howard H. Baker Jr. Center for Public Policy

Marianne Wanamaker, Executive Director
Katie A. Cahill, Associate Director and Director of Leadership and Governance Program
Xuhong Su
Krista Wiegand, Director of Global Security Program

The Howard H. Baker Jr. Center for Public Policy is a nonpartisan institute devoted to education, student engagement and research in public policy. Through classes, student initiatives, public lectures, research symposia and research publications, the center aims to provide policymakers, citizens, scholars, and students with the information and skills necessary to work effectively within our political system and to serve our local, state, national, and global communities. By examining policy and politics through a nonpartisan lens, the Baker Center continues the groundbreaking work of its namesake, Senator Howard H. Baker, Jr., who was nicknamed, "The Great Conciliator" for his ability to cross party lines and encourage lawmakers to cooperate on key issues affecting the public good. In the spirit of Senator Baker's work, the center offers a number of public lectures and programs on topics across the political spectrum. The center has particular research foci in energy policy, environmental policy, global security, and leadership and governance.

CONTACT
Howard H. Baker Jr. Center for Public Policy
1640 Cumberland Ave
Knoxville, TN 37996-3340
Phone: 865-974-0931

No active programs available.
BCPP 593 - Independent Study
BCPP 595 - Special Topics in Public Policy

Rationale:
Pending THEC approval, the Baker Center is changing its name to the Howard H. Baker, Jr. Center for Public Policy and Public Affairs. This name change signifies a broader mission that will include two degree programs. There is another proposal pending to move the MPPA program from Political Science to the Baker School. We will be submitting a proposal for the 2024-25 academic year to move the undergraduate Public Administration major from the Haslam College of Business to the Baker School. The Provost has approved the creation of the School and moving both programs.

In the 2023-24 Graduate Catalog,

1) add the Public Policy and Administration Major, MPPA, program to now show housed in the Baker Center.
2) revise MPPA program text.
3) revise to add the BCPP courses to the MPPA program required courses.
4) move and revise the Accelerated BA/MPPA program.
5) move and revise the Dual MPPA-JD program.

► **ADD MAJOR AND DEGREE, TO THE BAKER CENTER**

Public Policy and Administration major, MPPA

Public Policy and Administration Major, MPPA
The MPPA is a professional degree program designed to prepare students to assume responsible positions in public service through a program of study that integrates the theory and practice of public administration and public policy. The program aspires to produce graduates who are literate in the fields of public administration and public policy, have the skills to be effective managers of organizational resources, and possess the analytical abilities to be creative problem solvers.

The degree consists of a total of 39 graduate credit hours and includes a recommended internship. No thesis is required for completion of the degree.

Campus Code
Knoxville Campus

Options Available
Coursework only without Comprehensive Exam

Admission Standards/Procedures
- Applicants for admission to the program must have a bachelor's degree or its equivalent.
- An overall average of 3.00 for undergraduate courses is desirable.
- Personal statement and resume/CV.
- Submit to the Office of Graduate Admissions the online application.

The program seeks to admit a diverse group of students with strong ability and career potential who are committed to public service. Applicants who do not have a degree from an accredited U.S. institution must supply a GRE score. A composite score of 302 on the verbal and quantitative parts of the GRE is desired but not required.

Credit Hours Required
39 graduate credit hours

Required Courses
Students must take all six of the following core courses (18 credit hours).
BCPP 550
BCPP 512
BCPP 548
BCPP 560
BCPP 556
BCPP 566

Additional Course Requirements
Students must take fifteen elective graduate credit hours. Students should generally select the fifteen graduate credit hours of elective courses from the courses offered in the MPPA program. However, for students with specialized interests, electives may be chosen from other programs, departments, or some combination of these alternatives. Elective courses must be approved by the MPPA director prior to enrollment in the specific course and courses outside of the MPPA program will only be approved if they have clear relevance to a student's professional interests.

