

THE UNIVERSITY OF TENNESSEE

November 21, 2019 Minutes

Members present: Patterson, D., (Chair), Broemmel, A., (Chair-Elect), Boder, E., Brown, N., Bryan, R., Choi, S. (Graduate Student Senate Vice-President), Dittman, P., Ekici, K., Finotti, L., Fleming-May, R., Griffin, M., Herron, F., Kotowski, M., Lasater, K., Meschke, L., Misawa, M., Moyer, D., Ohnesorg, S., Okafor, C., Ostrowski, J., Ownley, B., Sachs, A., Stehle, M., Wang, H., Ward, M., Willis, D. (Graduate Student Senate President), Zhang, S.

Ex-Officio members present: Bradberry, S., Kilic, O., Kilpatrick, Y., Mercer, H., Murphy, A., Thompson, D., Cox, C.

College Representatives present: Lisa Driscoll and Katie Kavanagh, College of Education, Health, and Human Sciences

1. Call to Order and Welcome (David Patterson)

The Graduate Council meeting was called to order by Chair, David Patterson on Thursday, November 21, 2019, at 3:00 p.m. in the Friesen Black Cultural Center, Multipurpose Room.

2. Minutes of the Preceding Meeting

The September 26, 2019, Graduate Council Minutes were approved electronically on October 18, 2019.

3. Committees:

➤ **Academic Policy Committee** (Maria Stehle)

No APC report as the October meeting was cancelled.

➤ **Appeals Committee** (Amy Broemmel)

We received an appeal today and are forming a committee to evaluate the appeal.

➤ **Curriculum Committee** (Laurie Meschke) (Attachment 1)

- The Curriculum Committee met on October 24, 2019.
- Two colleges submitted curricular proposals.
 - College of Education, Health, and Human Sciences
 - Added 7 courses, dropped 2 courses, revised 1
 - Normal program changes
 - Adding new major and degree: Public Health Sciences major, PhD (pending THEC approval)
 - College of Law
 - Added one course
- Courses Not Taught in 4 or More Years Report

There were 80 courses on the report. From the 80 listed:

 - 33 courses were marked to drop
 - 38 courses were marked to retain (first or second time on report with justification to retain)
 - 9 courses, marked to retain were reviewed because this was the third time on the report.
 - 5 of the 9, after review, Curriculum Committee voted to retain.
 - the other 4, HEAM 505, HEAM 650, KNS 633 and CE 680 - because no semester was given when course would be taught, was voted to drop (even though department marked

to retain). The departments were notified that their courses were dropped and were invited to attend today's Graduate Council Meeting to give justification for retaining the course and to give a semester that the course will be taught. Are there any faculty here today to give support and justification for retaining their course?

- **Appeal:** Dr. Lisa Driscoll, from the Department of Educational Leadership and Policy Studies, explained that she is now the instructor of HEAM 650 and it will be a required course for the PhD program and will be taught spring 2021.
- **Appeal:** Dr. Chris Cox, from the Department of Civil Engineering, notified the Graduate Curriculum Coordinator, Catherine Cox, to explain they were late in establishing course CE 680 in the spring 2020 Timetable. Catherine verified course CE 680 is in the spring 2020 Timetable with 2 students registered.
- **With valid arguments to retain courses HEAM 650 and CE 680 and with no opposition, Graduate Council approved the appeals to retain the courses.**

The Graduate Council unanimously approved the Curriculum Committee Report.

➤ **Student/Faculty Research Awards** (Dixie Thompson)

- We received a record number of 110 SFRA applications from 11 different colleges.
- 17 applications received funding: 16 from the SFRA allocations and one application received the Robert W. Peterson Endowment Award. The total funds awarded was \$63,833.00, with \$4,000.00 from the Peterson Endowment. Five different colleges and 12 different departments received award money.
- At our meeting, we determined the spring 2020 application submission date is January 21, 2020.

4. Administrative Reports and Announcements:

Deans Update: (Dixie Thompson)

I would like to introduce a new member of our Graduate School Team. Anna Maria Murphy is our new Associate Director in the Graduate Admissions Office. Anna Maria will be instrumental in implementation of Slate, our new admissions platform.

We are currently in the process of finalizing students graduating fall 2019.

Fellowship information for the Endowed and the Access and Diversity Graduate Fellowships is available on our website. The Directors of Graduate Studies received information about the Fellowships and we will continue to send them updates. Additionally, the colleges were notified of their allocations for fellowship money for next year. Check with your Associate Dean if you have questions.

I will be traveling to Nashville this afternoon to attend a mental health summit hosted by the UT System. Representatives from all campuses will be attending. We will discuss how we can best help and support our students concerning mental health.

The Graduate Hooding Ceremony is Thursday, December 12 at 4:30 p.m. I encourage all to attend.

The call for the nominations for the Jimmy and Ileen Cheek Graduate Student Medal of Excellence has gone out. The applications are due December 13. We will send this information also to Graduate Council members.

Graduate Student Senate (David Willis)

We thank Dean Thompson for going to the mental health summit. We are also interested in how we can help graduate students in this area. We appointed an ad hoc committee and they developed a 7-point plan.

We passed a proposal for Article 6 in our Constitution to amend the Bylaws.

Professional Development Travel Awards: we have received 16 applications. We rejected 6 applications because the travel was for conferences. These travel awards are for active participation, for externship.

For the spring travel awards, the deadline date for applications to be submitted was November 18 and we received 266 applications.

The GSS website will be updated soon, as we now have a technology officer. Each senator will have a page and we will be able to archive the pages.

Graduate Council Chair (David Patterson)

At the last Graduate Council Meeting, we had a discussion about the proposed Oak Ridge Institute (ORI) at UT. You approved the forming of an ad hoc committee to consider what might be the issues related to this endeavor. Faculty from the Herbert College of Agriculture, College of Arts and Science, and Tickle College of Engineering participated on the committee.

Please review the handout. The handout you received is a working document and should only be considered as such. It has more questions than answers about ORI, and I submit this handout to you for your responses.

There is a question about the graduation rate for the Bredesen Center. The Bredesen Center has two intercollegiate programs, the Data Science and Engineering major and the Energy Science and Engineering Major, both for the PhD. For clarification, the Energy Science and Engineering major has a graduation rate comparable to other PhD programs at UTK (approximately 80%). The Data Science and Engineering major is new and therefore, has no graduating students yet.

There is much to be determined and it is good that faculty keep asking these important questions. Whatever is created, it needs to be really solid in terms of the student experience. Hopefully, whatever is created, the focus or target is not only on two PhD programs. But, that PhD students in other majors such as Chemistry, Physics, etc., may also be working alongside folks at ORNL and UT faculty to earn their degree.

For the PhD committee, we currently have a solid structure for the formation of the committees. However, how do we encourage all members of the committees to be engaged and not just the chair of the committee? How do we create the oversight and hold accountable the joint faculty? Who will oversee that responsibility, the department head where they hold the joint appointment? Departments can always choose to have higher standards than the general policy.

Anyone who becomes part of our community should be held to the standards we set. Issues of concern include bullying, sexual and gender harassment, and the power differential between graduate students and faculty.

Please review the handout and send me an email if you have any issues or further questions, I encourage your feedback. The intent here is just to hold these questions open as a way of contemplating what this means for graduate education. When we meet again in the spring, the ad hoc committee should have a solid document that we can approve. When we have a document that we believe addresses our main concerns, Provost Manderscheid asked that I send him a copy.

5. Items from the Floor:

There were no items from the floor.

Our next Graduate Council meeting is January 20, 2020. With no further business, the meeting adjourned at 3:40 p.m.

