THE UNIVERSITY OF TENNESSEE

November 30, 2023

Members present: Thompson, P. (Graduate Council Chair), Abedi, R. (UTSI), Akerman, J., Alshibli, K., Bishop, W., Castillo-Rodriguez, M., Cathey, A., Cho, M., Gao, Y., Geidner, N., Gerhold, R., Han, L., Hembree, D., Hewett, K., Higgins, P., Kaplan, G., Lang, M., Laursen, S. (Graduate Council Chair Elect), Love, A., Lucio, R., Marshall, S., Maslar, D., McCord, R., Misawa, M., Montgomery, K., Newkirk, K., Ownley, B., Patrick, J., Rosenbaum, B., Schmidt, H., Scott, J., Skinner, C., Slaton, L., Su, S., Thompson, H. (Graduate Student Senate Vice President), Tran, P., Trubee, K. (Graduate Student Senate President).

Ex-Officio members present: Ambroziak, K., Brothers, E., Cathey, A., Collins, C., Lars Dzikus, Haramule, J. (Undergraduate Curriculum), Higdon, M., Lane, I., Mercer, H., Meschke, L. (Past Graduate Chair), Moss, J., Nowicki, M., Scheb, J., Steele, J., Stier, J., Sullivan, M. (Undergraduate Curriculum Coordinator), Thompson, D., Tran., L., Cox, C., Favier, G.

Guests: Max Mortensen (Graduate Student Senator).

1. Call to Order and Welcome (Phyllis Thompson)

The Graduate Council Zoom meeting was called to order by Graduate Council Chair, Phyllis Thompson on Thursday, November 30, 2023, at 3:00 p.m.

2. Minutes of the Preceding Meeting

Thompson reported the November 13, 2023, Graduate Council Minutes were approved electronically on November 13, 2023.

3. Committee Reports:

- **Academic Policy Committee** (Melissa Hines, chair) – No meeting, no report
- **Appeals Committee** (Siris Laursen, chair) No report
- **Curriculum Committee** (Sibyl Marshall, chair) (***Attachment 1***)

  At the November 16 Graduate Curriculum Committee meeting all the Cycle 3 proposals were reviewed and discussed.

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

  Coming as a seconded motion, the committee members will now vote to approve the November 16, 2023, Graduate Curriculum Committee Report.

  Vote: Graduate Council voted: Voting results: unanimous approval.

- **Student Faculty Research Awards** (Dixie Thompson)
  - We received 64 SFRA applications from 11 colleges/units.
  - We funded 23 applications, from 8 colleges/units, totaling around $109,000.00.
  - Both those funded and not funded have been notified.

4. Administrative Reports and Announcements:

Dean's Update

Graduate Hooding will be on December 15, 2023, at 3PM.

Dr. Marla Bruner will join the Graduate School as our Assistant Dean and Director of Student Services.

Academic standing reports will be run the week of December 18. Departments will be notified of potential dismissal that week. Notifications to students will occur the first week in January.

Save the date: The Graduate School's new student orientation will be August 6, 2024. The Graduate School's new GTA orientation will be August 8, 2024. Newly admitted students will be receiving these notifications. Please pass the word to your departments and colleges. We ask that units avoid planning conflicting events on these days.

Graduate Student Senate Update: (H. Thompson, GSS Vice-President)

- Senate meeting
  - Our fourth Senate meeting was held on November 16. Our guest speaker was Jenna Spurlock from the Center for Health, Education, and Wellness (CHEW). Dr. Plowman
- Senators
  - We are still missing senators from: Ecology and Evolutional Biology (2), Accounting and Information Management (1), Finance (1), Management and Entrepreneurship (1), Veterinary Medicine (2).
- Spring 2024
  - Networking events with colleges and senator facilitation.
- Travel Awards
  - Travel Sept/Oct (deadline 10/1) award letters have been distributed.
    - 80 awards and $39,000.00.
  - Travel Nov/Dec (deadline 11/10) award letters have been distributed.
    - 69 awards
  - Next deadlines:
    12/7 for any travel between January 1st and February 29th travel. Visit gss.utk.edu/gss-travel-awards or email gsstravel@utk.edu for more information.
- Newsletter – *The Gist*
  - *The Gist* distributed on October 16, to 7,316 recipients, with 65% opening the newsletter.
  - *The Gist* distributed on November 13, to 7,347 with 69% opening the newsletter.
  - We sincerely thank our Communications Director, Valentina Gomez, for building this beautiful and useful Newsletter from scratch.
- Coming up:
  - Holiday celebration with Multicultural Graduate Student Organization (MGSO).
  - Spring events: Chancellor coming in May.
  - Senate 5 meeting is January 25th.Fielding questions/concerns about: access and engagement, campus safety, parking, housing, and space (among others).
  - Continuing to build a graduate student community at UT.

Graduate Council Chair (Phyllis Thompson)

At this time, I will ask our past Council chair, Laurie Meschke, to share and discuss the revisions to the Graduate Council Bylaws.

Review of Graduate Council Bylaws (Laurie Meschke)

I hope everyone reviewed the proposed changes to our Bylaws that were sent to you.
Background for changes: The Bylaw changes were initiated from the changes made last year by the Faculty Senate to their Bylaws. The big change is they will have 2 faculty members from their Teaching and Learning Counsel who will be a liaison with the Graduate Council. The two members will attend the Academic Policy

Committee meetings and the Curriculum Committee meetings to have a better understanding of the meetings and to support the chairs of both the UG and GR Counsels.

Because of the changes to the Faculty Senate Bylaws, we, likewise, need to update our Bylaws.

Meschke shared the Bylaws document and showed the different areas where changes need to be made. Meschke asked for comments or questions.

There were some questions and discussions over the changes.

- One question: should we have equal representation from all the units on the Curriculum Committee?

  It was mentioned it would be good to have a faculty member from every unit on the committee so that when questions are asked about proposals, a faculty member would be there to answer the questions.

  - D. Thompson: Next year when the Executive Committee meets to assign faculty to committees, we can review and look at more representation from each unit. Realizing this may mean that some faculty will have to serve on two committees.
  - L. Meschke: With no further discussion, next fall when the structure of the committees is assigned, the Executive Committee will review to look at more representation on the Curriculum Committee.
- During the review of section, *Article IV. Meetings, Decision-making and Reporting*, there was a question about the wording of “special meetings” and “called meetings” in the first paragraph. After discussion, it was suggested to change the wording “Special meetings” to “Specially called meetings.”

Are there any more comments or questions. With none, I will take our draft and make the edits suggested today. The edited version will be included in our next Agenda. At our next Graduate Council meeting, we will review the Bylaws again, have discussions, and vote at that time to approve the revised Bylaws.

P. Thompson
Thank you so much Dr. Meschke for your time and work on reviewing the Bylaws and bringing this forward today as a discussion item for the Graduate Council.

I have no items for today’s meeting. Are there any items from the floor for consideration? With none, I ask for a motion to adjourn our meeting. Motion made and seconded. Meeting adjourned at

The meeting was adjourned at 3:55 p.m.

Respectfully submitted,

Catherine Cox
Graduate Council Liaison

Attachment 1

Cycle 3, Graduate Curriculum Committee Meeting Report
Zoom Meeting
Thursday, November 16, 2023

Members present: Reza Abedi (proxy for Peng Zhao), Jennifer Akerman, Amy Cathey, Moonhee Cho, Patricia Higgins, Greg Kaplan (proxy for Luis Finotti), Mohamed Abouelkhair (proxy for Kim Newkirk), Xuhong Su, Katherine Trubee (Graduate Student Senate).

Colleges/Units attending: Herbert College of Agriculture, Bonnie Ownley and John Stier; College of Architecture and Design, Katherine Ambroziak; College of Arts and Sciences, Hong Guo and Liam Tran, Haslam College of Business, Kelly Hewett; College of Communication and Information, Virginia Kupritz; College of Education, Health, and Human Sciences, Ahmed Bettaieb and Lars Dzikus; Tickle College of Engineering, Michael Danquah, Aly Fathy, Lee Han, and Jim Ostrowski; College of Law, Michael Higdon; College of Music, Brendan McConville; College of Nursing, Karen Lasater; College of Social Work, Lizzie Bowland and Rob Lucio; Baker School, Katie Cahill; Bredesen Center, Yanfei Gao; Comparative and Experimental Medicine, Agricola Odoi; College of Emerging and Collaborative Studies, Xiapeng Zhao.

Also attending: Graduate Council Chair, Phyllis Thompson; Graduate Council Chair-elect, Siris Laursen; Graduate School, Anna Maria Murphy; Dixie Thompson, Catherine Cox, and Grace Favier; Graduate Student Senate, Max Mortensen

Dr. Dixie Thompson (serving as proxy for Chair, Sibyl Marshall) called the meeting to order at 3:30 p.m.

- The Cycle Three curriculum proposals submitted for review and discussion are from the College of Arts and Sciences, College of Communication and Information, College of Education, Health, and Human Sciences, College of Emerging and Collaborative Studies, College of Law, College of Music, College of Nursing, Bredesen Center, and Tickle College of Engineering.

- Dr. Thompson explained that the Cycle 3 curriculum proposals will be reviewed using the Curriculum Summary Agenda, but if there are any questions or concerns and the proposal needs to be fully reviewed, then we will review the proposal in Curriculog for full detail review.

- Each college's proposals were reviewed and asked if there were questions, concerns, or discussion. After any discussion or clarification, a poll was launched to vote to approve, not approve, or abstain.

Curriculum Proposals: outcome
After review and discussion of all curricular submissions, the following curriculum proposals were approved as presented.

The Graduate Curriculum report moves forward and is recommended to Graduate Council for approval.

Graduate Curriculum Cycle 3 Summary Agenda
Proposals effective fall 2024
November 16, 2023

The proposal names and numbers (1 - 311) below match how they appear in the Curriculog Agenda. These numbers will be shown to the right of the agenda items after this list.

1. College of Arts and Sciences - EEB - 608
2. College of Arts and Sciences - POLS - 599
3. College of Arts and Sciences - PSYC - 474
4. College of Arts and Sciences - Physics and Astronomy - Physics Major, MS
5. College of Arts and Sciences - Physics and Astronomy - Physics Major, PhD
6. College of Arts and Sciences - SOCI - 419
7. College of Arts and Sciences - World Languages and Cultures - French Major, MA
8. College of Arts and Sciences - World Languages and Cultures - Spanish Major, MA
9. College of Communication and Information - INSC - 506
10. College of Communication and Information - INSC - 527
11. College of Communication and Information - INSC - 582
12. College of Communication and Information - Interdepartmental - Communication and Information Major, PhD
13. College of Communication and Information Tombras School of Advertising and Public Relations - Communication and Information Major, MS
14. College of Education, Health, and Human Sciences - ARED - 576
15. College of Education, Health, and Human Sciences - ASL - 422
16. College of Education, Health, and Human Sciences - ASL - 435
17. College of Education, Health, and Human Sciences - ASL - 522
18. College of Education, Health, and Human Sciences - ASL - 535
19. College of Education, Health, and Human Sciences - CFS - 640
20. College of Education, Health, and Human Sciences - COUN - 500
21. College of Education, Health, and Human Sciences - COUN - 502
22. College of Education, Health, and Human Sciences - COUN - 503
23. College of Education, Health, and Human Sciences - COUN - 504
24. College of Education, Health, and Human Sciences - COUN - 518
25. College of Education, Health, and Human Sciences - COUN - 525
26. College of Education, Health, and Human Sciences - COUN - 535
27. College of Education, Health, and Human Sciences - COUN - 541
28. College of Education, Health, and Human Sciences - COUN - 545
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38. College of Education, Health, and Human Sciences - COUN - 560
39. College of Education, Health, and Human Sciences - COUN - 562
40. College of Education, Health, and Human Sciences - COUN - 563
41. College of Education, Health, and Human Sciences - COUN - 565
42. College of Education, Health, and Human Sciences - COUN - 569
43. College of Education, Health, and Human Sciences - COUN - 570
44. College of Education, Health, and Human Sciences - COUN - 580
45. College of Education, Health, and Human Sciences - COUN - 590
46. College of Education, Health, and Human Sciences - COUN - 593
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48. College of Education, Health, and Human Sciences - COUN - 601
49. College of Education, Health, and Human Sciences - COUN - 604
50. College of Education, Health, and Human Sciences - COUN - 610
51. College of Education, Health, and Human Sciences - COUN - 645
52. College of Education, Health, and Human Sciences - COUN - 650

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54. College of Education, Health, and Human Sciences - COUN - 659
55. College of Education, Health, and Human Sciences - COUN - 662
56. College of Education, Health, and Human Sciences - COUN - 670
57. College of Education, Health, and Human Sciences - COUN - 672
58. College of Education, Health, and Human Sciences - COUN - 675
59. College of Education, Health, and Human Sciences - COUN - 680
60. College of Education, Health, and Human Sciences - COUN - 693
61. College of Education, Health, and Human Sciences - CYAL - 505
62. College of Education, Health, and Human Sciences - CYAL - 506
63. College of Education, Health, and Human Sciences - Child and Family Studies - International Children, Youth, and Families Graduate Certificate
64. College of Education, Health, and Human Sciences - Counseling, Human Development, and Family Science - Counseling Major, MS
65. College of Education, Health, and Human Sciences - Counseling, Human Development, and Family Science - Counselor Education Major, PhD
66. College of Education, Health, and Human Sciences - Counseling, Human Development, and Family Science - Grief, Loss, and Trauma Graduate Certificate
67. College of Education, Health, and Human Sciences - EDDE - 415
68. College of Education, Health, and Human Sciences - EDDE - 416
69. College of Education, Health, and Human Sciences - EDDE - 419
70. College of Education, Health, and Human Sciences - EDDE - 515
71. College of Education, Health, and Human Sciences - EDDE - 516
72. College of Education, Health, and Human Sciences - EDDE - 519
73. College of Education, Health, and Human Sciences - EDDE - 525
74. College of Education, Health, and Human Sciences - EDPY - 501
75. College of Education, Health, and Human Sciences - EDPY - 502
76. College of Education, Health, and Human Sciences - EDPY - 504
77. College of Education, Health, and Human Sciences - EDPY - 506
78. College of Education, Health, and Human Sciences - EDPY - 507
79. College of Education, Health, and Human Sciences - EDPY - 509
80. College of Education, Health, and Human Sciences - EDPY - 512
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88. College of Education, Health, and Human Sciences - EDPY - 537
89. College of Education, Health, and Human Sciences - EDPY - 550
90. College of Education, Health, and Human Sciences - EDPY - 569
91. College of Education, Health, and Human Sciences - EDPY - 572
92. College of Education, Health, and Human Sciences - EDPY - 574
93. College of Education, Health, and Human Sciences - EDPY - 593
94. College of Education, Health, and Human Sciences - EDPY - 600
95. College of Education, Health, and Human Sciences - EDPY - 602
96. College of Education, Health, and Human Sciences - EDPY - 603
97. College of Education, Health, and Human Sciences - EDPY - 604
98. College of Education, Health, and Human Sciences - EDPY - 655
99. College of Education, Health, and Human Sciences - EDPY - 668
100. College of Education, Health, and Human Sciences - EDPY - 669
101. College of Education, Health, and Human Sciences - EDPY - 693
102. College of Education, Health, and Human Sciences - ENED - 559
103. College of Education, Health, and Human Sciences - ENED - 560
104. College of Education, Health, and Human Sciences - Educational Leadership and Policy Studies - Adult Learning in Professional Settings Graduate Certificate
105. College of Education, Health, and Human Sciences - Educational Leadership and Policy Studies - Education Major, MS, Adult and Continuing Education Concentration
106. College of Education, Health, and Human Sciences - Educational Psychology and Counseling - Education Major, PhD - Learning Environments and Educational Studies
107. College of Education, Health, and Human Sciences - Educational Psychology and Counseling - Educational Psychology and Research Major, PhD - Applied Educational Psychology