A three-credit-hour internship (BCPP 569) is required for all students who lack significant administrative experience. Students who have had such experience in the past or who are currently employed in administrative positions may have the requirement waived, if they have more than one year of continuous professional and/or managerial experience. Anyone wishing to waive the internship requirement should address their request to the MPPA Director. If a student waives the internship, then they must take an additional elective to obtain the 39 required credit hours.

All MPPA candidates are required to take a 3-credit hour Capstone course (BCPP 599), preferably during their last semester in the program.

Five-Year BA/MPPA Accelerated Degree Program – Public Policy and Administration Major, MPPA

The MPPA accelerated program is designed for UTK undergraduates who wish to earn both the bachelor's degree and the MPPA degrees within approximately 5 years. A qualified student may take up to 9 credit hours of approved graduate courses for their senior undergraduate electives and have them count toward both the bachelor's degree and the MPPA degree. Students are typically considered for conditional admission to the program, during, or immediately after, their third year of undergraduate study at UTK.

To be considered for conditional admission to the MPPA program, a student must have a minimum GPA of 3.40 and must have completed at least 90 credit hours of undergraduate coursework for the bachelor's degree.

Conditional admission of a student into the MPPA accelerated program must be obtained before taking a graduate course that is to be used to satisfy the requirements of both the bachelor's degree and the MPPA degree. Students will be informed of the outcome of their application for conditional admission prior to the beginning of their fourth year of undergraduate study.

A student who is conditionally admitted to the MPPA accelerated program may, during his or her fourth year of undergraduate study, complete up to 9 credit hours of graduate credit that count towards the bachelor's degree and towards the MPPA requirements, provided that these graduate credit hours were approved both by the Department head (or designee) and by the Graduate School prior to satisfying all requirements for the bachelor's degree.

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

Once fully admitted to the MPPA program, accelerated students are required to complete the standard curriculum for the MPPA program.

Rationale: The MPPA degree program is moving to the Baker Center, which is able to bring greater resources to bear on a program that currently has limited resources and modest enrollment. Moving the program to the Baker School will allow the MPPA to grow, to achieve greater visibility, to better reflect trends in other top-ranked, accredited programs, and to better serve the needs and interests of current and future students. On November 8, the Provost issued a memorandum indicating his "unconditional support" for moving the program (see memo provided under Additional Documentation below).

Impact on staffing: Courses will be staffed by faculty at the new Baker School of Public Policy and Public Affairs. In 2023-2024 and upon mutual agreement by all parties, faculty from Political Science may support some courses.

Financial impact: All MPPA associated costs and revenues will accrue to the new Baker School.

Impact on other academic units including those in other colleges: This program is moving from Political Science to the Baker School. Program learning outcomes: No changes. Support from assessment activities: No changes.

Dual MPPA-JD Program, Public Policy and Administration – Law

The Howard H. Baker Jr. School of Public Policy and Public Affairs and the College of Law offer a coordinated dual degree program leading to the conferral of both the Master of Public Policy and Administration (MPPA) and the Doctor of Jurisprudence (JD) degrees. In this program, a student may earn the MPPA and JD in about four years rather than the five years that otherwise would be required. Students pursuing the dual degree program should plan to be enrolled in coursework or an internship for one summer term in addition to taking normal course loads for four academic years.

Options Available
Public Policy and Administration — None
Law — None

Campus Code
Knoxville Campus

Admissions Standards/Procedures
- Applicants for the dual MPPA-JD program must make separate application to, and be independently accepted by, the Howard H. Baker Jr. School of Public Policy and Public Affairs and the Office of Graduate Admissions for the MPPA and the College of Law for the JD.
- Applicants must also be accepted by the Dual Degree Committee.
- All applicants must submit a Law School Admission Test (LSAT) score.
- An applicant's LSAT score may be substituted for the Graduate Record Examination (GRE) score, which is optional for admission to the MPPA program.
- Application may be made prior to or after matriculation in either the JD or the MPPA program, but application to the dual program must be made prior to entry into the last 29 credit hours required for the JD and prior to entry into the last 15 credit hours required for the MPPA.