Respectfully submitted,

Catherine Cox
Graduate Council Liaison

Attachment 1
Graduate Curriculum Committee Meeting Report
Andy Holt Tower, 8th Floor Conference Room
Thursday, October 24, 2019

Members present: Laurie Meschke (Chair), Sue Choi (GSS Vice-President), Paul Dittmann, Mike Kotowski, Chika Okafor, Nathan Preuss, Avigail Sachs, Feng-Yuan Zhang (via Polycom phone)

Also in attendance: Sara Bradberry, Amy Broemmel (Graduate Council, Chair-Elect), Katie Kavanagh (College of Education, Health, and Human Sciences), Dixie Thompson (Dean of the Graduate School), Catherine Cox

Laurie Meschke called the meeting to order at 3:30 p.m.

Curriculum proposals submitted for discussion:

1) College of Education, Health, and Human Sciences

- a) Course changes: added 7 courses, dropped 2 courses, revised 1 course
- b) Program changes: revised programs, revised certificate
- c) Drop concentration: Evaluation, Statistics, and Measurement for the Educational Psychology and Research Major, PhD. Added back as: Evaluation, Statistics, and Methodology
- d) Add new major and degree: Public Health Sciences major, PhD (Pending THEC Approval)
- e) Add concentration: Epidemiology to the Public Health Major, MPH
- f) Revise Teacher Education Major, MS, for the Practitioner concentration to make the program a Distance Education Program.

2) College of Law

- a) Course changes: added one course
- b) Informational item: Law is in agreement to drop the Contractual and Legal Affairs in Engineering and Construction Certificate.

3) Courses Not Taught in Four or More Years Report

There are 80 courses listed on the report. From the 80 listed:

- 33 courses were marked to drop. *Curriculum Committee voted to drop those courses.*
- 27 courses: this was their first time to appear on the report and a justification was given for retaining the course. *Curriculum Committee voted to retain those courses.*
- 11 courses: this was their second time to appear on the report and a justification was given for retaining the course. *Curriculum Committee voted to retain those courses.*
- 9 courses: this was their third time to appear on the report. The committee reviewed as follows:
 - ANTH 585 noted the course will be taught spring 2020 (the course is in the spring 2020, Timetable with 4 students registered). Therefore, *ANTH 585 was approved to retain.*
- The 8 courses remaining on the report have not been taught in 8/9 years. The Curriculum Committee reviewed each course and the following transpired:
 - SOCI 644: with the justification that Dr. Shefner will be back teaching and with a new hire, *the Curriculum Committee voted to retain SOCI 644.*
 - PBRL 525: with justification that as secondary they should have also offered the course under the secondary subject code, *the Curriculum Committee voted to retain course PBRL 525.*
 - HEAM 505: with no mention of when the course will be taught, *the Curriculum Committee voted to DROP course HEAM 505.* Department will be notified that course was dropped and that they are invited to attend the November 21 Graduate Council Meeting to give defense for retaining course and to give a specific semester when the course will be taught.

- HEAM 650: with no mention of when the course will be taught, the Curriculum Committee voted to DROP course HEAM 650. Department will be notified that course was dropped and that they are invited to attend the November 21 Graduate Council Meeting to give defense for retaining course and to give a specific semester when the course will be taught.
- KNS 633: with no mention of when the course will be taught, the Curriculum Committee voted to DROP course HEAM 505. Department will be notified that course was dropped and that they are invited to attend the November 21 Graduate Council Meeting to give defense for retaining course and to give a specific semester when the course will be taught.
- CE 680: justification noted course will be taught spring 2020. However, the course is not in the spring 2020 Timetable. Therefore, the Curriculum Committee voted to DROP course CE 680. Department will be notified that course was dropped and that they are invited to attend the November 21 Graduate Council Meeting to give defense for retaining course and to give a specific semester when the course will be taught.
- ME 631: justification noted course will be taught spring 2021. With semester noted of when course would be taught the Curriculum Committee voted to retain course ME 631.
- LAW 846: justification noted course will be taught fall 2021. With semester noted of when course would be taught the Curriculum Committee voted to retain course LAW 846.

With the above action from the Curriculum Committee, the report now stands as follows:

- 37 courses to be dropped.
- 43 courses to be retained.

For the courses that were dropped above HEAM 505, HEAM 650, KNS 633, and CE 680, those departments will be notified that the course was dropped and they will be invited to attend the November 21 Graduate Council Meeting to communicate their need to retain the course and to give a specific semester that the course will be taught.

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

The meeting was adjourned at 5:05

Respectfully submitted,

Catherine Cox
Graduate Curriculum Coordinator

Thursday October 24, 2019 3:30 P.M.	Graduate Curriculum Committee Meeting	Andy Holt Tower 8th Floor Conference Room
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AGENDA

College of Education, Health, and Human Sciences

College of Law

Courses Not Taught in 4 or More Years Report

+ Indicates new major / degree / concentration being added

φ Indicates concentration being dropped

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES**All changes effective Fall 2020****I. COURSE CHANGES****DEPARTMENT OF KINESIOLOGY, RECREATION, AND SPORT STUDIES****(KNS) KINESIOLOGY****ADD**

KNS 575 Matlab for Biomechanics (3) Introduction to a programming language (MATLAB) and its applications in data processing and analysis in biomechanics.

(RE) Prerequisite(s): KNS 531 Biomechanics, or equivalent graduate Biomechanics course.

Rationale: Biomechanics research requires sophisticated data reduction, data analysis, and signal processing techniques. A general understanding of how to develop and write programming code to perform these routines is an essential skill a biomechanist must possess. Faculty review determined this particular course was absent from the curriculum. The proposed course will give students fluency in Matlab, a common programming language in Biomechanics. Impact on Other Units: This change does not affect units outside of the Biomechanics concentration. Financial Impact: No financial impact is anticipated. This course will be delivered as part of the normal teaching load of an existing faculty member.

(SPST) SPORT STUDIES**ADD**

SPST 640 Professional Seminar (1) Serves as a forum for doctoral students to aid in professional development as they prepare for careers in higher education as faculty or administrators. Will examine topics in contemporary academic careers involving teaching, research, and service.

Repeatability: May be repeated. Maximum 6 credit hours.

Registration Restriction(s): Minimum student level – graduate.

Rationale: Review of the curriculum by the faculty deemed it necessary to include a professional development course in the curriculum. The structure is similar to other seminars held within CEHHS but the content is unique. Impact on Other Units: This course should not impact units beyond the department. Financial Impact: No financial impact is anticipated. This course will be delivered as part of the normal teaching load of an existing faculty member.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING**COUNSELOR EDUCATION****ADD**

COUN 610 Preparing for Dissertation in Counselor Education (1) Prepares students to begin their dissertation. Topics include: selecting a research focus, dissertation formatting, literature review, and dissertation description.

Registration Restriction(s): Minimum student level – graduate.

Rationale: Course is currently taught as a special topics elective, with robust interest and enrollment. Therefore, the counseling faculty propose to make this a permanent course option. Impact on Other Units: Adding this course does not impact other units. The proposed course does not alter courses required by other programs. Financial Impact: This change will not impact the college or department budget. Existing faculty will teach the course.

COUN 672 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.

Registration Restriction(s): Minimum student level – graduate.

Rationale: Our accreditation body (CACREP) added a number of new requirements in the area of multicultural counseling. In addition, the counseling faculty recognized the need to add an advanced course focusing on this topic and students have requested an advanced course on this topic. Impact on Other Units: Adding this course does not impact other units. The proposed course does not alter courses required by other programs. Financial Impact: This change will not impact the college or department budget. Existing faculty will teach the course.

DROP

COUN 665 Advanced Group and Systems Theory and Interventions (3)

Rationale: After a curriculum review, it was determined that this course is no longer needed to fulfill the curriculum. Content is covered in other courses. By dropping this class, room is available in the curriculum to address a content need in advanced multicultural counseling. Impact on Other Units: This course was completed by counseling students only. Dropping this course does not impact other units. Financial Impact: This change will not impact the college or department budget.