108. College of Education, Health, and Human Sciences - HDFS - 500
109. College of Education, Health, and Human Sciences - HDFS - 502
110. College of Education, Health, and Human Sciences - HDFS - 510
111. College of Education, Health, and Human Sciences - HDFS - 511
112. College of Education, Health, and Human Sciences - HDFS - 522
113. College of Education, Health, and Human Sciences - HDFS - 535
114. College of Education, Health, and Human Sciences - HDFS - 550
115. College of Education, Health, and Human Sciences - HDFS - 552
116. College of Education, Health, and Human Sciences - HDFS - 564
117. College of Education, Health, and Human Sciences - HDFS - 565
118. College of Education, Health, and Human Sciences - HDFS - 570
119. College of Education, Health, and Human Sciences - HDFS - 572
120. College of Education, Health, and Human Sciences - HDFS - 578
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122. College of Education, Health, and Human Sciences - HDFS - 581
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125. College of Education, Health, and Human Sciences - HDFS - 610
126. College of Education, Health, and Human Sciences - HDFS - 620
127. College of Education, Health, and Human Sciences - HDFS - 631
128. College of Education, Health, and Human Sciences - HDFS - 650
129. College of Education, Health, and Human Sciences - HDFS - 652
130. College of Education, Health, and Human Sciences - HDFS - 661
131. College of Education, Health, and Human Sciences - HDFS - 672
132. College of Education, Health, and Human Sciences - HTM - 560
133. College of Education, Health, and Human Sciences - HTM - 584
134. College of Education, Health, and Human Sciences - IEC - 445
135. College of Education, Health, and Human Sciences - IEC - 512
136. College of Education, Health, and Human Sciences - IEC - 530
137. College of Education, Health, and Human Sciences - IEC - 551
138. College of Education, Health, and Human Sciences - IEC - 555
139. College of Education, Health, and Human Sciences - IEC - 560
140. College of Education, Health, and Human Sciences - IEC - 569
141. College of Education, Health, and Human Sciences - IEC - 574
142. College of Education, Health, and Human Sciences - IEC - 575
143. College of Education, Health, and Human Sciences - IEC - 591
144. College of Education, Health, and Human Sciences - IEC - 635
145. College of Education, Health, and Human Sciences - IT - 502
146. College of Education, Health, and Human Sciences - IT - 518
147. College of Education, Health, and Human Sciences - IT - 521
148. College of Education, Health, and Human Sciences - IT - 525
149. College of Education, Health, and Human Sciences - IT - 532
150. College of Education, Health, and Human Sciences - IT - 566
151. College of Education, Health, and Human Sciences - IT - 570
152. College of Education, Health, and Human Sciences - IT - 573
153. College of Education, Health, and Human Sciences - IT - 574
154. College of Education, Health, and Human Sciences - IT - 575
155. College of Education, Health, and Human Sciences - IT - 577
156. College of Education, Health, and Human Sciences - IT - 578
157. College of Education, Health, and Human Sciences - IT - 594
158. College of Education, Health, and Human Sciences - IT - 595
159. College of Education, Health, and Human Sciences - IT - 600
160. College of Education, Health, and Human Sciences - IT - 694
161. College of Education, Health, and Human Sciences - IT - 695
162. College of Education, Health, and Human Sciences - KNS - 431
163. College of Education, Health, and Human Sciences - KNS - 519
164. College of Education, Health, and Human Sciences - KNS - 520
165. College of Education, Health, and Human Sciences - KNS - 631
166. College of Education, Health, and Human Sciences - KNS - 636
167. College of Education, Health, and Human Sciences - KNS - 637
168. College of Education, Health, and Human Sciences - Kinesiology, Recreation, and Sport Studies - Kinesiology and Sport Studies Major, PhD
169. College of Education, Health, and Human Sciences - LDT - 602

170. College of Education, Health, and Human Sciences - LDT - 620
171. College of Education, Health, and Human Sciences - LDT - 630
172. College of Education, Health, and Human Sciences - LDT - 640
173. College of Education, Health, and Human Sciences - LDT - 651
174. College of Education, Health, and Human Sciences - LDT - 661
175. College of Education, Health, and Human Sciences - LDT - 671
176. College of Education, Health, and Human Sciences - LDT - 681
177. College of Education, Health, and Human Sciences - LDT - 693
178. College of Education, Health, and Human Sciences - LEES - 502
179. College of Education, Health, and Human Sciences - LEES - 504
180. College of Education, Health, and Human Sciences - LEES - 593
181. College of Education, Health, and Human Sciences - LEES - 600
182. College of Education, Health, and Human Sciences - LEES - 604
183. College of Education, Health, and Human Sciences - LEES - 640
184. College of Education, Health, and Human Sciences - LEES - 671
185. College of Education, Health, and Human Sciences - LEES - 693
186. College of Education, Health, and Human Sciences - MEDU - 545
187. College of Education, Health, and Human Sciences - MEDU - 546
188. College of Education, Health, and Human Sciences - MEDU - 580
189. College of Education, Health, and Human Sciences - NUTR - 416
190. College of Education, Health, and Human Sciences - NUTR - 425
191. College of Education, Health, and Human Sciences - PUBH - 527
192. College of Education, Health, and Human Sciences - PUBH - 528
193. College of Education, Health, and Human Sciences - PUBH - 534
194. College of Education, Health, and Human Sciences - PUBH - 535
195. College of Education, Health, and Human Sciences - PUBH - 537
196. College of Education, Health, and Human Sciences - PUBH - 556
197. College of Education, Health, and Human Sciences - PUBH - 609
198. College of Education, Health, and Human Sciences - Public Health - Epidemiology Minor
199. College of Education, Health, and Human Sciences - Public Health - Public Health Major, MPH
200. College of Education, Health, and Human Sciences - REED - 561
201. College of Education, Health, and Human Sciences - RHTM - 500
202. College of Education, Health, and Human Sciences - RHTM - 504
203. College of Education, Health, and Human Sciences - RHTM - 510
204. College of Education, Health, and Human Sciences - RHTM - 512
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206. College of Education, Health, and Human Sciences - RHTM - 516
207. College of Education, Health, and Human Sciences - RHTM - 525
208. College of Education, Health, and Human Sciences - RHTM - 570
209. College of Education, Health, and Human Sciences - RHTM - 584
210. College of Education, Health, and Human Sciences - RHTM - 591
211. College of Education, Health, and Human Sciences - RHTM - 592
212. College of Education, Health, and Human Sciences - RHTM - 625
213. College of Education, Health, and Human Sciences - RHTM - 635
214. College of Education, Health, and Human Sciences - Retail, Hospitality, and Tourism Management - Retail, Hospitality, and Tourism Management Major, PhD
215. College of Education, Health, and Human Sciences - Retail, Hospitality, and Tourism Management - Retail, Hospitality, and Tourism Management, MS
216. College of Education, Health, and Human Sciences - SCED - 545
217. College of Education, Health, and Human Sciences - SCED - 546
218. College of Education, Health, and Human Sciences - SCED - 580
219. College of Education, Health, and Human Sciences - SCHP - 505
220. College of Education, Health, and Human Sciences - SCHP - 510
221. College of Education, Health, and Human Sciences - SCHP - 515
222. College of Education, Health, and Human Sciences - SCHP - 516
223. College of Education, Health, and Human Sciences - SCHP - 517
224. College of Education, Health, and Human Sciences - SCHP - 530
225. College of Education, Health, and Human Sciences - SCHP - 540
226. College of Education, Health, and Human Sciences - SCHP - 541
227. College of Education, Health, and Human Sciences - SCHP - 542
228. College of Education, Health, and Human Sciences - SCHP - 545
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231. College of Education, Health, and Human Sciences - SCHP - 551
232. College of Education, Health, and Human Sciences - SCHP - 552
233. College of Education, Health, and Human Sciences - SCHP - 580
234. College of Education, Health, and Human Sciences - SCHP - 600
235. College of Education, Health, and Human Sciences - SCHP - 636
236. College of Education, Health, and Human Sciences - SCHP - 649
237. College of Education, Health, and Human Sciences - SCHP - 651
238. College of Education, Health, and Human Sciences - SCHP - 652
239. College of Education, Health, and Human Sciences - SCHP - 653
240. College of Education, Health, and Human Sciences - SCHP - 655
241. College of Education, Health, and Human Sciences - SCHP - 690
242. College of Education, Health, and Human Sciences - Theory and Practice in Teacher Education - American Sign Language Education Graduate Certificate
243. College of Education, Health, and Human Sciences - Theory and Practice in Teacher Education - Deaf Education (PreK-12) Graduate Certificate
244. College of Education, Health, and Human Sciences - Theory and Practice in Teacher Education - Education Major, EdS, School Psychology Concentration
245. College of Education, Health, and Human Sciences - Theory and Practice in Teacher Education - Educational Psychology Major, MS
246. College of Education, Health, and Human Sciences - Theory and Practice in Teacher Education - School Psychology Major, PhD
247. College of Education, Health, and Human Sciences - WLEL - 545
248. College of Education, Health, and Human Sciences - WLEL - 551
249. College of Education, Health, and Human Sciences - WLEL - 566
250. College of Education, Health, and Human Sciences - WLEL - 575
251. College of Education, Health, and Human Sciences - WLEL - 589
252. College of Emerging and Collaborative Studies - AI - 593
253. College of Emerging and Collaborative Studies - AI - 595
254. College of Emerging and Collaborative Studies - AI - 599
255. College of Emerging and Collaborative Studies - AI - 699
256. College of Emerging and Collaborative Studies - CYBR - 505
257. College of Emerging and Collaborative Studies - DATA - 593
258. College of Emerging and Collaborative Studies - DATA - 595
259. College of Emerging and Collaborative Studies - DATA - 599
260. College of Emerging and Collaborative Studies - DATA - 699
261. College of Emerging and Collaborative Studies - ITS - 501
262. College of Law - LAW - 860
263. College of Law - LAW - 861
264. College of Music - College of Music - Certificate in Vocal Pedagogy
265. College of Music - MUTH - 552
266. College of Music - MUTH - 590
267. College of Music - MUVC - 595
268. College of Nursing - NURS - 614
269. Drop Academic Unit: Department of Educational Psychology and Counseling
270. Drop Department of Child and Family Studies CFS
271. Intercollegiate - DSE - 592
272. Intercollegiate - ESE - 592
273. New Subject Code: Human Development and Family Science (HDFS)
274. New Subject Code: Interdisciplinary Early Childhood (IEC)
275. Political Science Major, MA
276. Rename Academic Unit: Earth, Environmental, and Planetary Sciences
277. SOCI - 510 - Professional Preparation
278. Tickle College of Engineering - CE - 485
279. Tickle College of Engineering - COSC - 494
280. Tickle College of Engineering - COSC - 500
281. Tickle College of Engineering - COSC - 561
282. Tickle College of Engineering - Chemical and Biomolecular Engineering - Chemical Engineering Major, MS
283. Tickle College of Engineering - ECE - 462
284. Tickle College of Engineering - ECE - 482
285. Tickle College of Engineering - ECE - 491
286. Tickle College of Engineering - ECE - 500
287. Tickle College of Engineering - ECE - 502
288. Tickle College of Engineering - EF - 463

289. Tickle College of Engineering - ENVE - 527
290. Tickle College of Engineering - ENVE - 673
291. Tickle College of Engineering - ENVE - 674
292. Tickle College of Engineering - Electrical Engineering and Computer Science - Artificial Intelligence and Machine Learning Graduate Certificate
293. Tickle College of Engineering - Electrical Engineering and Computer Science - Computer Engineering Major, MS
294. Tickle College of Engineering - IE - 650
295. Tickle College of Engineering - Industrial and Systems Engineering - Industrial Engineering Major, Doctor of Engineering (DE), with Engineering Management Concentration
296. Tickle College of Engineering - Interdepartmental - Engineering Intellectual Property Law
297. Tickle College of Engineering - ME - 521
298. Tickle College of Engineering - ME - 522
299. Tickle College of Engineering - MSE - 504
300. Tickle College of Engineering - MSE - 551
301. Tickle College of Engineering - MSE - 571
302. Tickle College of Engineering - MSE - 572
303. Tickle College of Engineering - NE - 441
304. Tickle College of Engineering - NE - 516
305. Tickle College of Engineering - NE - 541
306. Tickle College of Engineering - NE - 545
307. Tickle College of Engineering - NE - 611
308. Tickle College of Engineering - NE - 684
309. Tickle College of Engineering - Nuclear Engineering - Medical Physics Major, MS
310. Tickle College of Engineering - Nuclear Engineering - Nuclear Engineering Major, MS
311. Tickle College of Engineering - Nuclear Engineering - Nuclear Engineering Major, PhD

College Proposals - numbers and totals

- **College of Arts and Sciences**
  - 11 total proposals
  - 5 programs, 1 department name change, 5 courses.
- **College of Communications**
  - 5 total proposals
  - 2 programs, 3 courses.
- **College of Education, Health, and Human Sciences**
  - 242 total proposals
  - 2 drop departments, 2 subject codes, 5 certificates, 13 programs, 220 courses.
- **College of Emerging and Collaborative Studies**
  - 10 course proposals.
- **College of Law**
  - 2 course proposals.
- **College of Music**
  - 4 total proposals
  - 1 certificate, 3 courses.
- **College of Nursing**
  - 1 course proposal.
- **Intercollegiate Bredesen Center**
  - 2 course proposals.
- **Tickle College of Engineering**
  - 34 total proposals
  - 7 programs, 1 certificate, 26 courses.

Total proposals: 311

- Total department changes: 3
- Total new subject codes: 2
- Total programs including certificates: 34
- Total courses: 272

Course Changes

College of Arts and Sciences

Department of Ecology and Evolutionary Biology

- **Add EEB 608 Advanced Topics in Learning #1** **Mid Impact**
  1-3 credit hours, Exposure and in-depth training in contemporary topics and approaches important to teaching strategies that enhance student learning in undergraduate classrooms. Consult departmental listing for offerings. May be repeated with consent of the department - maximum 12 hours.

Department of Political Science

- **Revise POLS 599 Professional Development #2** **Mid Impact**
  Adding Grading Restriction S/NC, Adding Repeatability "May be repeated. Maximum 10 hours.", Adding Credit Restriction "May not be used toward degree coursework hours requirement", Adding Registration Permission "Political science graduate students and permission of the department".

Department of Psychology

- **Drop PSYC 474 Theories and Research in Child Development #3** **Mid Impact**
  Rationale: Removing 400-level and adding back as a 500-level course.
  Note: The PSYC 574 course has been proposed and is still in the CAS process.

Department of Sociology

- **Add SOCI 419 Sociology and Science Fiction #6** **Mid Impact**
  3 credit hours, Examines how science fiction relates to social problems and issues. Will examine film and texts through the lenses of social theory.
  Adding for graduate credit, already exists in UG catalog.

- **Revise SOCI 510 Professional Preparation #277** **Low Impact**
  Changing credit hours from 1 to 1-3.

College of Communication

Department of Information Sciences

- **Drop INSC 506 edTPA Seminar #9** **Mid Impact**
  Rationale: The course was a one-credit, one-hour per week synchronous meeting to help students be more successful at passing the edTPA, a State-mandated instruction-based assessment required for an initial teaching license in Tennessee. A weekly meeting did not work as different groups of students may have different issues with the edTPA and a structured class did not work for this individual experience.

- **Add INSC 527 Knowledge Organization Systems #10** **Mid Impact**
  3 credit hours, History, philosophy, and theory of concepts, categories, and classification. Methods and tools for the construction, evaluation, and critical analysis of systems for knowledge organization including taxonomy and ontology. Registration Enforced (RE) Prerequisite(s): INSC 512.
  Rationale: This course is intended as an advanced elective in information organization. While students are introduced to the basic concepts in classification and knowledge organization systems in the core class INSC 512, this class offers a deeper view of the historical and theoretical underpinnings of knowledge organization. At the same time, the course offers a chance to hone in-demand practical skills in constructing and maintaining systems for knowledge organization including taxonomies and ontologies. Theoretical and practical coverage of these topics is currently lacking from the curriculum.
- **Drop INSC 582 Information Systems Design and Implementation #11** **Mid Impact**
  Rationale: The course has not been offered and technology has advance to where these topics need to be revamped into an entirely new course. Some of the content exists in other current graduate courses.