Academic Standards
- For grade recording purposes in the Howard H. Baker Jr. School of Public Policy and Public Affairs and the College of Law, grades awarded in courses in the other unit will be converted to either Satisfactory/No Credit and will not be computed in determining a student's GPA or class standing.
- The College of Law will award a grade of Satisfactory for an approved MPPA course in which the student earns a grade of B or higher and a grade of No Credit for any lower grade.
- The Howard H. Baker Jr. School of Public Policy and Public Affairs will award a grade of Satisfactory for an approved law course in which the student earns a grade of C+ or higher and a grade of No Credit for any lower grade.

- The official academic record of the student maintained by the Office of the University Registrar shall show the actual grade assigned by the instructor without conversion.
- During the first two years in the dual program, students will spend one academic year completing the required first year of the College of Law curriculum and one academic year taking courses solely in the MPPA program.
- During those first two years, students may not take courses in the opposite area without the approval of the JD-MPPA coordinators in both academic units. In the third and fourth years, students are strongly encouraged to take both law and MPPA courses each semester.
- Dual degree students who withdraw from the program before completion of the requirements for both degrees will not receive credit toward either the JD or the MPPA degree for courses taken in the other program except as such courses qualify for credit without regard to the dual program.
- To be eligible to receive the JD, candidates must earn at least 58 credit hours in residence at the College of Law.
- The course of study for the JD must be completed no earlier than 24 months and no later than 60 months after a student has commenced law study at the College of Law or a law school from which the college has accepted transfer credit.

Credit Hours Required

110 graduate credit hours

89 credit hours for the JD that accepts 9 credit hours from the MPPA, for 80 credit hours;
39 credit hours for the MPPA that accepts 9 credit hours from the JD, for 30 credit hours.

Required Courses

- Law major: See the requirements for the Law, JD catalog entry.
- Public Policy and Administration major: See the requirements for the Public Policy and Administration Major, MPPA catalog entry.
- The College of Law will award a maximum of 9 credit hours of credit toward the JD for successful completion of approved graduate level courses (500 or 600 level) offered in the Howard H. Baker Jr. School of Public Policy and Public Affairs.
- The MPPA program will award a maximum of 9 credit hours of credit toward the MPPA for successful completion of approved courses offered in the College of Law.
- All courses for which such cross-credit is awarded must be approved by the MPPA-JD coordinators in the College of Law and the Howard H. Baker Jr. School of Public Policy and Public Affairs.
- In addition to all of the requirements required for graduation from the College of Law, all candidates for the dual degree must successfully complete LAW 821, 3 credit hours.

Non-Course Requirements

All courses for which such cross-credit is awarded must be approved by the MPPA-JD coordinators in the College of Law and the Howard H. Baker Jr. School of Public Policy and Public Affairs.
A dual degree candidate must satisfy the requirements for both the MPPA and the JD, as well as the requirements for the dual program.

Additional documentation: Letter of Support on next page.

Additional Documentation:

Memo

To: Lauren Meschke, Graduate Council chair

From: John Zomchick, Provost and Senior Vice Chancellor

CC: Theresa M. Lee, Dean, College of Arts and Sciences
Brandon Prins, Head, Department of Political Science
Dixie Thompson, Dean, Graduate School
Marianne Wanamaker, Director, Baker Center for Public Policy

Date: November 8, 2022

Re: Transfer of the MPPA from Political Science to the future Baker School for Public Policy

I approve the transfer of the Master of Public Policy and Administration from the Department of Political Science in the College of Arts and Sciences to the Baker School for Public Policy, pending approval of the creation of the new school by the University of Tennessee Board of Trustees and the Tennessee Higher Education Commission. It is anticipated that we will seek Board approval of the new School at its winter meeting, scheduled for February 23-24, 2023.