EDUCATIONAL PSYCHOLOGY

ADD

EDPY 537 Assessment in Applied Educational Psychology (3) Principles of test construction and item analysis. Survey of standardized tests of intelligence, achievement, aptitude, vocational interest, attitudes and personality.

Rationale: Following a curricular review, program faculty determined that this course will fill an instructional need. Currently, students in this concentration enroll in COUN 525, which has been revised with a focus on development and interpretation of counseling assessment measures (as required by CACREP). Instead of enrolling in COUN 525, students in this concentration would enroll in the new course. Impact on Other Units: Adding this course does not impact other units. The proposed course does not alter courses required by other programs. Financial Impact: This course will be taught as part of the normal course load of existing faculty.

DROP

EDPY 573 Meeting Needs of Nontraditional and Underachieving Learners (3)

Rationale: Due to changes to the program faculty, expertise to teach this course is no longer available. Impact on Other Units: This course has not been taught in 4 years. Students from other programs/departments did not enroll in this course. There should be no impact on other units. Financial Impact: This change will not impact the college or department budget.

THEORY AND PRACTICE IN TEACHER EDUCATION

(SPED) SPECIAL EDUCATION

ADD

SPED 535 Applied Research in Special Education (3) Emphasizes an understanding of research methods in special education with an emphasis on single-case design research methodology. Students review the professional literature to guide them in the development of an intervention-based research proposal appropriate for students with disabilities or learning difficulties in a K-12 or post-secondary instructional setting.

Comment: Restricted to students in graduate-level Special Education programs.

Rationale: Students in Special Education programs that are not part of TPTE's Professional Internship program are required to conduct applied research studies for degree completion (e.g., M.S. Practitioner concentration) and are required to complete a nationally-scored teaching portfolio (edTPA). However, there is no course associated with this activity for which they can get credit. In the past, job-embedded practitioners have taken an increased number of placement hours (EDUC 576) to account for attending class with students in the professional internship program one semester to complete research and edTPA activities. In the revised SPED internship program, edTPA and research are being separated with an undergraduate course for edTPA already approved (SPED 479). This course will begin being taught Fall 2020. In the internship program, interns will continue to conduct research in TPTE 574. This leaves students in other programs (particularly job-embedded practitioners) needing separate courses for edTPA and research. We plan to add a graduate version of SPED 479 for edTPA (hopefully SPED 579) and a course for applied research to accommodate the needs of these students. One additional problem is accountability for these students because they were getting pass/fail credit for EDUC 576 even though the workload of TPTE 574 (and what they were required to do) is intensive. This will allow those students to get letter grades to reflect the work they do.

Upon reflecting on the changes that have been approved for the undergraduate program and how those changes will affect our non-traditional programs, we realized that there is a need for two separate graduate-level courses for edTPA and research.

Impact on other units: The new courses will continue to be offered in conjunction with internship program courses. When SPED 479 (edTPA) is offered, a section of SPED 579 will be offered for graduate students in other concentrations (e.g., Practitioners) who are completing edTPA. When TPTE 574 is offered for students in the internship program, SPED 535 will be offered for students in other concentrations (e.g., Practitioners). Even when the job-embedded program shifts to distance-education only, the courses will be combined for instruction. Distance-education students will participate synchronously while the on-campus courses (SPED 479 or TPTE 574) are being delivered in person.

Financial impact: Since the courses will be offered with the internship program courses, there will be no negative financial impact. There may be a positive impact if more students in distance-education programs enroll in the courses.

SPED 579 Teaching Practices in Teacher Education (3) Will help teacher candidates in special education understand and prepare for teacher assessments.

(RE) Prerequisite(s): 402.

Rationale: Students in Special Education programs that are not part of TPTE's Professional Internship program are required to conduct applied research studies for degree completion (e.g., M.S. Practitioner concentration) and are required to complete a nationally-scored teaching portfolio (edTPA). However, there is no course associated with this activity for which they can get credit. In the past, job-embedded practitioners have taken an increased number of placement hours (EDUC 576) to account for attending class with students in the professional internship program one semester to complete research and edTPA activities. In the revised SPED internship program, edTPA and research are being separated with an undergraduate course for edTPA already approved (SPED 479). This course will begin being taught Fall 2020. In the internship program, interns will continue to conduct research in TPTE 574. This leaves students in other programs (particularly job-embedded practitioners) needing separate courses for edTPA and research. We plan to add a graduate version of SPED 479 for edTPA (hopefully SPED 579) and a course for applied research to accommodate the needs of these students. One additional problem is accountability for these students because they were getting pass/fail credit for EDUC 576 even though the workload of TPTE 574 (and what they were required to do) is intensive. This will allow those students to get letter grades to reflect the work they do. Upon reflecting on the changes that have been approved for the undergraduate program and how those changes will affect our non-traditional programs, we realized that there is a need for two separate graduate-level courses for edTPA and research.

Impact on other units: The new courses will continue to be offered in conjunction with internship program courses. When SPED 479 (edTPA) is offered, a section of SPED 579 will be offered for graduate students in other concentrations (e.g., Practitioners) who are completing edTPA. When TPTE 574 is offered for students in the internship program, SPED 535 will be offered for students in other concentrations (e.g., Practitioners). Even when the job-embedded program shifts to distance-education only, the courses will be combined for instruction. Distance-education students will participate synchronously while the on-campus courses (SPED 479 or TPTE 574) are being delivered in person.

Financial impact: Since the courses will be offered with the internship program courses, there will be no negative financial impact. There may be a positive impact if more students in distance-education programs enroll in the courses.

REVISE CREDIT HOURS AND DESCRIPTION

SPED 516 Effective Instruction for Students with Learning Disabilities and Other Academic Difficulties (3)

Determining and implementing best practices in instruction, both remediation and accommodation strategies, for students with learning disabilities and other academic difficulties. Understanding and applying high-leverage evidence-based practices, strategy-based instruction, assessment, progress monitoring, and databased decision-making.

Formerly: Effective Instruction for Students with Learning Disabilities and Other Academic Difficulties (6)

Determining and implementing best practices in instruction, both remediation and accommodation strategies, for students with learning disabilities and other academic difficulties. Understanding and applying high-leverage evidence-based practices, strategy-based instruction, assessment, and progress monitoring, and databased decision-making.

Rationale: During the last academic year, we added a Foundations of Learning Disabilities Course (SPED 515) and changed our learning disabilities methods course (SPED 516) to reflect shifting curriculum content. In response to the need for adding dual licensure programs, there is a need for SPED 516 to be available to more students. As a 6-credit-hour course, it is difficult for students in other programs to fit SPED 516 into their programs of study. Now that we have the LD foundations course, we believe content standards are able to be met with a reduced number of credit hours in this course. Therefore, we wish to reduce the hours of SPED 516 to 3 credit hours. We also want to make one small change to the course description. We want to remove a superfluous word (and) from the catalog description. Upon reflecting on our content standards and recent curriculum shifts, we believe we only need three credit hours for this course.

Impact on other units: This course will be offered by SPED faculty for SPED students and will not affect other units negatively. It may make the course more available to students in other units who want to add Interventionist licensure.

Financial impact: SPED 416/ 516 will remain as part of the load for existing faculty.

Additional documentation: This reduction of credit hours is reflective of a curriculum shift. The learning outcomes are able to be met in 3 credit hours. No additional approval is required. The change is not substantive and does not need to be reported to SACSCOC.

II. PROGRAM CHANGES

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

REVISE PROGRAM REQUIREMENTS – EDUCATIONAL PSYCHOLOGY MAJOR, MS

In the 2020-2021 Graduate Catalog, revise the Educational Psychology Major, MS text and requirements as follows:

- 1) In the introductory paragraph, first paragraph, remove the last sentence and replace with the following sentence. Also, add a second paragraph to the introductory text.

Remove the last sentence: The degree can be completed in two years by taking two online courses per semester fall, spring and summer semesters.

Replace with the following sentence: The course-only program requires 36 credit hours of course work and a comprehensive examination, with a grade of Pass.