College of Education, Health, and Human Sciences

Department of Child and Family Studies

- **Drop CFS 640 Seminar in Child Development, Family Studies, and Early Learning #19** **Mid Impact**
- This course has not been offered in a number of years and the topic does not fit current faculty members or instructors. This course will not be moving with the merge of CFS and EPC, nor moving to any other unit.

Department of Counseling, Human Development, and Family Science

- **New Subject Code/Prefix HDFS #273** **Mid Impact**
  Rationale: CEHHS is restructuring, and these courses need to move with HDFS faculty to the new department, CHDF. This prefix change is to modernize nomenclature consistent with norms in the discipline and differentiate these courses from Integrated Childhood Education courses moving to TPTE.

- **Revise COUN 500 Thesis #20** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 502 Registration for Use of Facilities #21** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 503 Problems in Lieu of Thesis #22** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 504 Special Topics #23** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 518 Educational Specialist Research and Thesis #24** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 525 Assessment and Testing in Counseling #25** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 535 Orientation to Counseling and Ethics #26** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 541 Addictions Counseling #27** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 545 Lifespan Development and Wellness in Counseling #28** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 550 Foundations in School Counseling #29** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 551 Counseling Theories #30** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 552 Career Development and Counseling #31** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 554 Group Counseling and Group Work #32** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 555 Practicum in Counseling #33** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department

designation has been updated.

- **Revise COUN 556 Foundations in Clinical Mental Health Counseling #34** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 557 Advanced Practicum in Counseling #35** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 558 Internship in School Counseling #36** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 559 Internship in Clinical Mental Health Counseling #37** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 560 Foundations and Applications of Grief Support #38** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 562 Child Centered Play Therapy #39** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 563 Crisis and Trauma Counseling #40** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 565 Counseling Children and Adolescents #41** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 569 Human Sexuality in the Counseling Profession #42** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 570 Social and Cultural Diversity in Counseling #43** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 580 Essential Skills for Professional Counseling #44** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Add COUN 590 Diagnosis and Treatment Planning in Counseling #45** **Mid Impact**
  3 credit hours, Diagnostic process and classification utilizing the Diagnostic and Statistical Manual of Mental Disorders and International Classification of Disorders across the lifespan. Development of evidence-based, developmentally appropriate, and culturally sustaining counseling treatment plans. Registration Permission: MS in Counseling or consent of instructor.

- **Revise COUN 593 Independent Study #46** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 600 Doctoral Research and Dissertation #47** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 601 Professional Seminar #48** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department

designation has been updated.

- **Revise COUN 604 Special Topics #49** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 610 Preparing for Dissertation in Counselor Education #50** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 645 Foundations in Counselor Education and Supervision #51** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 650 Seminar in Counselor Education #52** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 655 Practicum in Counselor Education #53** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 659 Internship in Counselor Education #54** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 662 Advanced Theory and Practice of Counseling #55** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 670 Theory and Practice of Counseling Supervision #56** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 672 Advanced Social and Cultural Diversity in Counseling #57** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 675 Theory and Practice of Teaching in Counselor Education #58** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 680 Advanced Theory and Practice of Career Counseling #59** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise COUN 693 Independent Study #60** **Mid Impact**
  CFS and EPC are merging into CHDF. The COUN courses are moving to CHDF, and the department designation has been updated.

- **Revise HDFS 500 Thesis #108** **Mid Impact**
  This course was a CFS course and has been dropped and added to CHDFS with a new subject code (HDFS) to reflect the name of the new department and the results of the CEHHS restructuring.

- **Revise HDFS 502 Registration for Use of Facilities #109** **Mid Impact**
  This course was a CFS course and has been dropped and added to CHDFS with a new subject code (HDFS) to reflect the name of the new department and the results of the CEHHS restructuring.

- **Revise HDFS 510 Theories in Human Development #110** **Mid Impact**
  This course was a CFS course and has been dropped and added to CHDFS with a new subject code (HDFS) to reflect the name of the new department and the results of the CEHHS restructuring.

- **Revise HDFS 511 Explorations in Child Development #111** **Mid Impact**
  This course was a CFS course and has been dropped and added to CHDFS with a new subject code (HDFS) to reflect the name of the new department and the results of the CEHHS restructuring.

- **Revise HDFS 522 Family Relationships and Interaction #112** **Mid Impact**
  This course was a CFS course and has been dropped and added to CHDFS with a new subject code (HDFS) to reflect the name of the new department and the results of the CEHHS restructuring.

- **Revise HDFS 535 Couple Relationships #113** **Mid Impact**
  This course was a CFS course and has been dropped and added to CHDFS with a new subject code (HDFS) to reflect the name of the new department and the results of the CEHHS restructuring.

- **Revise HDFS 550 Theories in Family Science #114** **Mid Impact**
  This course was a CFS course and has been dropped and added to CHDFS with a new subject code (HDFS) to reflect the name of the new department and the results of the CEHHS restructuring.

- **Revise HDFS 552 Diversity in Children and Families #115** **Mid Impact**
  This course was a CFS course and has been dropped and added to CHDFS with a new subject code (HDFS) to reflect the name of the new department and the results of the CEHHS restructuring.

- **Revise HDFS 564 Practicum in Human Development and Family Science I #116** **Mid Impact**
  This course was a CFS course and has been dropped and added to CHDFS with a new subject code (HDFS) to reflect the name of the new department and the results of the CEHHS restructuring.

- **Revise HDFS 565 Practicum in Human Development and Family Science II #117** **Mid Impact**
  This course was a CFS course and has been dropped and added to CHDFS with a new subject code (HDFS) to reflect the name of the new department and the results of the CEHHS restructuring.

- **Revise HDFS 570 Research Methods in Human Development and Family Science #118** **Mid**
  This course was a CFS course and has been dropped and added to CHDFS with a new subject code (HDFS) to reflect the name of the new department and the results of the CEHHS restructuring.

- **Revise HDFS 572 Professional Seminar 1: Introduction to HDFS #119** **Mid Impact**
  This course was a CFS course and has been dropped and added to CHDFS with a new subject code (HDFS) to reflect the name of the new department and the results of the CEHHS restructuring.

- **Revise HDFS 578 Human Development in Contemporary Society #120** **Mid Impact**
  This course was a CFS course and has been dropped and added to CHDFS with a new subject code (HDFS) to reflect the name of the new department and the results of the CEHHS restructuring.

- **Revise HDFS 580 Special Topics in Human Development and Family Science #121** **Mid Impact**
  This course was a CFS course and has been dropped and added to CHDFS with a new subject code (HDFS) to reflect the name of the new department and the results of the CEHHS restructuring.

- **Revise HDFS 581 Directed Study in Human Development and Family Science #122** **Mid Impact**
  This course was a CFS course and has been dropped and added to CHDFS with a new subject code (HDFS) to reflect the name of the new department and the results of the CEHHS restructuring.

- **Revise HDFS 600 Doctoral Research and Dissertation #123** **Mid Impact**
  This course was a CFS course and has been dropped and added to CHDFS with a new subject code (HDFS) to reflect the name of the new department and the results of the CEHHS restructuring.

- **Revise HDFS 606 Advanced Methods #124** **Mid Impact**
  This course was a CFS course and has been dropped and added to CHDFS with a new subject code (HDFS) to reflect the name of the new department and the results of the CEHHS restructuring.

- **Revise HDFS 610 Advanced Special Topics in Human Development and Family Science #125**
  This course was a CFS course and has been dropped and added to CHDFS with a new subject code (HDFS) to reflect the name of the new department and the results of the CEHHS restructuring. **Mid**

- **Revise HDFS 620 Advanced Directed Study in Human Development and Family Science #126**
  This course was a CFS course and has been dropped and added to CHDFS with a new subject code (HDFS) to reflect the name of the new department and the results of the CEHHS restructuring. **Mid**

- **Revise HDFS 631 Adolescent Development in Families #127** **Mid Impact**
  This course was a CFS course and has been dropped and added to CHDFS with a new subject code (HDFS) to reflect the name of the new department and the results of the CEHHS restructuring.

- **Revise HDFS 650 Advanced Qualitative Research in Human Sciences #128** **Mid Impact**
  This course was a CFS course and has been dropped and added to CHDFS with a new subject code (HDFS) to reflect the name of the new department and the results of the CEHHS restructuring.

- **Revise HDFS 652 Gender and Families #129** **Mid Impact**
  This course was a CFS course and has been dropped and added to CHDFS with a new subject code (HDFS) to reflect the name of the new department and the results of the CEHHS restructuring.

- **Revise HDFS 661 Advanced Longitudinal Research Methods #130** **Mid Impact**
  This course was a CFS course and has been dropped and added to CHDFS with a new subject code (HDFS) to reflect the name of the new department and the results of the CEHHS restructuring.

- **Revise HDFS 672 Professional Seminar 2: Professional Socialization #131** **Mid Impact**
  This course was a CFS course and has been dropped and added to CHDFS with a new subject code (HDFS) to reflect the name of the new department and the results of the CEHHS restructuring.

Department of Kinesiology, Recreation, and Sport Studies

- **Add KNS 431 Psychosocial Aspects of Youth Sport #162** **Mid Impact**
  3 credit hours; Critical and careful analysis of psychological and social elements, strengths, constraints, and best practices related to youth sport participation. Topics will include introduction to sport, talent development, youth experiences in sport, coaching and consulting with young athletes, social and societal characteristics influencing sport, and sport-for-development programming. Registration Enforced (RE) Prerequisite(s): KNS 200 or RSM 250. Registration Restriction(s): Kinesiology Major or Recreation and Sport Management Major.
  Rationale: This course has been offered since Fall of 2016, and much of the content and readings are primary-source literature. Additionally, the breadth of interests related to coaching and the number of graduate students from the Sport Psychology and Motor Behavior specialization working in youth populations in the greater Knoxville area has increased. This course would provide graduate students with evidence-based strategies for operating in youth focused sport settings.

- **Add KNS 519 Group Supervision in Sport Psychology & Motor Behavior #163** **Mid Impact**
  3 credit hours; The purpose of this course is for Sport Psychology and Motor Behavior graduate students to work one-on-one with a performer (i.e., athletes, actors, musicians, etc.) - from initial assessment through intervention and evaluation – and refine their use of evidence-based consulting approaches while being mentored by an experienced mental performance coach. Students will also be exposed to experts in the field, their theoretical foundations for their applied work, and gain valuable experiences practicing mental training workshops and activities in the classroom environment. Repeatability: May be repeated. Maximum 12 hours.
  Rationale: This course has been consistently taught within the program as a special topics course in the KNS curriculum, going back at least the 15 years according to the UTK Graduate School office. The course change we are proposing is to create a stand-alone course to ease the administrative burden and confusion for our students around registering for multiple KNS 541 – Special Topics courses, and solidify Group Supervision in Sport Psychology as part of the concentration-area curriculum. This course can be repeated for up to 12 credit hours, as graduate students interested in pursuing their CMPC certification will likely enroll in this course multiple semesters.

- **Add KNS 520 Field Placement in Sport Psychology & Motor Behavior #164** **Mid Impact**
  3 credit hours; The practicum/internship experiences are provided to offer the student the maximum opportunities to gain work experience while being supervised in an applied sport psychology environment. The student should be at a place in his/her professional career that she/he is able to make specific contributions while serving in the workplace. The purposes are threefold: (1) to provide opportunities for students to gain sport psychology and/or coaching experience, (2) for the student to provide certain skills and services that are considered appropriate for specific sport psychology / coaching settings, and (3) to

receive individual supervision and direct observation from a qualified faculty member in pursuit of required hours for the Certified Mental Performance Consultant (CMPC) certification. These experiences are viewed as opportunities for application of skills and knowledge acquired in the classrooms and laboratories. Many career opportunities stem from practicum and internship experiences. Repeatability: May be repeated. Maximum 12 hours.
Rationale: This course will provide Sport Psychology and Motor Behavior Students, who wish to pursue the Certified Mental Performance Consultant (CMPC) certification the required individual supervision and direct observation hours required to sit for the CMPC exam. Additionally, this course will allow faculty members dedicated time to continue to build, maintain, and strengthen partnerships with local youth sport organizations, high schools, college, universities, professional sports organization, which are needed to ensure field placement opportunities for students. This course can be repeated for up to 12 credit hours, as graduate students interested in pursuing their CMPC certification will likely enroll in this course multiple semesters.

- **Add KNS 631 College Teaching in Kinesiology and Sport Studies #165** **Mid Impact**
3 credit hours; Focus on preparation to facilitate learning in higher education settings. Includes principles of instruction and student learning. Discussions and activities around course management tactics, student engagement efforts, assignment/assessment design and preparation of the teaching philosophy. Course objectives align with the National Science Foundation's Center for the Integration of Research, Teaching, and Learning expectations for a national certification accolade, including competencies in Evidence-Based Teaching, Learning, Communities, and Learning through Diversity.
Rationale: This course has been taught three times as a special topics course in the KNS curriculum (Fall 2018, 2020, 2022). The course change we are proposing is to add the elective course to the department curriculum. This change is not driven by the SACs Assessment.

- **Add KNS 636 Motor Behavior for Performance Enhancement #166** **Mid Impact**
3 credit hours; This course is intended to provide students with an in-depth review and understanding of theory-based issues and research literature concerning advanced topics in the study of motor skill acquisition. Additionally, the course is designed to encourage the application of covered topics to future careers associated with the field (e.g., research, coaching, motor performance enhancement, cognitive performance specialist, certified mental performance consultant). The achievement of these goals requires students to engage in analytical thinking with regard to the issues and research literature so they can critically evaluate current hypotheses or models related to the issues, and generate original hypotheses to be evaluated in future research and/or be practically applied in their future career. Through the course, students will build a practical framework based on scientific evidence.

  Rationale: This course has been consistently taught within the sport psychology and motor behavior specialization/concentration as a special topics course in the KNS curriculum. The course change we are proposing is to create a stand-alone course to ease the administrative burden and confusion for our students around registering for multiple KNS 541 – Special Topics courses, and solidify the course as part of the specialization/concentration-area curriculum.

- **Add KNS 637 Expertise in Motor Performance #167** **Mid Impact**
3 credit hours; This course is intended to provide students with a theoretical, practical and research foundation for understanding expertise in human motor performance. The course will examine expertise in human motor performance with a primary focus on the development and maintenance of expertise. Special emphasis is placed on theoretical, practical and investigative perspectives on the behavioral study of expertise in motor performance through the intersections of practice, training, motor behavior, environmental constraints and relevant psychological factors that influence the development and maintenance of expertise in human performance. The course is designed for graduate students planning to go into professions in which the goal is to develop and/or maintain high levels of motor performance (e.g., coaching, military training, medical training, physical therapy, occupational therapy, industrial training, etc.). Throughout the course, various topics related to the cognitive and motor processes influencing expertise will be discussed. The course will have a behavioral emphasis.
Rationale: This course has been consistently taught within the sport psychology and motor behavior specialization/concentration as a special topics course in the KNS curriculum. The course change we are proposing is to create a stand-alone course to ease the administrative burden and confusion for our students around registering for multiple KNS 541 – Special Topics courses, and solidify the course as part of the specialization/concentration-area curriculum.

Department of Nutrition

- **Add NUTR 416 Clinical Nutrition II #189** **Mid Impact**
  3 credit hours; Introduction to methods and calculations in nutrition support. Diagnosis, pathophysiology, management, evidence-based guidelines for nutrition intervention, and case scenario discussion of diseases and disorders including those of the GI tract, liver and biliary system, exocrine pancreas, neurological diseases and disorders, pulmonary disease. Registration Enforced (RE) Prerequisite(s): Nutrition majors only.
  Rationale: Based on ongoing curricular review and student feedback, the faculty has recognized the need for a graduate-level offering of the content covered by this course. Therefore, we are proposing to allow this course to be taken for graduate credit and have submitted a revised syllabus to illustrate how credit will be differentiated between the two levels for the class. We recognize that keeping the current prerequisites listed as "RE" will require a manual override for students taking this for graduate credit if they are not matriculating in from our UG program.