The creation of a school for public policy presents the campus with an opportunity to serve the state, the region, and the nation by an exclusive focus on preparing students for careers in public policy and administration while simultaneously recruiting a research faculty committed to addressing issues in policy and administration in their scholarship. While the MPPA has done well in its current academic home, graduating an average of about 15 students over the last 5 years, it has had to compete for resources in a department that has the third largest undergraduate major in the College of Arts and Sciences and substantial PhD enrollments.

The transfer will thus benefit both units. Political Science will be able to focus its resources on serving its undergraduate and doctoral cohorts, and the proposed Baker School will focus its attention on building masters level professional programs, including the MPPA program.

Discussions between Dean Lee and Dr. Wanamaker have produced an agreement among the parties for the transfer of the degree program. The Baker School has secured agreement from two faculty members to transfer tenure from Political Science once the new school has been approved. Other members of Political Science who currently teach in the MPPA are either considering moving to the Baker School or have agreed to teach the classes necessary for the degree through a reimbursement arrangement between the two units in 2023-2024. In the near future, the Baker School will search for additional tenure-line faculty to teach in the program, ultimately building to the level needed for program accreditation.

I am pleased to give unconditional support to the transfer of this program. It will serve well all involved and it will be an asset to its current and future students as well as to the citizens of our state, the region, and the nation.

INTERCOLLEGIATE

COMPARATIVE AND EXPERIMENTAL MEDICINE (CEM)

All changes effective Fall 2023

I. COURSE CHANGES

(CEM) Comparative and Experimental Medicine

ADD

CEM 534 Applied Research and Biostatistics (3) Students will learn how to 1) formulate, refine, and state research questions using the FINER and PICOT frameworks, 2) state the hypothesis statement based on the research question, 3) choose the correct epidemiological research design to answer the research question, 4) define a population of interest using inclusion and exclusion criteria, 5) select independent, dependent, demographic, clinical, and confounding variables that have precision and accuracy in measurement, 6) understand the relationships between statistical power, effect size, and sample size, 7) perform sample size calculations, 8) structure and maintain databases in RedCap, 9) choose and perform the correct statistical analyses to answer the research question, and 10) formally present statistical analyses for purposes of publication, presentation, and dissemination. This novel course will focus on teaching students the linear journey of the research method from question to publication.

Rationale: Expands curricular offerings in the area. Impact on other units: None expected. Financial impact: None expected.

II.. PROGRAM CHANGES

REVISE REQUIREMENTS, ONE HEALTH MINOR

In the 2023-24 Graduate Catalog, revise the One Health Minor as shown below.

1) Under the Required Courses heading, revise first sentence as shown below.

Required Courses
The minor consists of 10 graduate credit hours (three from each of categories 1 and 2 and four from category 4) in three areas of focus as detailed below. Courses chosen within categories must be diversified among colleges (i.e., the selected courses should not all be from within the same college).

Formerly:
The minor consists of 10 graduate credit hours (four courses) in three areas of focus as detailed below.

2) Under the Category 1 heading, for the courses listed, revise to add a sixth course (SOWK 503) as shown below.

SOWK 503 Introduction to Clinical Social Work (3 credit hours)

3) Under the Category 2 heading, for the courses listed, revise to add 3 additional courses to the 5 listed.

PUBH 555 Health & Society (3 credit hours)
SOWK 510 Graduate policy course (3 credit hours)
SOWK 511 Intro to Macro Social Work Practice (3 credit hours)

4) Under the Category 3: One Health heading, revise the second sentence, and add two additional courses to the CEM course that is listed, as shown below.

Select from the following courses.
PUBH 510 Environmental Health (3 credit hours)
SOWK 540 Special Topics classes Study abroad Classes that address One Health issues, as approved by the CEM Director of Graduate Studies (3 credit hours)

Formerly: Select both courses.