Add a second paragraph to the introductory text as follows:

Students take 24 graduate credit hours of core courses and choose from two concentrations for 12 additional credit hours in either Adult Education or Applied Educational Psychology. The degree can be completed in two years by taking two online courses per semester fall, spring and summer semesters. For additional information, please visit <https://epc.utk.edu/edpsych-online/>

- 2) Under the Required Courses Heading, core courses, (for both concentrations) remove EDPY 573 and replace with EDPY 538.
- 3) Under the Applied Educational Psychology concentration heading, for the concentration courses, remove course EDPY 525 and replace with two courses EDPY 537 and IT 532.

Rationale: After a curriculum review, the program faculty decided to make minor curriculum changes. EDPY 538 is a new course in the Adult Learning PhD program. The program faculty are including this course in their Educational Psychology core MS course requirements. Given the lack of expertise, EDPY 573 will be dropped to make room for this new course requirement. EDPY 537 is a new course proposed in this

document. It will take the place of COUN 525. The faculty wanted to identify an important class in instructional technology instead of allowing an elective in this area. Many past students were already choosing this course as it directly relates to their training.

Impact on Other Units: These changes do not impact other units. The proposed changes do not alter courses required by other programs.

Financial Impact: These changes will not impact the departmental or college budget. Additional Documentation: These changes are not substantive and do not need to be reported to SACSCOC.

REVISE REQUIREMENTS – COUNSELOR EDUCATION MAJOR, PHD

In the 2020-2021 Graduate Catalog, revise the program requirements as follows:

- (1) Change the number of credit hours from 73 to 74.
- (2) Under the required courses heading,
 - i. change the number of Major credit hours from 24 to 25,
 - ii. remove COUN 665 and replace with COUN 672,
 - iii. add a bullet point: COUN 610 (1 credit hour).

The catalog should now read as follows:

74 credit hours

Required Courses

Major (25 credit hours)

COUN 655

COUN 659 (6 credit hours)

COUN 662

COUN 672

COUN 670

COUN 675

COUN 610 (1 credit hour)

Counseling (COUN) elective chosen in consultation with major advisor

Rationale: After a curriculum review conducted by the program faculty, we determined that changes were needed to continue to meet the updated CACREP standards. These changes are not driven by the SACs assessment. Impact on Other Units: These changes do not impact other units. Financial Impact: This change will not impact the college or department budget.

REVISE REQUIREMENTS – GRIEF, LOSS, AND TRAUMA GRADUATE CERTIFICATE

In the 2020-2021 Graduate Catalog, revise the program requirements as follows:

- 1) Under the Required Courses heading, 3rd bullet point, to remove COUN 665.
- 2) Under the Non-Course Requirements heading, add a bullet point as follows:
 - Following completion of all certificate coursework, applicants will submit a capstone paper by the end of the next academic semester (fall or spring) OR midterm of the semester of application for graduation, whichever is earlier. Please contact the certificate coordinator for requirements.

Rationale: After a review by the certificate coordinator and departmental SACS representative, SLO #2 was added because there had been no prior measure of overall learning within the certificate. Rather, previous SLOs targeted learning within COUN 560 alone. However, not every student who enrolls in COUN 560 concurrently enrolls in the graduate certificate. Therefore, an SLO was needed to assess student integration of certificate courses. While this change was not directly related to guidance from SACS, it clarifies certificate SLO assessment reporting. Impact on Other Units: These changes do not impact other units. Financial Impact: This change will not impact the college or department budget.

Clarification of capstone: the description of the capstone paper was submitted to the Graduate School (catalog coordinator) as part of the summer 2019 catalog reformatting process and is listed in the 2019-20 Graduate Catalog.

Φ **DROP CONCENTRATION – EDUCATIONAL PSYCHOLOGY AND RESEARCH MAJOR, PHD**

Evaluation, Statistics, and Measurement

✚ **ADD CONCENTRATION – EDUCATIONAL PSYCHOLOGY AND RESEARCH MAJOR, PHD**

Evaluation, Statistics, and Methodology

REVISE PROGRAM – EDUCATIONAL PSYCHOLOGY AND RESEARCH MAJOR, PHD

In the 2020-2021 Graduate Catalog, under the Concentrations heading and the Admissions Standards/Procedures heading remove the concentration name of Evaluation, Statistics, and Measurement and add the concentration name of Evaluation, Statistics, and Methodology.

Revise the text under the Evaluation, Statistics, and Methodology Concentration

The Evaluation, Statistics, and Methodology (ESM) concentration is designed to (a) provide students with broad but rigorous skills so they can function, upon graduation, as esteemed professionals, (b) generate scholarship that is relevant to and appreciated by scholars external to the University of Tennessee who work in areas of evaluation, applied statistics, and methodology, and (c) achieve a reputation, nationally and internationally, as the preferred place where highly qualified students and faculty members want to study and work. This concentration combines elements of theory, methods, and hands-on applications to provide students with relevant knowledge, skills, and dispositions for engaging in research, teaching, and/or the practice of evaluation, statistics, or methodology.

Rationale: The term 'methodology' is more inclusive of our required curriculum for our concentration. The term 'measurement' refers to a specific research process whereas the term 'methodology' refers to the study of how research is conducted, they are the principles that guide research practice. Since our curriculum is focused on a variety of research methods/disciplines, the term 'methodology' is a better fit. Impact on Other Units: The change to concentration name does not impact other units. Financial Impact: This change will not impact the college or department budget.

DEPARTMENT OF PUBLIC HEALTH

✚ **ADD NEW MAJOR AND DEGREE (PENDING THEC APPROVAL)**

Major: Public Health Sciences

Degree: PhD

Concentration: none

**This program is pending approval from the Tennessee Higher Education Commission. Students will be admitted to the major and degree only after THEC approves the program.*

In the 2020-2021 Graduate Catalog, add heading, text, and requirements for the new Public Health Sciences major, for the PhD degree.

The Doctor of Philosophy (PhD) degree with a major in Public Health Sciences prepares students to think critically as scientists and to develop and communicate public health strategies to address the public health challenges of the nation. At the completion of the PhD program, students will be able to:

- Apply research methods to address health issues
- Explore, critique, and apply evidence-based information from multiple sources to public health issues
- Propose theory-based strategies to promote inclusion and equity within public health programs, policies, or systems
- Communicate evidence-based public health information in diverse formats.

Campus Code

Knoxville Campus

Admissions Standards/Procedures

The PhD in Public Health Sciences is designed for students who have already earned the MPH degree from an institution accredited by the Council on Education for Public Health (CEPH). Applicants without the MPH may be admitted to the PhD program; however, these students may need to complete additional course work requirements in consultation with a faculty advisor and the Director of the PhD program to ensure a firm foundation in the MPH competency domains.

- Admission Requirements

- Meet requirements for admission to the University of Tennessee, Knoxville, Graduate School.
 - GPA of at least 3.20 (on a 4.00 scale) on Master's level coursework, shown in official transcripts.
 - A minimum of 40th percentile on all sections of the Graduate Record Examination (GRE).
 - For international students, a satisfactory score on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS), as defined by the Graduate School.
 - Three letters of reference completed within the past 12 months by faculty members, academic advisors, or employers or professional colleagues. At least two letters must be from persons able to assess academic capacity.
 - A personal statement to demonstrate the evolution of your interest in public health and how the PhD program will prepare you to work in the field of public health.
 - Identification of a preferred mentor and a description of how that faculty member's research and practice will help them achieve their career goals.
 - A sole-authored writing sample that has not been peer-reviewed that demonstrates skill in professional, research, or academic writing.
 - A current curriculum vitae.
 - Ability to clearly articulate a defined career pathway, which incorporates research experience and skills, upon interview.
- Admission Preferences
 - MPH degree from a CEPH accredited school or program of Public Health.
 - Public health or relevant work experience at local, state, or federal level.
 - Applicants without the MPH may be admitted to the PhD program. For example, exceptional applicants who meet one of the following requirements may also be considered for admission:
 - Applicants with a master's degree or an advanced professional degree in a field related to public health from an officially recognized domestic or international institution; the aforementioned graduate degree must be conferred prior to enrollment in the PhD; or
 - Applicants without a graduate degree must have at least two years of full-time work experience in public health or a related field.

