# Graduate Curriculum Committee Meeting Report
# 405 Student Services Building
# Thursday, November 15, 2018

Members present: Sibyl Marshall (Chair), David Bemis, Rachel Fleming-May, Rebecca Jackson, Jacob Latham, Anthony Pellegrino, Jack Ryan (GSS Vice President)

Also in attendance: Julie Bonom (College of Nursing), Jeffrey Fairbrother (College of Education, Health, and Human Sciences), Merilee McCurdy (College of Education, Health, and Human Sciences), Sara Bradberry, Catherine Cox

Sibyl Marshall called the meeting to order at 3:30 p.m.

Curriculum proposals from two colleges were submitted for review:

1) College of Education, Health, and Human Sciences
   a) Course changes: added 12 courses, dropped 6 courses, revised 15 courses.
   b) Program changes:
      - Department of Educational Psychology and Counseling
        - concentration added to the Education major, EdS (School Psychology concentration)
        - revised program requirements for: Educational Psychology and Research Major, PhD (Evaluation, Statistics, and Measurement concentration)

2) College of Nursing
   a) Course changes: added 19 courses, revised 1 course
   b) Program changes: revised Nursing Major, DNP – Nurse Anesthesia concentration

3) Courses Not Taught in Four of More Years Report

   There are 89 courses listed on the report. From the 89 listed, 37 were marked to drop, 47 were marked to retain and 5 courses were not marked.

   After the Curriculum Committee reviewed the *Courses Not Taught Report* the following transpired:

   a) The 5 courses that were not marked (from College of Architecture and Design) were voted to retain as the justification was they wanted to discuss the courses at their college meeting.

   b) The courses listed below were marked by their departments to retain. But, because no clear concrete plan was indicated as to when the courses would be taught, *the committee voted to DROP the courses – with the option that the departments may attend Graduate Council and give justification for retaining them*.

      Mathematics (MATH) 538, Sociology (SOCI) 543, Recreation and Sport Management (RSM) 555, Nuclear Engineering (NE) 577

   With the above action from the Curriculum Committee, the report now stands as follows:
   48 courses to be dropped and 41 courses to be retained.

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

The meeting adjourned at 4:30.

Respectfully submitted,
Catherine Cox
Graduate Curriculum Coordinator

| Thursday<br>November 15, 2018<br>3:30 – 5:00 p.m. | Graduate<br>Curriculum<br>Committee Meeting | 405 Student<br>Services Building<br>(University Housing) |
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# AGENDA

**College of Education, Health, and Human Sciences**

**College of Nursing**

**Courses Not Taught in 4 or More Years Report**

**+ Indicates adding a concentration**

# COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

**All Changes Effective Fall 2019**

## I. COURSE CHANGES

### DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

Student Learner Outcomes

Student Learning Objectives for the MS in Counseling with a concentration in Clinical Mental Health Counseling and School Counseling

1. Students will demonstrate skills for individual counseling
2. Students will demonstrate conceptual understanding and skills for intervention specific to students' anticipated specialty settings
3. Students will demonstrate core curricular knowledge corresponding with eight domains as articulated by CACREP

Student Learning Objectives for the PhD in Educational Psychology and Research with a concentration in Evaluation, Statistics, and Measurement

1. Students will write a scholarly review of the literature that seamlessly integrates references
2. Students will demonstrate mastery of the content in their area of academic concentration and how to apply the content in a practice setting.
3. Students will be actively engaged in their profession.

Student Learning Objectives for the EdS in Education with a concentration in School Psychology…

1. Students will master the core knowledge in the discipline of school psychology.
2. Students will demonstrate competency in applied school psychology practice.
3. Students will be actively engaged in their profession.

### (COUN) COUNSELING

**ADD**

**COUN 541 Counseling for Addictions in School and Mental Health Settings (3)** Addresses theory and etiology of addiction, impact of addiction on development and family function, and evidence-based approaches for youth, adults, and families affected by addiction in school and mental health counseling settings.

Rationale: Our accreditation body (CACREP) added a number of new requirements for attending to addictions counseling, so we recognized the need to add a separate course focusing on this topic. This change is not driven by the SACs assessment. Impact on Other Units: Adding this course does not impact other units. The proposed course does not alter courses required by other programs. Financial Impact: This change will not impact the college or department budget. Existing faculty will teach the course.