- **Add NUTR 425 Clinical Nutrition I Practicum #190** **Mid Impact**
  1 credit hour; Case-based experience in nutrition intervention for obesity, diabetes, and cardiovascular disease. Progression in practice experience from peer simulations to work with standardized patients for integration of nutrition education and client-centered nutrition counseling. Use of the electronic health record and application of evidence-based practice guidelines. Registration Enforced (RE) Prerequisite(s): NUTR 315, NUTR 316. Registration Enforced (RE) Corequisite(s): NUTR 415, NUTR 422. Registration Restriction(s): Nutrition majors only. Priority given to students in the dietetics concentration.
  Rationale: Based on ongoing curricular review and student feedback, the faculty has recognized the need for a graduate-level offering of the content covered by this course. Therefore, we are proposing to allow this course to be taken for graduate credit and have submitted a revised syllabus to illustrate how credit will be differentiated between the two levels for the class. We recognize that keeping the current prerequisites listed as "RE" will require a manual override for students taking this for graduate credit if they are not matriculating in from our UG program.

Department of Public Health

- **Revise PUBH 527 Healthcare Organizations: Behavior and Management #191** **Mid Impact**
  Adding Registration Enforced (RE) Prerequisite(s): PUBH 520.

- **Revise PUBH 528 Policy, Systems, and Environmental Change for Public Health Practitioners #192**
  Adding Registration Enforced (RE) Prerequisite(s): PUBH 520. **Mid Impact**

- **Add PUBH 534 Public Health Emergency Preparedness and Response #193** **Mid Impact**
  3 credit hours; Dynamics of emergency preparedness and response management. This course emphasizes the role of public health professionals in emergency planning and response with a practical, public health focused approach. Grading Restriction: Letter grade only. Repeatability: Not Repeatable. May be taken once for 3 hours.
  Rationale: This course has been offered since 2022 as PUBH 580: Special Topics. The growing enrollment in this course in addition to heightened interest from students warrants assigning this course its own catalog number rather than continuing to offer it as a special topics course. This course is offered fully online in summer semesters as an elective for both campus-based students and distance education students.

- **Add PUBH 535 Public Health Book Club #194** **Mid Impact**
  3 credit hours; Students in the class will explore the role that social determinants of health and socioeconomic status have on the health and well-being of communities. Students will read literature written by experts in fields related to topics such as poverty and health, environmental health, occupational health, nutrition and health, and public policy. Methods to locate and compare peer-reviewed scientific literature will be introduced, and students will discuss and debate public health topics through weekly discussions with peers. Repeatability: Not repeatable. May be taken once for 3 hours.
  Rationale: This course has been offered since 2022 as PUBH 580: Special Topics. The growing enrollment in this course in addition to heightened interest from students warrants assigning this course its own catalog number rather than continuing to offer it as a special topics course. This course is offered fully online in summer semesters as an elective for both campus-based students and distance education students.

- **Revise PUBH 537 Fundamentals of Program Evaluation #195** **Mid Impact**
  Adding PUBH 552 (Assessment and Planning) as a Prerequisite (both RE and DE).

- **Revise PUBH 556 Grant Proposal Writing for Health and Social Programs #196 Mid Impact**
  Adding PUBH 552 (Assessment and Planning) as a Prerequisite (both RE and DE).

- **Revise PUBH 609 Public Health Doctoral Seminar #197 Mid Impact**
  Removing 500-level Prerequisite(s). Rationale: Currently PUBH 609 has all 500-level coursework as prerequisites. This means that first year PhD students without all of the 500-level coursework are excluded from PUBH 609, doctoral seminar, which also serves to build a social cohort. Currently the PhD course sequencing advising tool recommends that all first year PhD students attend 609 regardless of the status of their 500-level coursework. Therefore, we request to remove the 500-level prerequisites currently associated with this course.

Department of Retail, Hospitality and Tourism

- **Add HTM 560 Advanced Hospitality Analytics #132 Mid Impact**
  3 credit hours; This course delves into the fundamental principles of financial accounting and their application within the hospitality industry. Through a comprehensive exploration of financial statements, accounting cycles, and advanced analysis techniques, students will develop the skills necessary to make informed financial decisions in the hospitality sector.
  Rationale: This will be one of the electives for master's program in RHTM.

- **Add HTM 584 Critical Sustainable Tourism #133 Mid Impact**
  3 credit hours; Explores the historic and current socio-cultural impacts of tourism on the environment, community, and government. Understand the complexities of tourism relationships from the host community and tourist perspective. Explain how tourism influences culture, communities, and societies through forces of racial/ethnic identity, class, gender, sex tourism, and the politicization of tourism. Identifying the power dynamics within tourism planning and development of a tourism destination. Emphasis on the study of both historic and current socio-cultural impacts of tourism on family, community, culture, government, and the environment, as well as other current issues.
  Rationale: This course is one of the electives for master's program in RHTM.

- **Add RHTM 500 Thesis #201 Mid Impact**
  1-15 credit hours; This course gives students an opportunity to develop and defend a thesis under the supervision of a faculty member in the field of retail, hospitality, and tourism management. Students will carry out a research project on a topic of their interest using critical thinking and analytical skills. Students will present the thesis both in a written form and verbally. Grading Restriction: P/NP grading only. Repeatability: May be repeated. Registration Restriction(s): Minimum student level – graduate.
  Rationale: This will be an optional course for master's program in RHTM.

- **Add RHTM 504 Qualitative Market Research #202 Mid Impact**
  3 credit hours; The course explores both the theoretical foundations of qualitative inquiry and the primary methods for data collection and analysis. Students will be provided with a comprehensive set of qualitative tools used in market research and social inquiry. Students will engage in hands-on experiential assignments including conducting in-depth interviews, focus-groups, observations, and visual/document/material artifact collections. Preliminary analytical practices such coding and thematic analysis will also be covered. Repeatability: Not repeatable.
  Rationale: This course is one of the required courses for master's program in RHTM.

- **Add RHTM 510 Strategic Planning in Retail, Hospitality, and Tourism Management #203 Mid Impact**
  3 credit hours; Retail, hospitality, and tourism management from a strategic planning perspective. Development and implementation of retail strategy from financial, operational, and customer orientation. Repeatability: Not repeatable.
  Rationale: This is one of the electives in the RHTM master's program.

- **Add RHTM 512 Entrepreneurship & Small Business Management in Retail, Hospitality, and Tourism #204 Mid Impact**
  3 credit hours; Concepts of entrepreneurship within single ownership and other retail and hospitality business organizations, development of a business plan, management of small businesses, including current issues and problems. Repeatability: Not repeatable.
  Rationale: This course is one of the electives for Master's program in RHTM.

- **Add RHTM 515 The Changing Landscape in Retail, Hospitality, and Tourism #205 Mid Impact**
  3 credit hours; This course will guide students through exploring the current issues and trends pertinent to

the field of retail, hospitality, and tourism management. Specific topics include consumer behavior, DEI, sustainable business management, and sustainable consumer behaviors. Repeatability: Not repeatable.
Rationale: This course is one of the required courses for master's program in RHTM.

- **Add RHTM 516 Quantitative Market Research #206** **Mid Impact**
3 credit hours; This course is designed to equip students with an understanding of the key concepts and methods of consumer market research, and help students apply the knowledge and skill they gained to solve real-life retail problems. Repeatability: Not repeatable.
Rationale: This is one of the required courses for master's program in RHTM.

- **Add RHTM 525 Customer Experience Management #207** **Mid Impact**
3 credit hours; This course aims to provide students with a comprehensive understanding of the principles, strategies, and technologies involved in creating exceptional consumer experiences across various stages of the customer journey. Through theoretical insights, practical assignments, and real-world case studies, students will develop the skills and knowledge necessary to design, implement, and manage customer-centric strategies that drive business success and foster lasting customer relationships. Repeatability: Not repeatable.
Rationale: This course is a required course for master's program in RHTM.

- **Add RHTM 570 Executive Leadership in Retail, Hospitality, and Tourism #208** **Mid Impact**
3 credit hours; Designed to inspire business leaders and prospective leaders to expand their curiosity and leadership traits to their optimal levels. This inspirational leadership philosophy will incite leaders to seek excellence in all aspects of their leadership pursuits. Individuals will learn to become effective leaders in their personal and professional lives. This transformational learning experience will provide entry-level, mid-level, and executive-level managers with concepts, theories, and practical data and anecdotes to enhance their leadership prowess. Will build on the hidden qualities within us and bring out our special qualities and the unique greatness, so we can unmask to our true potential…something that is better than our conceivable best!
Rationale: This course is one of the electives for master's program in RHTM.

- **Add RHTM 584 International Study Tour in Retail, Hospitality, and Tourism Management #209 Mid**
3 credit hours; This is a group study tour involving academic research and field investigation. Through this study tour, students will undertake an individual original research project that analyzed international consumption patterns and retailing and hospitality systems in a rapidly changing global market. Students will make cross-cultural comparisons between international consumer markets and understand importing and exporting systems and procedures regarding retailing consumer products and hospitality services. Repeatability: Not repeatable.
Rationale: This course is one of the electives for RHTM master's program.

- **Add RHTM 591 Industry Experience in Retail, Hospitality, and Tourism #210** **Mid Impact**
3 credit hours; Supervised education experiences in a selected company in retail, hospitality, and tourism management.
Rationale: This is one of the electives for master's program in RHTM.

- **Add RHTM 592 Industry Research Project in Retail, Hospitality, and Tourism #211** **Mid Impact**
3 credit hours; Application of analytics skills to solve business issues identified in real-world setting in retail, hospitality, and tourism areas to develop professional presentations, both written and oral.
Rationale: This course is one of the electives for master's program in RHTM.

- **Drop RHTM 625 Strategic Managerial Retail, Hospitality and Tourism Management Decision #212 Mid**
Rationale: This course will be replaced by the new course, RHTM 635 Grantsmanship.

- **Add RHTM 635 Grantsmanship #213** **Mid Impact**
3 credit hours; Development of critical skills for successful grant writing. Identification of appropriate sources of government and private grants. Efficient and effective communication of the grant project. Development of a ready-to-submit external grant application with a budget and a management plan. Registration Restriction: Minimum student level – graduate.
Rationale: This is one of the required courses for doctoral students in RHTM.

Department of Theory and Practice in Teacher Education

- **New Subject Code Interdisciplinary Early Childhood #274** **Mid Impact**
  Rationale: CEHHS is restructuring, and these courses need to move with HDFS faculty to the new department, CHDF. This prefix change is to modernize nomenclature consistent with norms in the discipline and differentiate these courses from Integrated Childhood Education courses moving to TPTE.

- **Add ARED 576 Practicum in Art Classroom Teaching #14** **Mid Impact**
  1-8 credit hours, Teaching and teaching-related experiences in K-12 art settings. Repeatability: May be repeated, Maximum 24 hours. Credit Restriction: Art education graduate students only.

- **Drop ASL 422 Deaf Literature and ASL Folklore #15** **Mid Impact**
  Dropping as a 400-level, adding back as 500-level course.

- **Drop ASL 435 Linguistics of American Sign Language #16** **Mid Impact**
  Dropping as a 400-level, adding back as 500-level course.

- **Add ASL 522 Deaf Literature and ASL Folklore #17** **Mid Impact**
  Dropped as 400-level, adding back as 500-level course. Allows students to use towards EdS requirements. Credit Restriction: Graduate Students only. Students may not receive credit for both ASL 422 and ASL 522.

- **Add ASL 535 Linguistics of American Sign Language #18** **Mid Impact**
  Dropped as 400-level, adding back as 500-level course. Allows students to use towards EdS requirements. Credit Restriction: Graduate Students only. Students may not receive credit for both ASL 435 and ASL 535.

- **Revise CYAL 505 Writing for Children and Teens I #61** **Mid Impact**
  Adding Credit Restriction: Graduate students only.

- **Revise CYAL 506 Writing for Children and Teens II #62** **Mid Impact**
  Adding Credit Restriction: Graduate students only.

- **Drop EDDE 415 Language Development of the Deaf and Hard of Hearing I #67** **Mid Impact**
  Rationale: Dropping as a 400-level and adding back as a 500-level.

- **Drop EDDE 416 Language Development of the Deaf and Hard of Hearing II #68** **Mid Impact**
  Rationale: Dropping as a 400-level and adding back as a 500-level.

- **Drop EDDE 419 Speech Development and Aural Habilitation/Rehabilitation of the Deaf and Hard of Hearing** Rationale: Dropping as a 400-level and adding back as a 500-level. **#69** **Mid Impact**

- **Add EDDE 515 Language Development of the Deaf and Hard of Hearing I #70** **Mid Impact**
  3 credit hours, Language development of the deaf and hard of hearing contrasted with scope and sequence of normal language development. Formal linguistic systems used to describe language development. Taught in ASL. Credit Restriction: Graduate students may not receive credit for both EDDE 415 and EDDE 515. Rationale: Allows students to count towards the EdS requirements.

- **Add EDDE 516 Language Development of the Deaf and Hard of Hearing II #71** **Mid Impact**
  3 credit hours, Language assessment and intervention approaches for deaf and hard of hearing. Taught in ASL. Credit Restriction: Graduate students only. Students may not receive credit for both EDDE 416 and 516.
  Rationale: Allows students to count towards the EdS requirements.

- **Add EDDE 519 Speech Development and Aural Habilitation/Rehabilitation of the Deaf and Hard of Hearing** Rationale: Allows students to count towards the EdS requirements. **#72** **Mid Impact**
  3 credit hours, Introduction to speech development, perception and production of speech, fundamental aspects of auditory anatomy and physiology, amplification, and aural habilitation/rehabilitation.

- **Add EDDE 525 Foundations of Deaf Education #73** **Mid Impact**
  3 credit hours, Critical look at trends, issues, demographics, and social justice-oriented practices in the bilingual education of Deaf students from diverse communities. Historical, legal, medical, and social

contexts impacting the placement, services, and instruction of Deaf students are analyzed and critiqued. Identity, politics, and oppression are examined. Discussion of social equity related to race, sex, gender, sexual orientation, dis/ability, and more. Credit Restriction: Graduate students only. Students may not receive credit for both EDDE 425 and 525.
Rationale: Allows students to count towards the EdS degree.

- **Revise EDPY 501 Professional Studies: Applied Educational Psychology #74** **Mid Impact**
Moving from Dept. of Educational Psychology and Counseling to Dept. of Theory and Practice in Teacher Education as part of the CEHHS restructuring.

- **Revise EDPY 502 Registration for Use of Facilities #75** **Mid Impact**
Moving from Dept. of Educational Psychology and Counseling to Dept. of Theory and Practice in Teacher Education as part of the CEHHS restructuring.

- **Revise EDPY 504 Special Topics #76** **Mid Impact**
Moving from Dept. of Educational Psychology and Counseling to Dept. of Theory and Practice in Teacher Education as part of the CEHHS restructuring.

- **Revise EDPY 506 Introduction to Educational Research #77** **Mid Impact**
Moving from Dept. of Educational Psychology and Counseling to Dept. of Theory and Practice in Teacher Education as part of the CEHHS restructuring.

- **Revise EDPY 507 Survey of Educational Psychology #78** **Mid Impact**
Moving from Dept. of Educational Psychology and Counseling to Dept. of Theory and Practice in Teacher Education as part of the CEHHS restructuring.

- **Drop EDPY 509 Internship in Adult Education #79** **Mid Impact**
Rationale: This course is no longer needed by the Applied Educational Psychology program.

- **Revise EDPY 512 Motivation in Learning #76** **Mid Impact**
Moving from Dept. of Educational Psychology and Counseling to Dept. of Theory and Practice in Teacher Education as part of the CEHHS restructuring.

- **Add EDPY 513 Issues and Trends in Educational Psychology #77** **Mid Impact**
3 credit hours; This course is designed to help develop a broader and deeper understanding of the field of educational psychology. We will explore topics within educational psychology that are currently prevalent in research and practical application across the field. Further, we will reflect on ourselves as scholars in the field and consider what the future holds for educational psychology in research and practice. Select assignments are deliberate in creating opportunities for more depth based on student interests.
Rationale: Observations from faculty members and feedback from alumni indicate a need for more focused attention to understand emerging issues within the greater context of educational psychology.