Academic Standards

- Academic probation will result if the overall GPA falls below 3.25 or if the GPA for the 600-level PUBH prefix courses falls below 3.25.
- Students on academic probation who have a semester GPA below 3.25 are subject to dismissal.

Credit Hours Required

72 graduate credit hours

Required Courses

- Foundation Courses (20 graduate credit hours)
 - PUBH 509 (2 semesters, 1 credit/semester) (2 credit hours)
 - PUBH 510 (3 credit hours)
 - PUBH 520 (3 credit hours)
 - PUBH 530 (3 credit hours)
 - PUBH 537 (3 credit hours)
 - PUBH 540 (3 credit hours)
 - PUBH 552 (3 credit hours)
- Core Courses (15 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)
- Cognate Courses (9 credit hours)
 - The PhD in Public Health Sciences is a generalist degree, but requires a cognate to include 9 semester credit hours that are thematically related. This usually amounts to three, 3-credit hour courses. The cognate course work can include graduate-level independent study, public health graduate courses, and/or graduate course work from other academic units. The academic advisor and the Director of the PhD must formally approve the proposed cognate courses.
- Electives (4 credit hours)
- Dissertation (24 credit hours)
 - PUBH 600

Non-Course Requirements

- Graduate School Non-Course Requirements
 - Completed comprehensive exam
 - Admission to candidacy
 - Fulfill residence
 - Completed defense of dissertation
- Departmental Non-Course Requirements

- Students without an MPH degree from a CEPH accredited school or program of Public Health are required to pass the MPH foundation comprehensive exam within one semester of completing all required MPH foundations courses.
- Students are required to pass a PhD qualifying exam within one semester of completing all required PhD core courses.

Rationale: This change is not driven by findings from the SACS Assessment. The curricular revision is needed because the professional accrediting body for public health programs and schools, the Council on Education for Public Health (CEPH), released new accreditation criteria for the DrPH that mandated sweeping changes in the current doctorate in public health (DrPH) program offered by the Department of Public Health. The new accreditation requirements created the following challenges:

Meeting these requirements would require our department of 10 faculty members to offer 9 doctoral-level courses each year. Without new resources, this requirement would impinge on our ability to deliver other degree programs and conduct externally-funded research.

The requirement of 89 credit hours would make it difficult for students without a prior MPH to finish in four years.

In contrast to CEPH-accredited DrPH programs, CEPH-accredited PhD programs have many fewer required competencies and allow students to develop expertise in their specific areas of interest. The PhD in Public Health Sciences requires no more resources than the department already commits to doctoral education. The PhD in Public Health Sciences also will be a good fit for the strengths and experience of the current tenure-line faculty members in the department.

Impact on other units: Minimal; The proposed change does not drop or alter prerequisites or courses required by other programs and does not require specific courses offered by other programs. None of the courses are cross-listed in other units or necessary for joint degrees with public health.

Financial impact: None; Public Health faculty members are already teaching the core PhD courses, with the newer courses being taught under PUBH 680 at the current time.

Student learner objectives impacted: The three PhD learner objectives are identical to the current DrPH learner objectives. The DrPH has a fourth learner objective that the UTK SACS office requested be dropped, regardless of the degree offered by the doctoral program. Support from assessment activities: The proposed change was not driven by SACS assessment activities but rather by the new CEPH accreditation criteria.

Additional Documentation: Dr. Heather Hartman, SACSCOC liaison, confirmed this change does not require notification of SACSCOC. We were advised by Dr. Hinde, Vice Provost for Academic Affairs that letters from the Provost and Vice Chancellor for Academic Affairs, the Chancellor, the Vice President for Academic Affairs and Student Success, and the Dean of the Graduate School, should not be sought until the THEC proposal is ready to submit.

+ ADD CONCENTRATION – PUBLIC HEALTH MAJOR, MPH

Epidemiology

In the 2020-2021 Graduate Catalog, add heading, text, and requirements for the new Epidemiology concentration for the Public Health Major, MPH, as follows:

Epidemiology Concentration – Course-only with Comprehensive Exam

Epidemiology is the core science of public health, and having an MPH with an epidemiology concentration will prepare students for a variety of public health careers. Students will be prepared to design and conduct population health studies and apply research findings to improve the health of the population. This concentration focuses on applying epidemiologic principles and methods; understanding the strengths and limitations of epidemiologic study designs; analyzing public health data using basic and intermediate level statistical methods; and communicating epidemiological research to both lay and scientific audiences.

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
- Epidemiology Concentration Courses (16 credit hours)
 - PUBH 536
 - PUBH 541 (1 credit hour)
 - PUBH 630
 - PUBH 640
 - Electives (6 credit hours), consult with academic advisor for selection and approval of electives.

- Internship (6 credit hours)
 - PUBH 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 course work to overcome background deficiencies.

Non-Course Requirements

- The MPH is a course-only with comprehensive exam program requiring completion of 42 credit hours of graduate course work including nine weeks of internship (may be completed on full- or part-time basis).
- The internship 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 a MPH comprehensive exam.

Rationale: This proposed concentration addresses the first three of the four student learning outcomes for the MPH program.

The infrastructure is already in place to offer this concentration in the department, and all core concentration courses included in this proposal are currently taught by Public Health faculty. The addition of the Epidemiology concentration will serve a need that has been identified by the Department of Public Health. Over the past several years, there has been a substantial increase in the number of students both interested in and completing minors in Epidemiology through the Department of Public Health. Prior to 2018, very few students completed this coursework. In 2018, two received their MPH in one of the current departmental concentrations with a minor in epidemiology. In 2019, eight MPH students received their MPH with a minor in epidemiology. Additionally, students from other disciplines and degree programs have sought out and completed the epidemiology minor, including 4 doctoral students from Kinesiology and Sports Studies and 1 from Food Microbiology. In an informal survey of graduating MPH students with an epidemiology minor, 50% of those asked indicated that they would have preferred an epidemiology concentration over the minor. Further, our department regularly receives inquiries from prospective students regarding a concentration in epidemiology. Finally, the Bureau of Labor Statistics projects this field to grow by 8.8% by the year 2026, with a large portion of this growth occurring in the state and local government, which our program regularly serves. Having a concentration in epidemiology will also qualify our graduates for prestigious epidemiology fellowships through organizations such as the Council of State and Territorial Epidemiologists and the Centers for Disease Control and Prevention.

Impact on Other Units: Minimal; the elective hours may be courses outside the Department of Public Health. However, given the breadth of interests in Public Health and the variety of courses across campus that can serve as epidemiology electives, we do not foresee any particular graduate-level course being overwhelmed by an influx of Public Health MPH students who are seeking elective credit hours. Financial Impact: None, given that the Public Health faculty are already teaching these courses.

DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION

REVISE THE TEACHER EDUCATION MAJOR, MS, PRACTITIONER CONCENTRATION TO SHOW AS A DISTANCE EDUCATION PROGRAM

In the 2020-2021 Graduate Catalog, revise the introductory paragraph under the heading below to add a last sentence to the paragraph as shown below:

Practitioner Concentration — Course-Only without Comprehensive Exam

Add as last sentence to the paragraph: The Practitioner concentration in Teacher Education is offered only as a Distance Education program.

The introductory paragraph will now read as follows:

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 in Teacher Education is offered only as a Distance Education program.