**COUN 569 Human Sexuality in the Counseling Profession (3)** Addresses human sexuality as it relates to counseling theory, gender identity, gender roles, sexual orientation, and other counseling issues related to human sexuality.

Rationale: This course is currently taught as a special topics elective, with robust interest and enrollment, so we propose to make this a permanent course option. Some states require a graduate level human sexuality course for licensure as a professional counselor – a credential most of clinical mental health counseling students pursue post-graduation. This change is not driven by the SACs assessment.

Impact on Other Units: Adding this course does not impact other units. The proposed course does not alter courses required by other programs. Financial Impact: This change will not impact the college or department budget. Existing faculty will teach the course.

**DROP**

**COUN 540 Psychopharmacology for Mental Health and School Settings (3)**

Rationale: Based on new accreditation requirements, this class is no longer needed. Required course topics have been shifted to another course. Many of the topics covered in the course are no longer relevant based on accreditation, so they were simply dropped from our program of study. We teach our own section of SCHP 690 so we have added the content to that section for our students.

Impact on Other Units: Students from other programs/departments did not enroll in this course. There should be no impact on other units. Financial Impact: This change will not impact the college or department budget.

**REVISE TITLE AND DESCRIPTION**

**COUN 545 Lifespan Development and Wellness in Counseling (3)** Addresses themes and issues affecting client development with relevance to counselor interventions, including family and personality development, factors that affect development, and ethically and culturally relevant strategies for promoting resilience and optimal development.

Formerly: Critical Issues in Counseling (3) Addresses themes and issues affecting clients' development with relevance to counselor interventions, including family and personality development, crises and trauma, addiction and addictive behaviors.

Rationale: After a curriculum review by the program faculty, it was determined that revisions to this course were needed to align content to CACREP standards changes. The new description and title better explain the course. Impact on Other Units: Revisions to this course do not impact other units. The proposed course does not alter courses required by other programs. Financial Impact: This change will not impact the college or department budget.

## (EDPY) EDUCATIONAL PSYCHOLOGY

**DROP**

**EDPY 652 Advanced Seminar in Evaluation II (3)**

Rationale: This course is duplicative. Evaluation fieldwork is now covered in EDPY 660 ESM Seminar. Impact on Other Units: The proposed change does not drop or alter courses required by other programs. Financial Impact: This change will not require additional resources.

**REVISE TITLE AND DESCRIPTION**

**EDPY 581 Educational Measurement (3)** Focus on PK-12 and higher education assessment techniques. Discussion on how to locate, critique, develop, and utilize assessments for evaluation purposes in PK-16 educational settings.

Formerly: Classroom Measurement (3) Processes for measuring and reporting student progress: interpretation and use of available assessment data. Methods of assessment other than tests and measurements, such as portfolios, performance tasks, and exhibitions.

**EDPY 651 Advanced Seminar in Evaluation (3)** Required seminar course for Evaluation, Statistics, and Measurement majors. Focuses on evaluation project management, budgeting, personnel, client relations, as well as evaluation standards and professionalism. Students will be engaged in evaluation during the course.

Formerly: Advanced Seminar in Evaluation I (3) First of two required second-year seminar courses for Evaluation, Statistics, and Measurement majors. Addresses advanced evaluation systems and processes, the evaluation of instruction and learning, evaluation decision making through case analysis, evaluation ethics, and organizational framing. Students will be engaged in evaluation work during the course.

Rationale: The revisions are needed to better reflect the current content focus of the courses: (EDPY 581) educational measurement with application to higher education as well as P-12 environments and (EDPY 651) applied evaluation fieldwork for ESM majors. Impact on Other Units: The proposed changes do not drop or alter courses required by other programs. Financial Impact: These changes will not require additional resources.

**REVISE DESCRIPTION**

**EDPY 577 Statistics in Applied Fields I (3)** Applications of descriptive and inferential statistics to problems in applied fields. Topics include data visualization, central tendency, variability, correlations, introduction to probability, normal distribution, interval estimation, and univariate hypothesis testing. Use of statistical software to analyze data.