- **Revise EDPY 514 Ecology of Human Learning #78** **Mid Impact**
Moving from Dept. of Educational Psychology and Counseling to Dept. of Theory and Practice in Teacher Education as part of the CEHHS restructuring.

- **Revise EDPY 518 Educational Specialist Research and Thesis #79** **Mid Impact**
Moving from Dept. of Educational Psychology and Counseling to Dept. of Theory and Practice in Teacher Education as part of the CEHHS restructuring.

- **Drop EDPY 522 Adult Development #80** **Mid Impact**
Rationale: This course will be added to ELPS as an ACED course.

- **Drop EDPY 524 Learning the Workplace #81** **Mid Impact**
Rationale: This course will be added to ELPS as an ACED course.

- **Add EDPY 526 Program Planning in Applied Educational Psychology #82** **Mid Impact**
3 credit hours; Analysis of theoretical and research literature related to planning educational programs in K-12 settings. Special emphasis is placed on the political, ethical, and technical issues faced by educators.
Rationale: EDPY 521 was erroneously changed to ACED 521 (vs. ACED 521 being added) during the last curriculum cycle. The two concentrations within the MS in Educational Psychology are splitting, with one moving to TPTE to focus on K-12 settings and the other moving to ELPS to focus on Adult and Continuing

Education. This change replaces the course that was not intended to be deleted, with the additional notation that the course will focus more specifically on K-12 settings.

- **Add EDPY 531 Culturally Responsive Learning Environments #83** **Mid Impact**
  3 credit hours; This course provides an introduction to the goals of multicultural education, strategies of culturally responsive teaching, and the habits of mind needed to become effective multicultural scholars. Students will gain an understanding of how culture impacts and informs teaching, learning, and classroom climate. Includes current educational psychology theory and research, as well as effective strategies to promote learning, intercultural relations, and self-esteem among learners, primarily within PK-12 environments.
  Rationale: This course was developed based on faculty observations and alumni feedback regarding the need for clear attention to culturally responsive learning environments and classroom context within PK-12 settings. The course will provide a foundation for research and practice needed for application of educational psychology within today's schools. This course is routing through TPTE as it will become owned by TPTE after restructuring takes effect in Fall 2024.

- **Revise EDPY 537 Assessment in Applied Educational Psychology #84** **Mid Impact**
  Moving from Dept. of Educational Psychology and Counseling to Dept. of Theory and Practice in Teacher Education as part of the CEHHS restructuring.

- **Revise EDPY 550 Applied Statistical Concepts #84** **Mid Impact**
  Moving from Dept. of Educational Psychology and Counseling to Dept. of Theory and Practice in Teacher Education as part of the CEHHS restructuring.

- **Revise EDPY 569 Internship in Educational Psychology #90** **Mid Impact**
  Moving to TPTE from EPC as part of CEHHS restructuring.

- **Revise EDPY 572 Theories of Learning in Applied Educational Psychology #91** **Mid Impact**
  Moving to TPTE from EPC as part of CEHHS restructuring.

- **Revise EDPY 574 Facilitating Change in Educational Environments #92** **Mid Impact**
  Moving to TPTE from EPC as part of CEHHS restructuring.

- **Revise EDPY 593 Independent Study #93** **Mid Impact**
  Moving to TPTE from EPC as part of CEHHS restructuring.

- **Revise EDPY 600 Doctoral Research and Dissertation #94** **Mid Impact**
  Moving to TPTE from EPC as part of CEHHS restructuring.

- **Revise EDPY 602 Directed Research #95** **Mid Impact**
  Moving to TPTE from EPC as part of CEHHS restructuring.

- **Revise EDPY 603 Mediated Learning Theory #96** **Mid Impact**
  Moving to TPTE from EPC as part of CEHHS restructuring.

- **Revise EDPY 604 Special Topics #97** **Mid Impact**
  Moving to TPTE from EPC as part of CEHHS restructuring.

- **Drop EDPY 655 Research in Psychoeducational Studies #98** **Mid Impact**
  Rationale: This course is used by the school psychology doctoral program. Last year, they added a SCHP 655 but neglected to drop this version of the course.

- **Revise EDPY 668 Practicum in Instructional Planning #99** **Mid Impact**
  Moving to TPTE from EPC as part of CEHHS restructuring.

- **Revise EDPY 669 Internship in Educational Psychology #100** **Mid Impact**
  Moving to TPTE from EPC as part of CEHHS restructuring.

- **Revise EDPY 693 Independent Study #101** **Mid Impact**
  Moving to TPTE from EPC as part of CEHHS restructuring.

- **Add ENED 559 Secondary English and ESL Methods #102** **Mid Impact**
  3 credit hours; Techniques of teaching composition, language, and literature in English and English as a Second Language classrooms. Credit Restriction: Graduate students only. Students may not receive credit for both ENED 459 and ENED 559.
  Rationale: We have students currently enrolled in the Teacher Education: Practitioner degree path who already hold a master's degree. Faculty have advised these students to complete an EdS due to the pay raise school districts offer for the more advanced degree. However, the 400-level courses required for the Teacher Education: Practitioner degree programs of studies cannot be used towards the EdS degree. This proposal creates a 500-level course to meet the requirements for the EdS degree.

- **Add ENED 560 Teaching Reading and Literature in the Secondary School #103** **Mid Impact**
  3 credit hours; Teaching basic reading skills and literature. Credit Restriction: Graduate students only. Students may not receive credit for both ENED 460 and ENED 560.
  Rationale: We have students currently enrolled in the Teacher Education: Practitioner degree path who already hold a master's degree. Faculty have advised these students to complete an EdS due to the pay raise school districts offer for the more advanced degree. However, the 400-level courses required for the Teacher Education: Practitioner degree programs of studies cannot be used towards the EdS degree. This proposal creates a 500-level course to meet the requirements for the EdS degree.

- **Revise IEC 445 Teaching in Kindergarten #134** **Mid Impact**
  This course was a CFS course and has been dropped and added to TPTE with a new subject code (IEC) in line with the dropping of the CFS department in the CEHHS restructuring.

- **Revise IEC 512 Survey of Research in Early Childhood Education #135** **Mid Impact**
  This course was a CFS course and has been dropped and added to TPTE with a new subject code (IEC) in line with the dropping of the CFS department in the CEHHS restructuring.

- **Revise IEC 530 Families of Children with Disabilities #136** **Mid Impact**
  This course was a CFS course and has been dropped and added to TPTE with a new subject code (IEC) in line with the dropping of the CFS department in the CEHHS restructuring.

- **Revise IEC 551 Assessment in Early Childhood Education #137** **Mid Impact**
  This course was a CFS course and has been dropped and added to TPTE with a new subject code (IEC) in line with the dropping of the CFS department in the CEHHS restructuring.

- **Revise IEC 555 Cross-Cultural Research in Early Care and Education #138** **Mid Impact**
  This course was a CFS course and has been dropped and added to TPTE with a new subject code (IEC) in line with the dropping of the CFS department in the CEHHS restructuring.

- **Revise IEC 560 Culture and Early Development #139** **Mid Impact**
  This course was a CFS course and has been dropped and added to TPTE with a new subject code (IEC) in line with the dropping of the CFS department in the CEHHS restructuring.

- **Revise IEC 569 Practice-based Research in Early Childhood Education #140** **Mid Impact**
  This course was a CFS course and has been dropped and added to TPTE with a new subject code (IEC) in line with the dropping of the CFS department in the CEHHS restructuring.

- **Revise IEC 574 Analysis of Teaching for Professional Development #141** **Mid Impact**
  This course was a CFS course and has been dropped and added to TPTE with a new subject code (IEC) in line with the dropping of the CFS department in the CEHHS restructuring.

- **Revise IEC 575 Professional Internship in Teaching #142** **Mid Impact**
  This course was a CFS course and has been dropped and added to TPTE with a new subject code (IEC) in line with the dropping of the CFS department in the CEHHS restructuring.

- **Revise IEC 591 Clinical Studies #143** **Mid Impact**
  This course was a CFS course and has been dropped and added to TPTE with a new subject code (IEC) in line with the dropping of the CFS department in the CEHHS restructuring.

- **Revise IEC 635 International Perspectives on Children, Youth, and Family #144** **Mid Impact**
  This course was a CFS course and has been dropped and added to TPTE with a new subject code (IEC) in

line with the dropping of the CFS department in the CEHHS restructuring.

- **Revise IT 502 Registration for Use of Facilities #145** **Mid Impact**
  Moving from EPC to TPTE with the CEHHS restructuring.
- **Revise IT 518 Educational Specialist Research and Thesis #146** **Mid Impact**
  Moving from EPC to TPTE with the CEHHS restructuring.
- **Revise IT 521 Proseminar 1: Instructional Technology as a Profession #147** **Mid Impact**
  Moving from EPC to TPTE with the CEHHS restructuring.
- **Revise IT 525 Professional Ethics in Instructional Technology #148** **Mid Impact**
  Moving from EPC to TPTE with the CEHHS restructuring.
- **Revise IT 532 Online Learning Environments #149** **Mid Impact**
  Moving from EPC to TPTE with the CEHHS restructuring.
- **Revise IT 566 Understanding Online Interaction #150** **Mid Impact**
  Moving from EPC to TPTE with the CEHHS restructuring.
- **Revise IT 570 Instructional Systems Design #151** **Mid Impact**
  Moving from EPC to TPTE with the CEHHS restructuring.
- **Revise IT 573 Introduction of Multimedia in Instruction #152** **Mid Impact**
  Moving from EPC to TPTE with the CEHHS restructuring.
- **Revise IT 574 Practitioner Research the Instructional Design Case #153** **Mid Impact**
  Moving from EPC to TPTE with the CEHHS restructuring.
- **Revise IT 575 The Internet: Implications for Teaching and Learning #154** **Mid Impact**
  Moving from EPC to TPTE with the CEHHS restructuring.
- **Revise IT 577 Practicum in Online Learning Environments #155** **Mid Impact**
  Moving from EPC to TPTE with the CEHHS restructuring.
- **Revise IT 578 Instructional Media Developments #156** **Mid Impact**
  Moving from EPC to TPTE with the CEHHS restructuring.
- **Revise IT 594 Proseminar 2: Trends and Careers in Instructional Technology #157** **Mid Impact**
  Moving from EPC to TPTE with the CEHHS restructuring.
- **Revise IT 595 Special Topics #158** **Mid Impact**
  Moving from EPC to TPTE with the CEHHS restructuring.
- **Revise IT 600 Doctoral Research and Dissertation #159** **Mid Impact**
  Moving from EPC to TPTE with the CEHHS restructuring.
- **Revise IT 694 Supervised Readings #160** **Mid Impact**
  Moving from EPC to TPTE with the CEHHS restructuring.
- **Revise IT 695 Special Topics #161** **Mid Impact**
  Moving from EPC to TPTE with the CEHHS restructuring.
- **Revise LDT 602 Directed Research #169** **Mid Impact**
  Moving from EPC to TPTE with the CEHHS restructuring.
- **Revise LDT 620 Seminar in Learning, Design, and Technology #170** **Mid Impact**
  Moving from EPC to TPTE with the CEHHS restructuring.

- **Revise LDT 630 Design Thinking and Theory #171** **Mid Impact**
  Moving from EPC to TPTE with the CEHHS restructuring.

- **Revise LDT 640 Trends and Issues in Learning, Design, and Technology #172** **Mid Impact**
  Moving from EPC to TPTE with the CEHHS restructuring.

- **Revise LDT 651 Discourse Analysis in Education #173** **Mid Impact**
  Moving from EPC to TPTE with the CEHHS restructuring.

- **Revise LDT 661 Cultural Historical Activity Theory and Methods #174** **Mid Impact**
  Moving from EPC to TPTE with the CEHHS restructuring.

- **Revise LDT 671 Problem-Based Learning in Learning, Design, and Technology #175** **Mid Impact**
  Moving from EPC to TPTE with the CEHHS restructuring.

- **Revise LDT 681 Digital Tools for Qualitative Research #176** **Mid Impact**
  Moving from EPC to TPTE with the CEHHS restructuring.

- **Revise LDT 693 Independent Study #177** **Mid Impact**
  Moving from EPC to TPTE with the CEHHS restructuring.

- **Revise LEES 502 Registration for Use of Facilities #178** **Mid Impact**
  Moving from EPC to TPTE with the CEHHS restructuring.

- **Revise LEES 504 Special Topics #179** **Mid Impact**
  Moving from EPC to TPTE with the CEHHS restructuring.

- **Revise LEES 593 Independent Study #180** **Mid Impact**
  Moving from EPC to TPTE with the CEHHS restructuring.

- **Revise LEES 600 Doctoral Research and Dissertation #181** **Mid Impact**
  Moving from EPC to TPTE with the CEHHS restructuring.

- **Revise LEES 604 Special Topics #182** **Mid Impact**
  Moving from EPC to TPTE with the CEHHS restructuring.

- **Revise LEES 640 Doctoral Seminar in Learning Environments and Educational Studies #183**
  Moving from EPC to TPTE with the CEHHS restructuring. **Mid Impact**

- **Revise LEES 671 Advanced Seminar in Theories of Learning #184** **Mid Impact**
  Moving from EPC to TPTE with the CEHHS restructuring.

- **Revise LEES 693 Independent Study #185** **Mid Impact**
  Moving from EPC to TPTE with the CEHHS restructuring.

- **Add MEDU 545 Teaching Algebra in the Middle Grades #186** **Mid Impact**
  3 credit hours; Examines the algebraic content and teaching strategies associated with the teaching of algebra in the middle grades; the study of how adolescents learn algebra, various representations for algebraic concepts, and strategies to support the development of mathematical habits of mind that are essential for success in more advanced mathematics courses. Credit Restriction: Graduate students only. Students may not receive credit for both MEDU 445 and MEDU 545.
  Rationale: We have students currently enrolled in the Teacher Education: Practitioner degree path who already hold a master's degree. Faculty have advised these students to complete an EdS due to the pay raise school districts offer for the more advanced degree. However, the 400-level courses required for the Teacher Education: Practitioner degree programs of studies cannot be used towards the EdS degree. This proposal creates a 500-level course to meet the requirements for the EdS degree.

- **Add MEDU 546 Teaching Geometry in the Middle Grades #187** **Mid Impact**
  3 credit hours; Examines the geometric content and teaching strategies associated with the teaching of geometry in the middle grades; the study of how adolescents learn geometry, geometric transformations,

informal proof and reasoning, and strategies to support the development of mathematical habits of mind that are essential for success in more advanced mathematics courses. Credit Restriction: Graduate students only. Students may not receive credit for both MEDU 446 and MEDU 546.
Rationale: We have students currently enrolled in the Teacher Education: Practitioner degree path who already hold a master's degree. Faculty have advised these students to complete an EdS due to the pay raise school districts offer for the more advanced degree. However, the 400-level courses required for the Teacher Education: Practitioner degree programs of studies cannot be used towards the EdS degree. This proposal creates a 500-level course to meet the requirements for the EdS degree.

- **Add MEDU 580 Teaching Mathematics in the Secondary School #188** **Mid Impact**
3 credit hours; Preparation of teaching plans, evaluation, and materials for teaching mathematics. Teaching simulation and directed observation in schools. Credit Restriction: Graduate students only. Students may not receive credit for both MEDU 485 and MEDU 580.
Rationale: We have students currently enrolled in the Teacher Education: Practitioner degree path who already hold a master's degree. Faculty have advised these students to complete an EdS due to the pay raise school districts offer for the more advanced degree. However, the 400-level courses required for the Teacher Education: Practitioner degree programs of studies cannot be used towards the EdS degree. This proposal creates a 500-level course to meet the requirements for the EdS degree.

- **Add REED 561 Developing Reading Skills in Content Fields #200** **Mid Impact**
3 credit hours; Teaching reading and study skills in content areas of the school program. Extensive assessment of textbooks. Emphasis on middle school and high school. Credit Restriction: Graduate students only. Students may not receive credit for both REED 461 and REED 561.
Rationale: We have students currently enrolled in the Teacher Education: Practitioner degree path who already hold a master's degree. Faculty have advised these students to complete an EdS due to the pay raise school districts offer for the more advanced degree. However, the 400-level courses required for the Teacher Education: Practitioner degree programs of studies cannot be used towards the EdS degree. This proposal creates a 500-level course to meet the requirements for the EdS degree.