Rationale: There is a growing need for the MS in Teacher Education, Practitioner Concentration, to be delivered online to meet demands associated with an increasing K-12 teacher shortage in Tennessee (and nationally) particularly in documented high-needs endorsement areas. Students enrolled in this program are teachers of record in high-need endorsement areas. Offering the program online meets their needs for flexibility in scheduling and allows UTK to offer the program to students in various parts of the state. The online option will allow us to recruit students across the state of Tennessee.

Impact on other units: The program has no anticipated impact on other units. No other units at UTK offer a similar program.

Financial Impact: This change is not anticipated to negatively impact the department or college financially. It is hoped that enrollment in the program will increase once it goes online. As numbers in TPTE's traditional teacher preparation pathways (primarily our MS, Professional Internship program, formerly the Track 2 program) have decreased over the last decade, consistent with national trends, the Practitioner concentration was developed to address state needs and to mitigate enrollment declines in traditional programs. Taking it online will allow us to do that better and will generate funds that can be used to support program needs (e.g., paying additional clinical supervisors, purchasing technology to support online supervision and communication with students in areas of the state too distant for routine travel).

COLLEGE OF LAW**All changes effective Fall 2020****I. COURSE CHANGES****ADD**

LAW 884 Lawyers as Leaders (2) Designed to help students succeed as new entrants into the legal profession. Topics will include professional leadership, law firm management, bar association service, public service, practical ethics, redefining success, and leaving an enduring legacy. Classes will involve prominent guest speakers and discussion, supplemented with relevant readings. Grading will be based on class participation, three reflection papers, in class exercises, and a professional development plan.

Registration Restriction(s): Law students only.

Rationale: Expands curricular offerings in the area. Impact on other units: None expected. Financial impact: None expected.

INFORMATIONAL ITEM

The College of Law is in support of dropping the Contractual and Legal Affairs in Engineering and Construction Certificate

The Tickle College of Engineering, Department of Civil Engineering is where the certificate is housed. The actual proposal to drop the Contractual and Legal Affairs in Engineering and Construction Certificate will come from them in their December curricular submissions.

Rationale: The Tickle College of Engineering has been unable to provide the faculty needed to teach the courses for the certificate. Also, there is not sufficient student interest in the certificate at this time. Impact on other units: College of Law is in agreement to drop the certificate. Tickle College of Engineering will submit the official dropping of the certificate. Financial impact: None.

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2020		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
HERBERT COLLEGE OF AGRICULTURE							
Animal Science (ANSC)	536 Ecology of Grazing Land Systems	Secondary course. Primary course is: PLSC 536	X			2018	Was offered in Su 2018 however, no students enrolled. Plan to offer the course every other year and advertise and recruit more heavily.
Biosystems Engineering (BSE)	516 Environmental Hydrology		X				
Entomology and Plant Pathology (EPP)	515 Physiology of Plant Disease		X				
Plant Sciences (PLSC)	536 Ecology of Grazing Land Systems	Primary course. Secondary course: ANSC 536	X			2018	Was offered in Su 2018 however, no students enrolled. Plan to offer the course every other year and advertise and recruit more heavily.
COLLEGE OF ARCHITECTURE AND DESIGN							
Architecture (ARCH)	505 History and Theory of Architectural Stewardship		X			2018	We consider drop courses part of curriculum revision and requires faculty review. Our next faculty meeting is scheduled for Nov. 7. We will submit drop courses as part of our December 1 submission.
						2017	This course is part of a concentration in the Master of Architecture Program. At this time we have low enrollment but expect it to pick up in the next few years. We expect to teach this course before Fall 2018.
						2016	We plan to teach this course in the next academic year.

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			YES	NO			
Architecture (ARCH)	507 Architecture, Culture and Modernity		X			2018	We consider drop courses part of curriculum revision and requires faculty review. Our next faculty meeting is scheduled for Nov 7. We will submit drop courses as part of our December 1 submission.
Architecture (ARCH)	533 Introduction to Preservation		X			2018	We consider drop courses part of curriculum revision and requires faculty review. Our next faculty meeting is scheduled for Nov 7. We will submit drop courses as part of our December 1 submission.
Architecture (ARCH)	534 Visual Thinking in Digital media		X			2018	We consider drop courses part of curriculum revision and requires faculty review. Our next faculty meeting is scheduled for Nov 7. We will submit drop courses as part of our December 1 submission.
Architecture (ARCH)	556 Design Implementation: Construction Methods II		X			2018	We consider drop courses part of curriculum revision and requires faculty review. Our next faculty meeting is scheduled for Nov 7. We will submit drop courses as part of our December 1 submission.
Architecture (ARCH)	588 Advanced Architectural Design: Structural Innovations		X				
COLLEGE OF ARTS AND SCIENCES							
Anthropology (ANTH)	585 Laboratory Studies in Biological Anthropology			X	This course is scheduled to be taught next semester (spring, 2020) and needs to remain in the catalog. The course is in the spring 2020 Timetable with 4 registered.	2018 2017	A key course especially with new labs in Strong Hall. New and existing faculty will teach in the near future. New Faculty will teach this course. Would like to keep for now.
Anthropology (ANTH)	586 Anthropological Genetics			X	This course is anticipated to be taught again within the next few years by Dr. Cabana. Please retain this course for 2020.		

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			YES	NO			
Biochemistry and Cellular & Molecular Biology (BCMB)	517 Physical Biochemistry			X	We underwent the UG curriculum last year and are undergoing the graduate curriculum revision starting this Fall 2019. This process will include designing learning outcomes and aligning courses offerings to these. Keeping the course will be beneficial to the process this year.	2018	With new leadership and significant new number of faculty recruited in the last few years, we are in process of revisiting our curricular offerings and keeping the course is beneficial to the process as of this semester.
(BCMB)	522 Advanced Plant Physiology I		X			2018 2017 2016	With new leadership and significant new number of faculty recruited in the last few years, we are in process of revisiting our curricular offerings and keeping the course is beneficial to the process as of this semester. Department is still hoping to find someone to teach this course. Staffing issues have prevented teaching. Would like to keep active for now.
Chemistry (CHEM)	581 Radiation Measurements Laboratory	Secondary course. Primary course is: Nuclear Engr 550		X	581 is part of the graduate certificate in radiochemistry offered jointly with nuclear engineering. We teach Chem 580 (cross-listed as NE 535) and they teach NE 550, (cross-listed as Chem 581). We need to continue to offer this even if a chem professor does not teach it.		
Ecology and Evolutionary Biology (EEB)	546 Evolutionary Psychology	Secondary course. Primary course is: PSYC 546		X	We intend to offer this course during the 20/21 academic year and request it be retained in the catalog.	2018	Same justification as Psychology. Drs. Burghardt and Freeberg are interested in teaching the course again. Dr. Susan Kalisz, Head of EEB, also supports retaining the course.
English (ENGL)	507 Applied Criticism: The Rhetoric of Literary Forms			X	Per Dr. Dunn email: one of our faculty is scheduled to teach this course fall 2020.	2018	The faculty who normally teaches this course currently has administrative duties. We hope to offer this in the near future
German (GERM)	553 Classicisms: Literature, Criticism, & the German Canon around 1800			X	Course is central to our graduate curriculum. The faculty member who teaches the course has had admin duties. We plan to offer the course again in the near future.		