Rationale: In the United States, the 2018 Health Security National Action Plan (NAP) calls for enhanced communication, resources, and infrastructure to support real-time monitoring and rapid detection of emerging infectious diseases; advancements in rapid genomic characterization of pathogens; identification of molecular, ecological and environmental factors that influence transmission and pathogenesis (including antimicrobial resistance); and development of disease intervention strategies for emerging and re-emerging pathogens. The NAP also calls for an expanded One Health workforce in the United States. In the next five years and beyond, state and federal agencies will rely increasingly on land grant institutions to provide support for pathogen surveillance and research that leads to practical solutions for responding to and managing diseases in wildlife, livestock, and human populations. This has led to the formation of the One Health Initiative at the University of Tennessee, Knoxville (UTK). A graduate minor in One Health allows for the preparation of UTK students for the One Health workforce by providing additional curriculum opportunities in communication, leadership, policy, and global issues beyond the scope of other course work.

Impact on other units: Increased enrollment in the required courses may lead to additional teaching burden on faculty. However, due to the number of options in each of the first two categories of classes, the impact of additional students on any single faculty member should be low.

Financial impact: None. All required courses already exist and will continue to be taught as part of the normal course load of existing faculty.

INTERCOLLEGIATE

All Changes Effective Fall 2023

I. COURSE CHANGES

INTERCOLLEGIATE

ADD NEW SUBJECT CODE AND COURSE

(AI) Artificial Intelligence

AI 501 Exploring the World of AI (3) Detailed study of concepts, techniques, and applications of Artificial Intelligence (AI) relevant for all disciplines – especially across non-computer science fields. Explores the history and current scope of AI, data sources and procedures for attaining and working with data, and fundamental components of AI solutions. Special attention will be placed on the strengths and weaknesses of the methods as well as on identifying bias, social impacts, and other ethical considerations of AI. Students will investigate state-of-the-art AI used within their fields of research. Introduces students to AI-relevant programming through hands-on coding projects.
Credit Restriction: students cannot receive credit for both AI 401 and AI 501.

Rationale: The instructor believes offering a graduate level course in interdisciplinary AI will allow graduate students to discover how AI is being used in their own fields of research and facilitate them using these powerful tools to further their research goals. Impact on Other Units: None. Financial Impact: None.

Two undergraduate courses are also coming forward for approval: AI 101 and AI 401.

Proposal submitted by Interim Vice Provost for Academic Affairs, Dr. Ozlem Kilic.

ADD NEW SUBJECT CODE AND COURSE

(ECS) Emerging and Collaborative Studies

ECS 501 Introduction to Transdisciplinary Research Concepts (3) Will explore through case studies the process of transdisciplinary team science. Explores collaborative definition of transdisciplinary research questions; team assembly, function, and support; liberating structures for team science; and how disciplinary, multidisciplinary, and transdisciplinary efforts complement each other to advance foundational knowledge. Case studies will be borrowed from ongoing projects across the UT system. Student assignments will include being asked to envision what their own field/research could (additionally) contribute to each project as a way to gain experience in creative, collaborative, and supportive team growth.

Rationale: Transdisciplinary research helps tackle some of the grand challenge, wicked problems facing humanity (as acknowledged by the UN, WHO, World Bank, and many domestic science-involved agencies including the NSF, NIH, DoE, and DoD) but has been recognized as involving a unique of challenges. This course focus on studying the efforts of ongoing transdisciplinary research at UT using a case study method that will highlight diversity in approach, failures and successes, and common pitfalls. This will help students understand and be prepared to meet the challenges of transdisciplinary research as a distinct endeavor and is central to the mission of launching more coursework and research that transcends traditional disciplinary boundaries. Impact on Other Units: None. Financial Impact: None.

Proposal submitted by Interim Vice Provost for Academic Affairs, Dr. Ozlem Kilic.