- **Add SCED 545 Teaching Physical/Earth Science in the Middle Grades #216** **Mid Impact**
3 credit hours; Examines the physical science and earth science content and teaching strategies associated with the teaching of those topics in the middle grades; the study of how adolescents learn physical science and earth science; typical misconceptions associated with physical and earth science; and strategies to support the development of scientific habits of mind that are essential for success in more advanced science courses. Credit Restriction: Graduate students only. Students may not receive credit for both SCED 445 and SCED 545.
Rationale: We have students currently enrolled in the Teacher Education: Practitioner degree path who already hold a master's degree. Faculty have advised these students to complete an EdS due to the pay raise school districts offer for the more advanced degree. However, the 400-level courses required for the Teacher Education: Practitioner degree programs of studies cannot be used towards the EdS degree. This proposal creates a 500-level course to meet the requirements for the EdS degree.

- **Add SCED 546 Teaching Life Science in the Middle Grades #217** **Mid Impact**
3 credit hours; Examines the life science content and teaching strategies associated with the teaching of life science in the middle grades; the study of common misconceptions associated with life science topics such as heredity, life processes, and biological change; and strategies to support the development of scientific habits of mind that are essential for success in more advanced science courses. Credit Restriction: Graduate students only. Students may not receive credit for both SCED 446 and SCED 546. Rationale: We have students currently enrolled in the Teacher Education: Practitioner degree path who already hold a master's degree. Faculty have advised these students to complete an EdS due to the pay raise school districts offer for the more advanced degree. However, the 400-level courses required for the Teacher Education: Practitioner degree programs of studies cannot be used towards the EdS degree. This proposal creates a 500-level course to meet the requirements for the EdS degree.

- **Add SCED 580 Teaching Science in the Secondary School #218** **Mid Impact**
3 credit hours; Methods, materials, recent trends in science and environmental education programs for secondary schools. Credit Restriction: Graduate students only. Students may not receive credit for both SCED 496 and SCED 580.
Rationale: We have students currently enrolled in the Teacher Education: Practitioner degree path who already hold a master's degree. Faculty have advised these students to complete an EdS due to the pay raise school districts offer for the more advanced degree. However, the 400-level courses required for the

Teacher Education: Practitioner degree programs of studies cannot be used towards the EdS degree. This proposal creates a 500-level course to meet the requirements for the EdS degree.

- **Revise SCHP 505 Quasi-Experimental and Single-Subject Design Research #219 Mid Impact**
  Rationale: As part of CEHHS restructuring, the School Psychology program, faculty, and courses will move from EPC to TPTE in August 2024. This change is in response to the college-wide restructuring process.

- **Revise SCHP 510 Psychological Theories of Human Development Applied to Education #220 Mid**
  Rationale: As part of CEHHS restructuring, the School Psychology program, faculty, and courses will move from EPC to TPTE in August 2024. This change is in response to the college-wide restructuring process.

- **Revise SCHP 515 Educational Applications of Behavioral Theories of Learning #221 Mid Impact**
  Rationale: As part of CEHHS restructuring, the Applied Educational Psychology program, faculty, and courses will move from EPC to TPTE in August 2024. This change is in response to the college-wide restructuring process.

- **Drop SCHP 516 Educational Applications of Cognitive and Affective Models #222 Mid Impact**
  Rationale: This course was taught by a school psychology faculty that recently retired. Psychology also offers a similiar course and has allowed our students to enroll in PSYC 570 - Cognitive and Affective Bases of Behavior for the past two years. As this course meets our accreditation needs, we can drop SCHP 516.

- **Revise SCHP 517 Direct Assessment and Interventions for Academic Skills Deficits #223 Mid Impact**
  Moving from EPC to TPTE as part of the restructuring of CEHHS.

- **Revise SCHP 530 History and Systems of Psychology and Education #224 Mid Impact**
  Moving from EPC to TPTE as part of the restructuring of CEHHS.

- **Revise SCHP 540 Seminar in School Psychology #225 Mid Impact**
  Moving from EPC to TPTE as part of the restructuring of CEHHS.

- **Drop SCHP 541 Psychometrics for School Psychology #226 Mid Impact**
  Rationale: The faculty teaching this course for school psychology retired. Faculty in the ESM program have a measurement class that meets our accreditation needs.

- **Revise SCHP 542 Practicum in Psychoeducational Assessment #227 Mid Impact**
  Moving from EPC to TPTE as part of the restructuring of CEHHS.

- **Drop SCHP 545 Cognitive Behavioral Therapy: Research and Practice #228 Mid Impact**
  Rationale: This course is being extensively revised. We are dropping this course to add a new version renamed SCHP 548.

- **Revise SCHP 546 Practicum in Consultation and Intervention #229 Mid Impact**
  Moving from EPC to TPTE as part of the restructuring of CEHHS.

- **Add SCHP 548 Counseling and Psychotherapeutic Approaches #230 Mid Impact**
  3 credit hours; The purpose of this course is to expose students to a variety of treatment methodologies for commonly occurring emotional and behavioral disorders of youth. Specifically, the course will focus on treatment strategies for depression and anxiety, as well as anger/aggression and trauma. Prevention, treatment, and postvention strategies for crisis situations (e.g., suicide) will also be discussed. Various theoretical models of psychotherapy will be presented, including cognitive and cognitive-behavioral, newer third-wave models (acceptance, mindfulness, dialectics) and positive psychology, family systems, humanistic, and interpersonal therapy. Course content will guide students' development of an appropriate conceptual framework that will facilitate effective treatment planning. This course covers psychoeducational interventions for school-referred children and adolescents specific to school psychological services.
  Rationale: This course is replacing SCHP 545 and is being redesigned by a new faculty in school psychology. The content has been modernized and updated.

- **Drop SCHP 551 Introductory Practicum in School Psychology #231 Mid Impact**
  Rationale: This practicum is no longer required by the school psychology program. No other units required or enrolled in this course. The practicum activities are now included in other program requirements.

- **Revise SCHP 552 Professional Practice in School Settings #232** **Mid Impact**
  Moving from EPC to TPTE as part of the restructuring of CEHHS.

- **Revise SCHP 580 Implementing and Sustaining Evidence-Based Practice in Schools #233** **Mid**
  Moving from EPC to TPTE as part of the restructuring of CEHHS.

- **Revise SCHP 600 Doctoral Research and Dissertation #234** **Mid Impact**
  Moving from EPC to TPTE as part of the restructuring of CEHHS.

- **Revise SCHP 636 Ethical, Legal, and Professional Issues in Psychology and Behavior Analysis #235 Mid**
  Moving from EPC to TPTE as part of the restructuring of CEHHS.

- **Revise SCHP 649 Advanced Internship in School Psychology #236** **Mid Impact**
  Moving from EPC to TPTE as part of the restructuring of CEHHS.

- **Revise SCHP 651 Professional Practice in Clinical Settings #237** **Mid Impact**
  Moving from EPC to TPTE as part of the restructuring of CEHHS.

- **Revise SCHP 652 Advanced Professional Practice in School Settings #238** **Mid Impact**
  Moving from EPC to TPTE as part of the restructuring of CEHHS.

- **Revise SCHP 653 Internship Exploration and Application in School Psychology #239 Mid Impact**
  Moving from EPC to TPTE as part of the restructuring of CEHHS.

- **Revise SCHP 655 Research in Psychoeducational Studies #240** **Mid Impact**
  Moving from EPC to TPTE as part of the restructuring of CEHHS.

- **Revise SCHP 690 Psychopathology in School and Mental Health Settings #241** **Mid Impact**
  Moving from EPC to TPTE as part of the restructuring of CEHHS.

- **Add WLEL 545 Teaching World Languages: Grades PreK-5 #247** **Mid Impact**
  3 credit hours; ACTFL standards-based pedagogy, curricula, research and instructional resources focused on the PreK-5 WL classroom. Credit Restriction: Graduate students only. Students may not receive credit for both WLEL 445 and WLEL 545.

- **Add WLEL 551 Teaching of World Languages #248** **Mid Impact**
  3 credit hours; ACTFL standards-based instructional methods, resources, integrated technologies, second language theories, research and evaluation for world languages. Required for licensure in World Languages. Credit Restriction: Graduate students only. Students may not receive credit for both WLEL 455 and WLEL 551. Rationale: We have students currently enrolled in the Teacher Education: Practitioner degree path who already hold a master's degree. Faculty have advised these students to complete an EdS due to the pay raise school districts offer for the more advanced degree. However, the 400-level courses required for the Teacher Education: Practitioner degree programs of studies cannot be used towards the EdS degree. This proposal creates a 500-level course to meet the requirements for the EdS degree.

- **Add WLEL 566 ESL Assessment and Evaluation #249** **Mid Impact**
  3 credit hours; Highlights the implementation of authentic assessment, specifically, portfolio assessment for ESL students in K-12 settings. Focuses on designing appropriate tools for various assessment purposes. Specific types and different forms of assessment are examined based on their effectiveness and meaningfulness. Required for Tennessee (PreK-12) licensure. Credit Restriction: Graduate students only. Students may not receive credit for both WLEL 466 and WLEL 566.
  Rationale: We have students currently enrolled in the Teacher Education: Practitioner degree path who already hold a master's degree. Faculty have advised these students to complete an EdS due to the pay raise school districts offer for the more advanced degree. However, the 400-level courses required for the Teacher Education: Practitioner degree programs of studies cannot be used towards the EdS degree. This proposal creates a 500-level course to meet the requirements for the EdS degree.

- **Add WLEL 575 Grammar for ESL Teachers #250** **Mid Impact**
  3 credit hours; Pedagogical approaches, second language acquisition research and resources for teaching English grammar to English language learners. Required for PreK-12 ESL licensure. Credit Restriction: Graduate students only. Students may not receive credit for both WLEL 475 and WLEL 575.

Rationale: We have students currently enrolled in the Teacher Education: Practitioner degree path who already hold a master's degree. Faculty have advised these students to complete an EdS due to the pay raise school districts offer for the more advanced degree. However, the 400-level courses required for the Teacher Education: Practitioner degree programs of studies cannot be used towards the EdS degree. This proposal creates a 500-level course to meet the requirements for the EdS degree.

- **Add WLEL 589 Content-Based ESL Methods #251** **Mid Impact**
  3 credit hours; This course focuses on designing and implementing content-based ESL instruction to enhance English language learners' academic achievement. Required for Tennessee (PreK-12) licensure. Credit Restriction: Graduate students only. Students may not receive credit for both WLEL 489 and WLEL 589.
  Rationale: We have students currently enrolled in the Teacher Education: Practitioner degree path who already hold a master's degree. Faculty have advised these students to complete an EdS due to the pay raise school districts offer for the more advanced degree. However, the 400-level courses required for the Teacher Education: Practitioner degree programs of studies cannot be used towards the EdS degree. This proposal creates a 500-level course to meet the requirements for the EdS degree.

College of Emerging and Collaborative Studies

- **Add AI 593 Independent Study #252** **Mid Impact**
  3 credit hours; Allows graduate students to delve into an in-depth exploration of a particular topic or project under faculty supervision. This tailored learning experience is designed to foster self-directed learning, critical thinking, and problem-solving skills. Students will apply discipline-specific concepts and techniques to address real-world challenges. Registration Enforced (RE) Prerequisite(s): Departmental approval. Registration Restriction(s): Graduate students only.
  Rationale: Elective course for the MS program in CECS.

- **Add AI 595 Seminar #253** **Mid Impact**
  1 credit hour; Reports on current research. Grading Restriction: Graduate students only.
  Rationale: Course for graduate program at CECS.

- **Add AI 599 Special Topics #254** **Mid Impact**
  1-3 credit hours; Delves into advanced and emerging topics relevant to the field, reflecting recent advancements and real-world applications. The course content may vary each term, allowing for the exploration of novel methodologies, tools, and interdisciplinary applications. Through lectures, hands-on projects, and discussions, students will engage with the selected topics, fostering a culture of innovation and critical thinking. This course is designed for graduate students looking to expand their understanding and engage with cutting-edge research and applications in AI. Repeatability: May be repeated. Maximum 9 hours.
  Rationale: The College of Emerging and Collaborative Studies is developing a new M.S. in Applied AI. This will be an elective course in this new program.

- **Add AI 699 Special Topics #255** **Mid Impact**
  1-3 credit hours; Delves into advanced and emerging topics relevant to the field, reflecting recent advancements and real-world applications. The course content may vary each term, allowing for the exploration of novel methodologies, tools, and interdisciplinary applications. Through lectures, hands-on projects, and discussions, students will engage with the selected topics, fostering a culture of innovation and critical thinking. This course is designed for graduate students looking to expand their understanding and engage with cutting-edge research and applications in AI. Repeatability: May be repeated. Maximum 9 hours. Registration Restriction(s): Minimum student level – graduate.
  Rationale: The College of Emerging and Collaborative Studies is developing a new M.S. in Applied AI. This will be an elective course in this new program.

- **Add CYBR 505 AI for Cybersecurity #256** **Mid Impact**
  3 credit hours; Detailed study of concepts, techniques, and applications of Artificial Intelligence (AI) relevant for all disciplines – especially across non-computer science fields, including cybersecurity. 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.

Rationale: The College of Emerging and Collaborative Studies is developing a new graduate certificate in applied cybersecurity, and this course will be a general elective course for the applied cybersecurity certificate.

- **Add DATA 593 Independent Study #257** **Mid Impact**
  3 credit hours; Allows graduate students to delve into an in-depth exploration of a particular topic or project under faculty supervision. This tailored learning experience is designed to foster self-directed learning, critical thinking, and problem-solving skills. Students will apply discipline-specific concepts and techniques to address real-world challenges. Department Enforced (DE) Corequisite(s): Departmental approval. Registration Restriction(s): Graduate students only.
  Rationale: Elective course for CECS graduate program.

- **Add DATA 595 Seminar #258** **Mid Impact**
  1 credit hours; Reports on current research. Grading Restriction: Satisfactory/No Credit grading only. Repeatability: May be repeated. Maximum 20 hours. Registration Restriction(s): Graduate students only.
  Rationale: Course for graduate program at CECS.

- **Add DATA 599 Special Topics #259** **Mid Impact**
  1-3 credit hours; Delves into advanced and emerging topics relevant to the field, reflecting recent advancements and real-world applications. The course content may vary each term, allowing for the exploration of novel methodologies, tools, and interdisciplinary applications. Through lectures, hands-on projects, and discussions, students will engage with the selected topics, fostering a culture of innovation and critical thinking. This course is designed for graduate students looking to expand their understanding and engage with cutting-edge research and applications in Data Science. Repeatability: May be repeated. Maximum 9 hours.
  Rationale: The College of Emerging and Collaborative Studies is developing a new M.S. in Data Science. This will be an elective course in this new program.

- **Add DATA 699 Special Topics #260** **Mid Impact**
  1-3 credit hours; Delves into advanced and emerging topics relevant to the field, reflecting recent advancements and real-world applications. The course content may vary each term, allowing for the exploration of novel methodologies, tools, and interdisciplinary applications. Through lectures, hands-on projects, and discussions, students will engage with the selected topics, fostering a culture of innovation and critical thinking. This course is designed for graduate students looking to expand their understanding and engage with cutting-edge research and applications in Data Science. Repeatability: May be repeated. Maximum 9 hours. Registration Restriction(s): Minimum student level – graduate.
  Rationale: The College of Emerging and Collaborative Studies is developing a new M.S. in Data Science. This will be an elective course in this new program.

- **Add ITS 501 Introduction to Transdisciplinary Research Concepts #261** **Mid Impact**
  3 credit hours; Provides students with a comprehensive understanding of research methods that are effective for transdisciplinary projects. Students will explore qualitative, quantitative, and mixed-methods approaches, as well as strategies for integrating diverse disciplinary perspectives. Through case studies, practical exercises, and discussions, students will learn to design, execute, and analyze research projects that tackle complex, real-world challenges.
  Rationale: The College of Emerging and Collaborative Studies will teach this graduate course to facilitate transdisciplinary education at graduate level.