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			YES	NO			
German (GERM)	556 German Visual Cultures and Media			X	Course is central to our graduate curriculum. The faculty member who teaches the course has had admin duties. We plan to offer the course again in the near future.		
Mathematics (MATH)	511 Methods in Applied Mathematics I			X	Course content is currently being revised by the Graduate Committee. We need to retain the course until the completion of this process. This will allow us to decide whether to retain the course in future years.		
Mathematics (MATH)	512 Methods in Applied Mathematics II			X	Course content is currently being revised by the Graduate Committee. We need to retain the course until the completion of this process. This will allow us to decide whether to retain the course in future years.		
Music Ensemble (MUEN)	505 Studio Orchestra		X				
Psychology (PSYC)	546 Evolutionary Psychology	Primary Course Secondary course is: Ecology and Evolutionary Biology 546		X	Dr. Gordon Burghardt intends to teach this course in 2020-2021, so we need to retain it in the catalog.	2018	Drs. Burghardt and Freeberg are interested in teaching the course again. Dr. Susan Kalisz, Head of EEB, also supports retaining the course.
Psychology (PSYC)	672 Diagnosis and Treatment Planning		X				

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			YES	NO			
Sociology (SOCL)	644 Political Sociology			X	Due to his position as department head, Dr. Shefner's availability to teach has been limited. In addition, we are hiring another faculty member in his specialty area, political economy, this year. Both because of Shefner's greater flexibility (no longer department head after 2019-2020) and the new hire, we expect to make this class a central part of our graduate offerings in the near future and need this course retained in the catalog.	2018 2017	Course is central to our political economy offerings and needs to be kept. It is one of Prof. Shefner's rotation of courses, but he has not been able to teach it due to his service as department head. We expect it will be taught soon. This is a core course in Political Economy & Globalization typically taught by Dr. Shefner, who has a reduced course load as Head. Leaves by political economy faculty have made it impossible to staff this important class. We hope to offer this in AY 18-19.
HASLAM COLLEGE OF BUSINESS							
Accounting (ACCT)	521 Governmental, Not for Profit, and Management Accounting		X				
Business Administration (BUAD)	521 Business Core for MACC1		X				
Business Administration (BUAD)	522 Business Core for MACC11		X				
Management (MGT)	542 Business Planning in the Healthcare Industry		X				
Management (MGT)	610 Effective Academic Writing			X	We are teaching this class this year.		

[illegible]

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2020		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES							
Child and Family Studies (CFS)	650 Advanced Qualitative Research in Human Sciences			X	Course is scheduled to be taught in Spring 2020 by Dr. Megan Haselschwerdt.	2018	Provides important methodological training for students using qualitative methods for their theses/dissertations. It is the only course we offer that is fully focused on qualitative methods. Also is an elective for the qualitative certificate in Ed Psych. Has not been offered in recent years due, in part, to the retirement of a faculty member who typically taught it. We now have new faculty who plan to teach it next year.
Child and Family Studies (CFS)	653 Women and Families		X		FYI, we collapsed this content into a new course on Gender and Families that is being offered this fall.		
Counselor Education (COUN)	566 Theories of Family Therapy			X	While we have not had the labor time to teach this course, we do have student demand for it. Therefore, I would like to keep it in hopes of creating the capacity to teach it in the near future.		
Counselor Education (COUN)	664 Systems and Issues in Counseling Children and Youth		X				
Educational Administration (EDAM)	608 Development of and Current Issues in Educational Administration			X	The EdD program has been postponed to a fall 2020 start date. We still intend to teach this course in the EdD program.	2018	We need to keep this course for our new EdD program.

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			YES	NO			
Higher Education Administration (HEAM)	505 Leadership and Organizational Theory in Higher Education		X	✖	We have revised the coursework for the Higher Education Administration. We plan to offer this course as part of the revised program. After discussion, Committee voted to DROP the course as no specific semester was indicated when course would be taught. Department has opportunity to attend Graduate Council, Meeting on Nov 21 to give specific semester course will be taught.	2018 2017 2016	Need to retain this course. We are making changes to our Higher Education Administration program to include this course. We are in the process of revising our doctoral program and will be using the course in the future. First time on the list.
Higher Education Administration (HEAM)	650 Fiscal Policy Issues in Higher Education		✖ No, do not drop	✖ X	We have revised the coursework for the Higher Education Administration. We plan to offer this course as part of the revised program. After discussion, Committee voted to DROP the course as no specific semester was indicated when course would be taught. Department has opportunity to attend Graduate Council, Meeting on Nov 21 to give specific semester course will be taught. Dr. Lisa Driscoll attended GC Meeting. Explained she is now the instructor of HEAM 650, it is now a required course, and will be taught Sp 2021. Graduate Council voted and approved the appeal to retain HEAM 650.	2018 2017 2016	Need to retain this course. We are making changes to our Higher Education Administration program to include this course. We are in the process of revising our doctoral program and will be using the course in the future. First time on the list.
Instructional Technology (IT)	575 The Internet: Implications for Teaching and Learning			X	We have two faculty positions unfilled in this subject area. Therefore, there is great uncertainty in program directions and the curriculum may shift as new faculty are brought in. Thus, I would like us to keep this course for at least another year, until curricular adjustments settle out.		

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2020		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
Instructional Technology (IT)	681 Design Problems in Learning Environments			X	We have two faculty positions unfilled in this subject area. Therefore, there is great uncertainty in program directions and the curriculum may shift as new faculty are brought in. Thus, I would like us to keep this course for at least another year, until curricular adjustments settle out.		

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2020		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
Kinesiology (KNS)	633 Advanced Sport Psychology			✖	The Sport Psychology & Motor Behavior faculty plan to teach 633 in the future. This is a repeatable seminar that provides needed flexibility for delivering content related to current research and application. We have had reduced availability. However, Dr. Jared Porter just joined our faculty starting August 2018. We have discussed the potential of a faculty member delivering this course; thus, we would like to preserve this as an option. After discussion, Committee voted to DROP the course as no specific semester was indicated when course would be taught. Department has opportunity to attend Graduate Council Meeting to give specific semester course will be taught.	2018	The Sport Psychology & Motor Behavior faculty plan to teach 633 in the future. This is a repeatable seminar that provides needed flexibility for delivering content related to current research and application. We have had reduced availability. However, Dr. Jared Porter just joined our faculty starting August 2018. We have discussed the potential of a faculty member delivering this course; thus, we would like to preserve this as an option.
						2017	The Sport Psychology & Motor Behavior faculty plan to teach 633 in the future. It is a repeatable seminar that provides needed flexibility for delivering content related to current research and application. This is a possible summer course offering for one of the faculty members. With the hiring of a new faculty member in Sport Psychology (Dr. Jed Blanton) the dept would like to preserve the option of delivering this course.
						2016	The Sport Psychology & Motor Behavior faculty plan to teach 633 in the future. It is a repeatable seminar that provides needed flexibility for delivering content related to current research and application. With the reduced availability of Dr. Joe Whitney (former instructor) and the move of Dr. Jeff Fairbrother to the college, faculty are re-evaluating course offerings and would like another year to determine if 633 still serves a need.

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			YES	NO			
Mathematics Education (MEDU)	522 Using Programs and Materials to Differentiate Mathematics Instruction		X			2018	We envision using this course in one or more programs within the next 2 years. This course can be adapted to serve a number of programs, including ELED, secondary math/science, STEM gifted, SPED, etc. because the course can address K-12. We plan to include equity and stem themes in the class while still retaining a focus on math ed.
Mathematics Education (MEDU)	581 Mathematics Curriculum			X	We envision using this course in addressing multiple programs within the next 2 years. This course can be adapted to serve additional programs, including ELED, secondary math and science, STEM gifted, SPED, etc. because the course can address K-12. We plan to include equity/stem themes in the class while still retaining a focus on math ed.		
Recreation and Sport Management (RSM)	505 Therapeutic Recreation in Public Schools		X				
Recreation and Sport Management (RSM)	560 Sport Governance		X				
Science Education (SCED)	509 Global Science Education: Making Connections		X				
Theory and Practice in Teacher Education (TPTE)	526 Drama and Story Telling in Teaching		X				