College of Law

- **Add LAW 860 Appalachian Justice Research Lecture #262** **Mid Impact**
  1 credit hour; The Appalachian Justice Research Lecture (AJRL) is the lecture component of an interdisciplinary laboratory space designed to conduct and disseminate research that supports the needs and priorities of marginalized communities in Appalachia. Working under the supervision of multi-disciplinary faculty and in collaboration with community partners, students from multiple disciplines will conduct research and produce work product appropriate to projects housed within The University of Tennessee's Appalachian Justice Research Center. Grading Restriction: Numeric grading (JD students); A-F grading (other graduate students). Repeatability: Not repeatable. Registration Enforced (RE) Corequisite(s): LAW 861. Comments: This course is the lecture class required for participation in the LAW 861, the Appalachian Justice Research Lab. Registration Restriction(s): Graduate or Law students only. Registration Permission: Open to all graduate students with instructor permission.

Rationale: This course is the lecture class required for participation in the LAW 861, the Appalachian Justice Research Lab.

- **Add LAW 861 Appalachian Justice Research Lab #263** **Mid Impact**
  3 credit hours; The Appalachian Justice Research Lab (AJRL) is an interdisciplinary laboratory space designed to conduct and disseminate research that supports the needs and priorities of marginalized communities in Appalachia. Working under the supervision of multi-disciplinary faculty and in collaboration with community partners, students from multiple disciplines will conduct research and produce work product appropriate to projects housed within The University of Tennessee's Appalachian Justice Research Center. Grading Restriction: Numeric grading (JD students); A-F grading (other graduate students). Repeatability: May be repeated. Maximum 2 times. Department Enforced (DE) Prerequisite(s): Open to all graduate students with instructor permission. Registration Enforced (RE) Corequisite(s): LAW 860. Comments: This course will be offered in conjunction with LAW 860. Students must enroll in both courses. This class will also be offered in multiple sections.
  Rationale: This course will be offered in conjunction with LAW 860. Students must enroll in both courses. This class will also be offered in multiple sections.

College of Music

- **Add MUTH 552 Music and Mental Health #265** **Mid Impact**
  3 credit hours; This course focuses on the analysis of musical portrayals of mental health, trauma, and the therapeutic process. Mental health topics and its musical portrayals come with a variety of trigger warnings including depression and suicide. Registration Enforced (RE) Prerequisite(s): MUTH 210.
  Rationale: MUTH 551 Music and Mental Health is currently offered as a variable topic course. This proposal is to create a new, independent course number and title for this course. This new course will be in both undergrad and graduate catalogs.

- **Revise MUTH 590 Music Theory Practicum #266** **Low Impact**
  Change of title and removal of DE Corequisites.
  Rationale: No longer a sequence course.

- **Add MUVC 595 Vocal Music Projects #267** **Mid Impact**
  2 credit hours; Final project for the AC in Vocal Pedagogy certificate.
  Rationale: This course is being created as a final project for the AC in Vocal Pedagogy certificate which is being proposed concurrently.

College of Nursing

- **Revise NURS 614 Nursing Preceptorship #268** **Mid Impact**
  Removed cross-listing. Rationale: Remove cross list to Public Health 614 as requested by Public Health.

Intercollegiate
Bredesen Center for Interdisciplinary Research and Graduate Education

- **Revise DSE 592 Internship #271** **Mid Impact**
  Added Grading Restriction (Satisfactory/No credit) and Repeatability (May be repeated. Maximum 2 times).
  Rationale: Course will provide additional structure to the current Qualifying Exam process for first-year students. This will insure timely and thorough record-keeping as the program anticipates growth.

- **Revise ESE 592 Internship #272** **Mid Impact**
  Repeatability (Maximum 2 times) added.
  Rationale: Course revised to become repeatable. This change supports student professional development as the trend of PhDs taking non-academic careers increases.

Tickle College of Engineering

Department of Civil and Environmental Engineering

- **Revise CE 485 Principles of Hydrogeology #278** **Low Impact**
  Revised the cross-listing prefix GEOL 485 to EEPS 485 due to CAS changes.

- **Revise ENVE 527 Steam Restoration Design #289** **Mid Impact**
  Rationale: Request to remove ENVE526 as a prerequisite per the instructor request.

- **Add ENVE 673 Advanced Air Quality and Climate Modeling #290** **Mid Impact**
  3 credit hours; Theory and practice of mathematical air quality modeling with emphasis on the new development of modeling systems and data from the Coupled Model Intercomparison Project and regional mode. How to use model data to assess climate effects. Repeatability: May be repeated. Maximum 6 hours. Department Enforced (DE) Prerequisite(s): ENVE 574 or equivalent. Registration Restriction(s): Registration Restriction(s): Minimum student level – graduate.
  Rationale: The course is critical for Ph.D. students who are interested in air quality and climate modeling and data analysis using AI/ML in the assessment of air pollution and climate change programs. The course has been already offered under CE 691 (special topics). This course will change to a regular 600-level course.

- **Add ENVE 674 Climate Effects in the Environment #291** **Mid Impact**
  3 credit hours; Theory and practice of climate change issues. The course will focus on new developments in climate studies such as climate impacts on crops, human health, and ecosystems. Will include reviewing and evaluating published literature about climate effects on the environment. The earth system model output data will be introduced and the course will cover how to use it to assess climate effects using statistical tools, AI/ML, and mathematics. Students will be trained to conduct research on the climate impact on the environment. Registration Restriction(s): Registration Restriction(s): Minimum student level – graduate.
  Rationale: The course is critical for Ph.D. students who are interested in climate effects and data analysis using AI/ML in the assessment of climate change programs. Already offered under CE 691 (special topics). This course will change to a regular 600-level course.

Department of Electrical Engineering Computer Science

- **Drop COSC 494 Special Topics in Computer Science #279** **Mid Impact**
  Rationale: This course is the undergraduate version of COSC 594. It should not be in the graduate catalog. It will remain in the undergraduate catalog.

- **Revise COSC 500 Thesis #280** **Mid Impact**
  Change of hours. Rationale: This change reduces the maximum number of COSC 500 hours from 15 to 9. MS thesis students are only required to take 6 hours of COSC 500. Students are still allowed to take up to 9 hours for the purpose of retaining full-time status.

- **Revise COSC 561 Compilers Construction #281** **Low Impact**
  Rationale: The course title and description are being changed to align with COSC 461, which is co-taught with this course. The recommended background is being updated to align better with course content.

- **Revise ECE 462 Cyber-Physical Systems Security #283** **Low Impact**
  Removed RE Prerequisite of COSC 313.
  Rationale: COSC 102 is sufficient background.

- **Drop ECE 482 Power Electronic Circuits #284** **Mid Impact**
  Rationale: This course is the undergraduate version of ECE 582. It should not be in the graduate catalog. It will remain in the undergraduate catalog.

- **Drop ECE 491 Special Topics #285** **Mid Impact**
  Rationale: This course is the undergraduate version of ECE 599. It should not be in the graduate catalog. It will remain in the undergraduate catalog.

- **Revise ECE 500 Thesis #286** **Mid Impact**
  Change of hours.
  Rationale: This change reduces the maximum number of ECE 500 hours from 15 to 9. MS thesis students are only required to take 6 hours of ECE 500. Students are still allowed to take up to 9 hours for the purpose of retaining full time status.

- **Revise ECE 502 Registration for Use of Facilities #287** **Mid Impact**
  Change of hours. Rationale: This change reduces the maximum number of ECE 502 hours from 15 to 9. Students may take up to 9 hours to retain full time status, but there is no reason for students to take more than 9 hours.

Engineering Fundamentals Program

- **Drop EF 463 Data Center Design and Management #288** **Mid Impact**
  Rationale: This course covers introductory material concerning data center design and management. It should not be in the graduate catalog. It will remain in the undergraduate catalog.

Department of Industrial and Systems Engineering

- **Add IE 650 Doctoral Capstone Project #294** **Mid Impact**
  3-12 credit hours; Students will work on their capstone projects. Grading Restriction: Satisfactory/NoCredit grading only. Repeatability: May be repeated. Maximum 48 hours. Registration Restriction(s): Minimum student level – graduate.
  Rationale: This course is for Doctor of Engineering program majoring in Industrial Engineering. Students will need 18 credit hours or more to complete the program. This 600 level course is for Newly Proposed Doctor of Engineering Program in Industrial Engineering.

Department of Materials Science and Engineering

- **Add MSE 504 Introduction to Machine Learning for Materials Science #299** **Mid Impact**
  3 credit hours; Designed to provide the fundamental background of ML methods as applied to practical problems of materials discovery, characterization, and optimization. Covers the basics of the classification, regression, and dimensionality reduction methods, combined physics- and ML based workflows, and introduces the concepts of active learning, experimental planning, and causal learning as necessary elements of decision making. The emphasis is made on low-code hands-on practice. Graduate students will be expected to complete a capstone project by applying machine learning to an aspect of their graduate research or model system.
  Rationale: Graduate course taught by new faculty.

- **Revise MSE 551 Solar Photovoltaics #300** **Low Impact**
  Update to course description.
  Rationale: Clarify the differences between graduate and undergraduate sessions.

- **Revise MSE 571 Ion Beam Analysis of Materials #301** **Low Impact**
  Update to course description.
  Rationale: The course instructor's primary appointment is in Nuclear Engineering. The description of the course is being slightly enhanced and also highlighting experiences at the Tennessee Ion Beam Materials Lab.

- **Revise MSE 572 X-Ray Diffraction #302** **Low Impact**
  Update to course description.
  Rationale: Clarify the differences between graduate and undergraduate sessions.

Department of Mechanical, Aerospace, and Biomedical Engineering

- **Revise ME 521 Thermodynamics I #297** **Low Impact**
  Update to course description.
  Rationale: ME 521 and ME 522 are two different levels of thermodynamic courses from two different approaches covering different materials. They somehow have the same Catalog Entries "Macroscopic thermodynamics, including First and Second Law analyses, availability, phase and chemical equilibrium criteria, combustion, gas mixtures, and property relations, determination of thermodynamic properties from molecular structure, spectroscopic data, kinetic theory, statistical mechanics, quantum physics, Schroedinger equation." This will mislead students especially when they are offered in the same semester. The provided course description is recommended to be used as the new catalog entry.

- **Revise ME 522 Thermodynamics II #298** **Low Impact**
  Update to course description.

Rationale: ME 521 and ME 522 are two different levels of thermodynamic courses from two different approaches covering different materials. They somehow have the same Catalog Entries "Macroscopic thermodynamics, including First and Second Law analyses, availability, phase and chemical equilibrium criteria, combustion, gas mixtures, and property relations, determination of thermodynamic properties from molecular structure, spectroscopic data, kinetic theory, statistical mechanics, quantum physics, Schroedinger equation." This will mislead students especially when they are offered in the same semester. The provided course description is recommended to be used as the new catalog entry.

Department of Nuclear Engineering

- **Drop NE 441 Corrosion in Nuclear Power Systems #303** **Mid Impact**
  Rationale: The graduate version of this course is being added in a concurrent proposal. The new graduate course listing is NE 541.

- **Revise NE 516 Introduction to Radiochemistry Lab #304** **Mid Impact**
  Added RE Corequisite NE 515 and Registration Permission (Permission of Instructor).
  Rationale: NE 515 is the course titled "Introduction to Radiochemistry" and needs to be taken prior to or concurrently with NE 516 which is the laboratory. Registration permission by instructor has also been added for this course because of limited seats available and departmental prioritizations.

- **Add NE 541 Corrosion in Nuclear Systems #305** **Mid Impact**
  3 credit hours; The behavior and performance of structural materials in nuclear reactors is a limiting factor in the availability, economics and safety of the power plant. In particular, aqueous corrosion, irradiation-assisted stress corrosion cracking and irradiation damage are responsible for changes in the structure and properties of materials in nuclear power plants, often leading to premature failure. Topics covered in this course include: structural metals in nuclear power plants, properties and fabrication of Zircaloy, aqueous corrosion of reactor components, structural integrity of reactor components under combined mechanical loading, neutron irradiation, and chemical environment.
  Credit Restriction: Students cannot receive credit for both NE441/MSE451 and NE541 (see undergraduate course catalog for course description).
  Rationale: This course is being added to the graduate catalog as its own entry, instead of students taking NE 441 for graduate credit. NE 441 is being removed from the graduate catalog in a concurrent proposal.

- **Add NE 545 Nuclear Fuel Performance Modeling #306** **Mid Impact**
  3 credit hours; The environment experienced by fuel within a nuclear fission reactor is among the most extreme encountered by any functioning materials system. Fission processes in the uranium or plutonium fuel can generate high temperatures (and corresponding large thermal gradients) and produce high fluxes of energetic neutrons. Further, the fission process transforms the chemistry of the fuel, since each fissile nucleus that fissions produces two (or three) new elements from a broad range of the periodic table. The physics and chemistry of the myriad of fission product elements varies, which consequently impacts the properties that govern fuel performance. Outside of the fuel, the cladding is often exposed to a highly corrosive environment, in addition to numerous mechanical and chemical interaction forces as it serves as the first engineered barrier against the release of radioactive fission products. Registration Enforced (RE) Prerequisite(s): NE 520 or NE 440.
  Rationale: New course added by one of our professors in his area of expertise.

- **Revise NE 611 Selected Topics in Reactor Theory #307** **Mid Impact**
  Rationale: Updating prerequisite (NE 572 no longer taught). Updating description to reflect updated content. Modified description to "permission of instructor."

- **Add NE 684 Advanced Transport Methods #308** **Mid Impact**
  3 credit hours; Advanced studies in modeling and simulation of neutral particle transport in nuclear systems. Transport theory through the Boltzmann transport equation. Project-based course covering advanced topics in deterministic, Monte Carlo and hybrid solution methods. Registration Enforced (RE) Prerequisite(s): NE 582 and NE 583. Registration Restriction(s): Minimum student level – graduate.
  Rationale: Course was taught as a special topics NE 697 course to 6 graduate students. New professor wants to formalize this course.

Program Changes

College of Arts and Sciences

Department of Earth and Planetary Sciences

- **Rename Academic Unit/Department Earth, Environmental, and Planetary Sciences #276** **High**
  Rationale: We would like to update our department's name to Earth, Environmental, and Planetary Sciences to better refect the full range of research and teaching with which our faculty are involved as well as the interests of our current undergraduate and grduate students. The number of courses and research projects associated with environmental geoscience in our department has been steadilly increasing over the last decade. This upate in the department's name will help to reflect that change to prospective and current students as well as the university as a whole.

Department of Physics and Astronomy

- **Revise Physics Major, MS #4** **High Impact**
  Dropping all 10 concentrations.
  Dropping Five-Year BS/MS Program Physics Major, MS.
  Rationale: Removing concentrations for clarity when applying and removing BS/MS five-year because it is underutilized.

- **Revise Physics Major, PhD #5** **High Impact**
  Dropping all 11 concentrations.

Department of World Languages and Cultures

- **Revise French Major, MA #7** **Mid Impact**
  Removed “Without Comprehensive Exam” language. Added Five-Year Accelerated BA/MA Language and World Business/French option.
  Rationale: This new option in the French MA program gives students the opportunity to achieve higher value-added educational outcomes, employment, and career opportunities.

- **Revise Spanish Major, MA #8** **High Impact**
  Adding a Business Emphasis Five-Year BA/MA option.
  Impact on Herbert College of Agriculture (courses) and Haslam College of Business.

College of Communication

Interdepartmental

- **Revise Communication and Information Major, PhD #12** **Low Impact**
  Updating the Admissions Standards/Procedures language and requirements.

Tombras School of Advertising and Public Relations

- **Revise Communications and Information Major, MS #13** **Low Impact**
  Rationale: Changing the hours for both concentrations to better suit the needs of the accelerated five-year program and to be more consistent with other existing MSCI program concentrations.

College of Education, Health, and Human Sciences

Department of Child and Family Studies

- **Drop Academic Unit/Department of Child and Family Studies #270** **High Impact**
  Rationale: CEHHS is undergoing a significant restructuring in the which the Department of Child and Famly Studies will be dissolved beginning in fall of 2024. The CFS Majors, both MS and PhD, have moved to other units, as well as their associated courses. These changes have been made at the approval of Provost John Zomchick and with support from Dean Ellen McIntyre. All Department Heads have approved these changes.

- **End International Children, Youth, and Families Graduate Certificate #63** **Mid Impact**
  Rationale: The faculty voted to end this certificate program for three reasons: (a) the program is under-enrolled with students and has been since 2019; (b) the faculty who developed and taught the CFS courses

associated with this certificate have largely taken jobs at other institutions, have retired, or are unavailable to teach all of these courses; (c) the CFS department is dissolving due to a restructure in CEHHS and faculty prefer to end this program and potentially begin new certificates in their respective departments. A search in ARGOS indicated that there were two students enrolled currently. However, upon further investigation, one student completed the certificate requirements in 2020 and was awarded the certificate. The second student graduates in fall 2023 and was unable to meet the certificate requirements. Thus, after fall 2023 there will not be any students enrolled in the certificate program and thus no students will be affected by ending this certificate.

Department of Counseling, Human Development, and Family Science

- **Revise Counseling Major, MS #64** **High Impact**
  Moving from Dept. of Educational Psychology and Counseling to Dept. of Counseling, Human Development, and Family Science. Removed GRE information. For the Clinical Mental Health Counseling concentration: dropping SCHP 690 and adding COUN 590 in Required Courses and adding “Portfolio-Style” language to the Comprehensive Exam requirement. For the School Counseling Concentration: Dropping SCHP 690 and adding COUN 590 and adding “Portfolio-Style” language to Comprehensive Exam requirement.

- **Revise Counselor Education Major, PhD #65** **High Impact**
  Moving from Dept. of Educational Psychology and Counseling to Dept. of Counseling, Human Development, and Family Science. Changes to admissions to remove all references to the GRE.

- **Revise Grief, Loss, and Trauma Graduate Certificate #66** **High Impact**
  Moving from Dept. of Educational Psychology and Counseling to Dept. of Counseling, Human Development, and Family Science. No other changes.

Department of Educational Leadership and Policy Studies

- **Revise Adult Learning in Professional Settings #104** **High Impact**
  Moving from Dept. of Educational Psychology and Counseling to Dept. of Educational Leadership and Policy Studies. No other changes.

- **Revise Education Major, MS #105** **High Impact**
  Adult and Continuing Education Concentration moving from EPC Educational Psychology Major, MS to Education Major, MS in ELPS due to restructuring. The other concentration from EPC Educational Psychology Major, MS is moving to TPTE.

Department of Educational Psychology and Counseling

- **Drop Academic Unit/Department Educational Psychology and Counseling #269** **High Impact**
  Rationale: Addition of a Certificate in Vocal Pedagogy to answer student requests for the program. This can be done as an add-on to the MM in Vocal Performance as it requires 12 extra credits than the MM, and it can be done as a stand-alone program in 1 or 2 years, either in-person or online.

- **End Education Major, PhD #106** **High Impact**
  Rationale: The LEEDS concentration was replaced by the PhD-Education-LDT concentration many years ago. The last student is currently finishing dissertation within the LEEDS concentration, allowing us to close the concentration effective Fall 2024.

- **End Educational Psychology and Research Major, PhD #107** **High Impact**
  Rationale: The Educational Psychology and Research Major, PhD with a concentration in Applied Educational Psychology has never enrolled a single student. Faculty voted unanimously to close this concentration.

Department of Kinesiology, Recreation, and Sport Studies

- **Revise Kinesiology and Sport Studies Major, PhD #168** **Low Impact**
  Revisions to language throughout program, but no significant changes to requirements.
  Rationale: All proposed changes are specific to descriptive text within the graduate catalog to better clarify the Sport Studies Concentration.

Department of Public Health

- **Revise Epidemiology Minor #198** **Mid Impact**
  Adding a Distance Education Campus Code/Modality.
  Rationale: Our Epidemiology minor has been wildy successful with our campus-based students, however, with the influx of distance education MPH students, we would like to extend the minor to include them. All required courses to fulfill the minor will be offered in an online environment beginning in Fall 2024. We have had many distance education students express interest in pursuing the minor.

- **Revise Public Health Major, MPH #199** **Mid Impact**
  Revised to remove "(excludes Public Health Nutrition concentration)" from the Distance Education option. Removal of language about elective hours from required course section of Public Health Nutrition concentration.
  Rationale: There was an error importing Public Health Nutrition concentration in the last CRC submission. Six elective credit hours are not required as part of this concentration. They have been removed from "required courses" in the Public Health Nutrition concentration. Additionally, we would like to add Public Health Nutrition to our Distance Education program. All required courses are currently offered online or will be as of Fall 2024. The department of Nutrition requested this change and supports the addition to the DE program.

Department of Retail, Hospitality, and Tourism Management

- **Revise Retail, Hospitality, and Tourism Management Major, PhD #214** **Low Impact**
  Course swap from RHTM 625 to RHTM 635.
  Rationale: We drop RHTM 625 Strategies in Retail, Hospitality, and Tourism Management and add RHTM 635 Grantsmanship. RHTM 625 was determined to be more at the master's level. There is a growing importance of gaining knowledge and experience to graduate students who are looking for academic positions.

- **Add Retail, Hospitality, and Tourism Management Major, MS #115** **Mid Impact**
  Rationale: There is no master's program that combines retail and hospitality. Several alumni have expressed their interest in pursuing master's degree. Also our advisory board members valued this master's program. We are developing a brand-new master's program and have developed new courses. This online program with 7 weeks per semester will serve working professionals who want to earn the degree within a compressed time frame.

  RHTM graduate faculty members have been developing the online master's program for the Department of Retail, Hospitality, and Tourism Management. Based on feedback from our graduates and industry partners, we determined that an online master's program will meet their advanced education needs. When we mapped out the plan, we were able to project offering this program with the existing faculty members by offering fewer undergraduate courses with small enrollment numbers.

  In early August, we learned that we needed to work with Karen Galicia (Etzkron), the THEC liaison, when we developed a new program. We initiated the conversation with Karen immediately, and on August 14, 2023, the department head, Dr. Kwon, met with Karen Galicia, Dean Dixie Thompson (Graduate School), Lars Dzikus (Exec. Director of Academic Affairs, CEHHS), and Michelle Childs (RHTM Graduate Program Director) to discuss processes required for the program application and the THEC approval.

  At that time, we were advised that (a) the THEC submission is after the curriculum proposal is approved through the Faculty Senate, and (b) even if the Faculty Senate approves for Fall 2024, the THEC will not approve for Fall 2024 due to lack of time for appropriate promotion for the new program.

  With this information in this meeting, we decided to (a) apply for Fall 2025, (b) continue CRC application preparation to be submitted in September 2023, and (c) start preparing for THEC-required documents after the CRC paperwork is submitted in September 2023.

  Because there is no mechanism on Curriculog for us to apply for Fall 2025, we are revising our start date to be Fall 2024, knowing that we will be pushed back to Fall 2025 start date by THEC. Even though there is no rush for the program application starting in Fall 2025, if we don't submit our proposal now (and delay another year), we will be in the same situation of not having adequate time for promotion; thus, we are likely to be pushed to Fall 2026, which is not ideal for our department. If you have any questions, please feel free to contact our graduate program director or department head.

Department of Theory and Practice in Teacher Education

- **Revise American Sign Language Education Graduate Certificate #242** **Low Impact**
  Course swap from ASL 422 and 435 to ASL 522 and 535.
  Rationale: Revising 400-level courses to 500-level at request of CEHHS administration.

- **Revise Deaf Education (PreK-12) Graduate Certificate #243** **Low Impact**
  Added a statement about SLPI to the Admissions Standards/Procedures and swapped 400-level courses for 500-level courses.
  Rationale: Revising 400-level courses to 500-level at request of CEHHS administration.

- **Revise Education Major, EdS #244** **High Impact**
  Moving from EPC to TPTE as part of the CEHHS restructuring. Removed GRE language from Admissions Standards. Course swap from SCHP 545 to SCHP 548.
  Rationale: The previous course was narrowly focused on CBT. The new course includes CBT and other evidence-based counseling and psychotherapeutic approaches to provide students with well-rounded foundations.

- **Revise Educational Psychology Major, MS #245** **High Impact**
  Moving from EPC to TPTE as part of the CEHHS restructuring. Adult Education (coursework only with comprehensive exams) concentration removed. Some changes to program description and required course changes.
  Rationale: 1) Department change: CEHHS is restructuring, with the Applied Ed Psych (AEP) concentration moving to TPTE. THEC academic unit modification paperwork is pending. CRC to relocate and revise the Adult Education concentration will be filed separately by ELPS.
  2) Drop ACED 521 + Add EDPY 526: The EDPY 521 course was accidentally dropped during the last CRC process when the parallel course ACED 521 was added. The EDPY version of the course will focus on program planning in K-12 settings. The program is already in practice of offering differentiated sections to meet different needs of concentration students. This change will formalize that process.
  3) Drop IT 532 + Add EDPY 513: The faculty were in consensus that the IT 532 curriculum repeated curricula addressed elsewhere in the degree. IT 532 was also not offered in a time and rotation that met the needs of these DE students. IT faculty are in agreement with this change. Addition of EDPY 513 allows for dedicated space to attend to emerging issues and needs within the field. This course was developed at the recommendation of faculty and alumni.
  4) Drop ACED 538 + Add EDPY 513: The EDPY 538 course was accidentally dropped during the last CRC process when the parallel course ACED 538 was added. The EDPY version of the course was designed to focus on facilitating culturally responsive learning environments within US-based PK-12 settings. This change was based on observations from faculty and alumni regarding the need for more PK-12 focused attention within the Applied Educational Psychology concentration. This new addition will fulfill that need. The program is already in practice of offering differentiated sections to meet different needs of concentration students. This change will formalize that process.

- **Revise School Psychology Major, PhD #246** **High Impact**
  Moving from EPC to TPTE as part of the CEHHS restructuring. Some course changes.
  Rationale: 1) Department change: Program is moving from EPC to TPTE as part of CEHHS restructuring.
  2) Remove SCHP 545 and replace with SCHP 548: The previous course was narrowly focused on CBT. The new course includes CBT and other evidence-based counseling and psychotherapeutic approaches to provide students with well-rounded foundations.
  3) Remove EDPY/SCHP 516 and replace with PSYC 570: The faculty member who historically taught 516 has retired. The Department of Psychology agreed to allow our students to take their parallel course. This revision increases efficiency while still meeting foundational requirements for APA and NASP.

College of Music

- **Add Certificate in Vocal Pedagogy #264** **Mid Impact**
  Rationale: Addition of a Certificate in Vocal Pedagogy to answer student requests for the program. This can be done as an add-on to the MM in Vocal Performance as it requires 12 extra credits than the MM, and it can be done as a stand-alone program in 1 or 2 years, either in-person or online.

Tickle College of Engineering

Department of Chemical and Biomolecular Engineering

- **Revise Chemical Engineering Major, MS #282** **Low Impact**
  One course removed and Seminar hours text changed.
  Rationale: CBE 580 has been removed from the list of required courses for the non-thesis MS program. This course was used to convene a committee for the non-thesis MS students (a committee would evaluate the student's student outcomes). However, the graduate school no longer requires a committee for the non-thesis MS, so this course will become an elective. We also corrected a typo in the catalog. MS students can apply up to 3 credit hours of CBE 501 towards their degree requirements, not 6 credit hours.

Department of Electrical Engineering and Computer Science

- **Revise Artificial Intelligence and Machine Learning Graduate Certificate #292** **Mid Impact**
  Removal of Distance Education option.
  Rationale: There are not sufficient course offerings for distance education students to complete the AI/ML graduate certificate. It should not be listed as Distance Education in the catalog.

- **Revise Computer Engineering Major, MS #293** **Low Impact**
  Rationale: COSC 522 and ECE 504 are not core courses for CPE MS students and should not be included in the core course requirements list. ECE 559 and ECE 569 are core courses for CPE MS students and should be on this list.

Department of Industrial and Systems Engineering

- **Add New Program: Industrial Engineering Major, Doctor of Engineering (DE) degree, with Engineering Management Concentration #295** **High Impact**

  Rationale: The department of Industrial and Systems Engineering has had a long history of offering online PhD program in Industrial Engineering with Engineering Management (EM) concentration. The program has drawn significant interest from working professionals in industry. Due to the rigorous requirement of the research-focused PhD program, we have had to turn away many applicants, especially in the recent years after we have raised bar for our PhD program requirement. To meet the high demand for a doctoral degree from industry, we propose adding the degree designation of a Doctor of Engineering (DE) program to the Industrial Engineering doctoral program. The proposed degree focuses more on practice and application—as opposed to research—and will be more suitable for people working full-time. Many of the applicants denied to our PhD program could be admitted to the proposed Doctor of Engineering program, and the PhD students who were unable to complete their program could be more successful with their rich industrial experience in the Doctor of Engineering program. The proposed Doctor of Engineering program will be the first in the state and the region. The new program will satisfy the high demand from industry that we have seen over the years.

  We have already had a meeting with Dixie last semester and have been working with Karen since last semester on the proposal for the new program. We are waiting for the institution's approval (UTK) before we can submit the proposal to THEC. Karen has been talking to THEC about the new program. The proposal to THEC is almost ready but we need the institution's approval before we can send it to THEC.

  We want this new program be effective in fall 2024. We will submit the proposal to THEC by end of this semester. However, it looks like we won't be able to go through all the steps for approval within UTK this semester. But we can still get it approved by THEC by June 2024 and have the program be effective in Fall 2024.

Interdepartmental

- **Add Engineering Intellectual Property Law Graduate Certificate #296** **Mid Impact**

  Rationale: Engineers are at the forefront of the dynamic technological landscape. A significant component of IP development is its protection. Engineers are adept at invention but mostly lack a thorough understanding of IP law. The program will provide the necessary tools for them to understand and navigate IP rights, ensuring that their innovations achieve their full potential in the marketplace. In addition, as IP issues continue to increase with globalization, industries need professionals who can bridge the technical and legal gap to guide strategies that include both IP protection and competitive positioning. The program will develop professionals skilled in both engineering and IP law, making them valuable in this innovation-driven economy.

Department of Nuclear Engineering

- **Revise Medical Physics Major, MS #309** **Low Impact**
  Adding NE 515 Introduction to Radiochemistry.
  Rationale: When this major was created, we didn't have a radiochemistry course or instructor. Since radiochemistry is an intricate aspect of medical physics, and now we have a professor who can teach this subject, this is an important option to the students in this program.

- **Revise Nuclear Engineering Major, MS #310** **Low Impact**
  Rationale: This proposal has 2 changes: 1. The number of available graduate level courses in the NE curriculum has changed significantly over the years. Rather than updating a prescribed list of NE graduate electives year after year, this change simplifies the choices available within the schema. 2. Adding new course NE 515 - Introduction to Radiochemistry to list of available electives for Radiological Engineering Concentration which was created before this course existed.

- **Revise Nuclear Engineering Major, PhD #311** **Low Impact**
  Rationale: This page required a number of updates:
  1. Introduction is obsolete, being removed
  2. NE 515 added to Radiological Engineering Concentration
  3. Radiological Engineering Concentration modified to be the same as the MS degree concentration..
  4. 4th bullet under Admissions Standards/Procedures modified to be a complete sentence.
  5. Credit hours required, 4th bullet changed to remove seminar courses which can count as course work requirements
  6. Required courses. Second bullet corrected from 27 credits down to 24 credits minimum. Three to six credits can come from NE 501- seminar.
  7. Non-course requirements modified to reflect our newly instituted comprehensive examination process.
  8. Concentrations moved down to appear below the non-course requirements and before concentration descriptions.
  9. Repeated and redundant sections removed from all the concentrations. Leaving only "Required Courses" for each concentration, since all other sections are common to the main PhD degree and all concentrations.