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2020		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
TICKLE COLLEGE OF ENGINEERING							
Aerospace Engineering (AE)	525 Hypersonic Flow			X	Dr. Schmisser is offering 525 in Fall 20. This is a fundamental course related to Hypersonics, an area of strength in our program.	2018	An essential course in hypersonics/high speed flow and we plan to offer it in the new academic year.
Aerospace Engineering (AE)	542 Fluid Mechanics II	Secondary course. Primary course is: ME 542		X	Our AE faculty are currently discussing restructuring our courses and we would like to retain this one.		
Aerospace Engineering (AE)	644 Theory of Turbulence	Secondary course Primary course is: ME 644		X	We are restructuring our AE courses, and this advanced level Turbulence course will be essential for our PhD students. The plan is to offer it in 20-21 AY.	2018	An advanced level course that was taught by a faculty member who retired 2 years ago. Another faculty member is going to teach the course.
Biomedical Engineering (BME)	503 Biological Numerical Methods	Secondary course Primary course is: ME 659	X			2017 2016	The ME version of the course is taught regularly and we would like to continue to cross-list the AE version for AE PhD students. The ME version of the course is taught regularly and we would like to continue to cross-list the AE version for AE PhD students.
Biomedical Engineering (BME)	631 Advanced Biomechanics II	Primary course Secondary course is: ME 631		X	Dr. Komistek normally teaches this course every 3 years. The previous time he taught it, it was inadvertently offered as a Special Topics course. It will be offered in Spring 2021.	2018	Our faculty taught this course 2 years ago. However, due to some mistake it was offered as a Special Topics course instead. We continue to teach it regularly.
Chemical and Biomolecular Engineering (CBE)	631 Statistical Mechanics			X	We have ~5-10 PhD students that need this material for their dissertation research at any given time. We will offer 631 Fall 20 and planned for a 2-3 year cycle thereafter.		
Civil Engineering (CE)	674 Behavior of Reinforced Concrete Beams and Slabs			X	CE 674 is currently being integrated into a dual-listed course with a 500-level offering (574/674). We intend to keep 674 and offer it to PhD level students in future offerings to provide more rigor to that student group. This course will be taught in Fall 2020.		

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2020		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
Civil Engineering (CE)	680 Information Technology for Building and Infrastructure Systems		✗ No, do not drop	✗ X	This course is intended to be offered in Spring 2020. Faculty turnover has made it difficult to offer to date, but a growing PhD student cohort will need this course. Course is not in Sp 2020 Timetable. After discussion, Committee voted to DROP the course. Department has opportunity to attend Graduate Council, Meeting to give specific semester course will be taught. Dr. Chris Cox (Dept Head) sent email to explain course was added late to the spring 20 Timetable. It was verified course is in spring 20 Timetable with 2 students registered. Graduate Council voted and approved the appeal to retain CE 680.	2018 2017	Course aligns with the research interests of one of our faculty members. However, continued instability in the faculty in this area will delay our ability to offer the course. Construction faculty lines were just filled in Fall of 2017. We now have sufficient faculty to offer the course in the near future.
Computer Science (COSC)	529 Autonomous Mobile Robots			X	The previous instructor for this course has not been available to teach it due to outside appointments. We now have other faculty who plan to teach the course in the near future		
Electrical and Computer Engineering (ECE)	506 Real-time Digital Signal Processing			X	This is an important course for EE and CPE students with concentration in real-time systems. The previous instructor has not been able to teach it due to other teaching commitments. Recent faculty hires in CPE and EE will allow us to offer the course again in the near future.		
Electrical and Computer Engineering (ECE)	643 Detection and Estimation Theory			X	ECE 643 is an important course for EE students with concentration in signal processing and communication. It will be offered in Spring 2020.		
Environmental Engineering (ENVE)	562 Three Dimensional Climate Modeling			X	This course is strategically important to support system-level partnership with NOAA. We are attempting to identify an adjunct to teach it in a forthcoming semester, aiming for Fall 2020.		

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2020		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
Environmental Engineering (ENVE)	655 Environmental Systems Biology			X	This class is being planned to be taught in Spring 2021. It was introduced 4 years ago and will be taught again.		
Mechanical Engineering (ME)	527 Thermal Systems Analysis I			X	Our AE faculty is currently discussing restructuring our courses and we would like to retain this one.		
Mechanical Engineering (ME)	542 Fluid Mechanics II	Primary course Secondary course is: Aerospace Engr 542		X	Our AE faculty is currently discussing restructuring our courses and we would like to retain this one.		
Mechanical Engineering (ME)	564 Engineering Optics and Microscopy			X	This is an essential course for our AE/ME students and will be offered in the next AY.		
Mechanical Engineering (ME)	631 Advanced Biomechanics II	Secondary course Primary course is: BME 631		X	Dr. Komistek normally teaches this course every 3 years. The previous time he taught it, it was inadvertently offered as a Special Topics course. It will be offered in Spring 2021.	2018 2017 2016	Our faculty taught this course 2 years ago. However, due to some mistake it was offered as a Special Topics course instead. We continue to teach it regularly. This course is regularly taught but was inadvertently offered as a special topics course in the past two years. We would like to continue to teach it and keep it in the catalog. The BME version of the course is taught regularly and we would like to continue to cross-list the ME version for ME PhD students.
Mechanical Engineering (ME)	644 Theory of Turbulence	Primary course Secondary course is: Aerospace Engr 644		X	We are restructuring our AE courses, and this advanced level Turbulence course will be essential for our PhD students. The plan is to offer it in 20-21 AY.	2018	An advanced level course that was taught by a faculty member who retired 2 years ago. Another faculty member is going to teach the course.

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2020		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
Materials Science and Engineering (MSE)	516 Fundamentals of Plastic Deformation			X	We have a new Governor's Chair (Easo George) and a new junior faculty (Eric Lass) and plan to fill a new position in structural materials, thus with new emphasis would like to keep this course.	2018	Course is planned to be taught in Spring 2020.
Materials Science and Engineering (MSE)	544 Polymer Solution Thermodynamics and Characterization		X				
Materials Science and Engineering (MSE)	588 Cell and Tissue-Biomaterials Interaction	Primary course Secondary course is: (BME) Biomedical Engr 588	X		Primary is dropping MSE 588 The secondary academic discipline, Biomedical Engineering (BME), has chosen to retain the course and become the primary owner of BME 588.		

[illegible]

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2020		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
Nuclear Engineering (NE)	615 Transport Processes in Nuclear Engineering		X				
COLLEGE OF LAW							
Law (LAW)	846 Disability Law			X	Class is currently on the long-term schedule to be taught Fall 2021.	2018 2017	Once our current associate dean returns to the faculty full time in 2019, he or another faculty member will teach this course. Once our current associate dean returns to the faculty full time, he or another faculty member will teach this course.
Law (LAW)	879 Law and Economics			X	Class is currently on the schedule to be taught Fall 2020, if professor's schedule allows.		
COLLEGE OF NURSING							
Nursing (NURS)	578 Technology in Health Professions Education			X	We hired someone that is in the process of revising the course.		
INTERCOLLEGIATE							
Aviation Systems (AVSY)	503 Air Vehicles		X				
Aviation Systems (AVSY)	526 Introduction to Avionics II		X				
Aviation Systems (AVSY)	550 Project in Aviation Systems		X				

Originally on the report:

80 courses on the report

33 courses marked to DROP

47 courses marked to RETAIN

From the October 24 Curriculum Committee meeting, the Committee voted and approved to drop courses HEAM 505, HEAM 650, KNS 633 and CE 680 (which were marked to retain), the report now shows the following:

80 courses on the report

37 courses were approved to DROP

43 courses were approved to RETAIN

At the November 21 Graduate Council Meeting, two departments appealed to retain their courses that were marked to drop by the Curriculum Committee. The two courses appealed and were voted by Graduate Council to RETAIN are:

- Course HEAM 650 with appeal was approved to retain
- Course CE 680, with appeal was approved to retain

With the above appeals, the report for the Courses Not Taught now stands as follow:

80 courses on the report

35 courses were approved to DROP

45 courses were approved to RETAIN

NOTE: 400-level undergraduate courses (approved for graduate credit) listed on the Undergraduate Courses Not Taught in 4 or More Years List to be dropped will also be dropped from the Graduate Catalog.