Formerly: Applications of descriptive and inferential statistics to problems in applied fields. Use of internet sites and computer programs to analyze data.

**EDPY 677 Statistics in Applied Fields II (3)** Applications of intermediate statistical procedures to problems in applied fields. Topics include repeated measures analysis of variance, factorial analysis of variance, analysis of covariance, multivariate analysis of variance, and multiple regression. Use of statistical software to analyze data.

Formerly: Application of intermediate statistical procedures (e.g., factorial analysis of variance, analysis of covariance, multiple regression, multivariate analysis of variance) via statistical packages.

**EDPY 678 Statistics in Applied Fields III (3)** Applications of intermediate and advanced statistical procedures to problems in applied fields. Topics include software syntax development, data cleaning, assumptions testing, moderated and mediated multiple regression, logistic regression, factor analysis, and principal components analysis. Use of statistical software to analyze data.

Formerly: Techniques in advanced multivariate statistics will be reviewed. Reviewing literature on topics such as logistic regression, multilevel modeling, structural equation modeling, and factor analysis, as well as learning how to conduct these analyses using statistical software will be covered.

**EDPY 583 Survey Research (3)** Overview of survey research methods. Survey design, sampling techniques, data collection methods, analysis and visualization of survey results will be discussed.

Formerly: Overview of survey research methods. Survey design, sampling techniques, data collection methods, and analysis of survey data will be discussed.

Rationale: Course changes reflect a more accurate description of the current courses content. Impact on Other Units: The proposed changes does not drop or alter courses required by other programs. Financial Impact: These changes will not require additional resources.

**REVISE REPEATABILITY**

**EDPY 667 Evaluation, Statistics, and Measurement: Advanced Topics (3)**
*Repeatability: May be repeated as topic changes: limit of four topics. Maximum 12 hours.*

Formerly: Repeatability: May be repeated as topic changes: limit of two topics. Maximum 6 hours.

Rationale: Course change is to reflect the rotation of key topics and the ability to encompass emerging changes in theory and techniques in the ESM fields. Impact on Other Units: The proposed change does not drop or alter courses required by other programs. Financial Impact: This change will not require additional resources.

**ADD REGISTRATION PERMISSION**

**EDPY 534 Program Evaluation II (3)**
*Registration Permission: Consent of Instructor.*

Formerly: Registration Permission: None.

Rationale: Course change is to add the registration permission – consent of instructor – that is the only change. This is necessary since students must: a) complete the pre-requisite, and b) have an approved field project for implementation. Impact on Other Units: The proposed change will not affect other programs. Financial Impact: This change will not require additional resources.

## DEPARTMENT OF NUTRITION

Student Learner Outcomes

Learning objectives for the MS in Nutrition

1. By the time of program completion, students enrolled in the master's degree program will demonstrate readiness for professional employment in the discipline.
2. Upon completing the program, students who have completed the dietetic internship option will have demonstrated the ability to understand, interpret, and apply the science of nutrition in individual, clinical, and community settings.
3. Upon completing the program, students in the public health nutrition concentration will have demonstrated the ability to apply public health nutrition skills in community settings.

Learning objectives for the PhD in Nutritional Sciences…

1. Upon completing the program, the student will have the ability to interpret, critique, and synthesize research literature in nutrition.
2. Upon completing the program students will have demonstrated the ability to communicate and disseminate research findings.
3. Upon completing the program, the student will have demonstrated the ability to write a NIH-formatted specific aims and research strategy for a grant proposal and to submit a grant proposal for research funding.
4. Upon completing the program, the student will attain a nutrition-related position appropriate to doctoral-prepared program graduates.

## (NUTR) NUTRITION

**ADD**

**NUTR 510 Applied Human Nutrition (3)** Overview of nutrient functions in fundamental biological processes (in non-disease states), including energy transformation, metabolic regulation, and growth/development, all with emphasis on application in community and public health settings, including the Dietary Guidelines for Americans (DGA), Dietary Reference Intakes (DRI), and nutrition-related evidenced-based guidelines.
*(DE) Prerequisite(s): Introductory levels of Physiology, Biochemistry, and Nutrition.*

Rationale: Regular curricular review, as well as feedback from students, indicates the current NUTR 511-512 (Advances in Carbohydrate, Lipid and Protein Metabolism & Advances in Vitamin and Mineral Metabolism) course sequence is not meeting the specific needs of PHN (Public Health Nutrition) MS students. This proposed course (currently being taught as a Special Topics course) will allow us to better address those needs. This supports SLO's 1 and 3 of the MS in Public Health Nutrition. Impact on Other Units: None. This course will eventually be a requirement for PHN-MS NUTR graduate students, only. There should be no impact on other units. Financial Impact: None. This course will be taught as part of the normal course load of existing faculty.

## DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION

Student Learner Outcomes

MS Track I Learner Outcomes (Educational Studies Concentration and Practitioner Concentration)

1. Demonstrates rich understanding of subject(s) taught and appreciation of how knowledge in subject area(s) is created, organized, and linked to real-world settings.
2. Demonstrates the ability to reason and to take multiple perspectives
3. Demonstrates quality of writing that is expected of advanced graduate students

MS Track II Learner Outcomes (Professional Internship Concentration)

1. The candidate understands the central concepts, tools of inquiry, structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. (Corresponds to InTASC Standard 1)
2. The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (Corresponds to InTASC Standard 3)
3. The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. (Corresponds to InTASC Standard 4)

Urban Learner Outcomes

1. Understand and acquire leadership abilities and change strategies to improve teaching and learning in urban school contexts. NBPTS Standard 1: Teachers are committed to students and their learning. NBPTS Standard 5: Teachers are members of learning communities.
2. Demonstrate an array of teaching/learning strategies or instructional models aligned with the needs of students and families in urban school communities. NBPTS Standard 4: Teachers think systematically about their practice and learn from experience.
3. Demonstrate the ability to assess student learning and achievement in urban school contexts. NBPTS Standard 3: Teachers are responsible for managing and monitoring student learning.

## (ASL) AMERICAN SIGN LANGUAGE

### REVISE (RE) PREREQUISITE(S)

**ASL 435 Linguistics of American Sign Language (3)**
*(RE) Prerequisite(s): 212.*

Formerly: (RE) Prerequisite(s): 211.

Rationale: Changing the prerequisite course from ASL 211 to 212. The revision is needed because students are better able to apply course content having more ASL language knowledge and ability. Based on instructor observations, it was determined that a curricular change was needed. Related to SACS, candidates will learn central concepts and structures of the discipline(s)—learning outcome 1.

Impact on Other Units: This course is required for EDDE, EI and ASL ED. Based on a review of the undergrad and grad catalogs, we have determined this change will not affect any other programs. It is not required, is not a pre-requisite or co-requisite for any other course and is not cross-listed with any other units/courses. It is not a general education, tracking, or high-demand course.

Financial Impact: There is no financial impact on the department or college budget. There is no impact on staffing and no additional faculty or GTAs will be needed. It does not require any additional resources. This course is offered for both Undergraduate and Graduate credit and this change is being submitted to both CRC committees concurrently.

## (EDUC) EDUCATION

### REVISE REPEATABILITY AND REMOVE CREDIT RESTRICTION(S)

**EDUC 576 Practicum in Classroom Teaching (1-8)**
*Repeatability: May be repeated. Maximum 24 hours.*

Formerly: Repeatability: May be repeated. Maximum 12 hours.
Credit Restriction(s): May not be used for probationary licensure year. May not be used toward degree requirements.

Rationale: The purpose for increasing the number of repeatability hours to a maximum of 24 is to allow students to complete licensure programs associated with this course. Students are required to enroll in this course each semester they are enrolled in the program. The purpose for removing the credit restriction and allowing credit to be used during probationary licensure year and applicable toward degree requirements is to align course requirements with State teacher licensure requirements. Faculty coordinators from the Job-Embedded Practitioner programs met and reviewed this course in relation to State licensure requirements. In order to assist students and met State licensure requirements, it was determined to make these changes. These changes are not driven by SACs assessments.

Impact on Other Units: This course is taken only by TPTE students and is required for those seeking a Masters in Teacher Education Major, MS – Practitioner Concentration. The change does not affect courses required by other programs, is not a gen ed., tracking, or high demand course, is not a pre-requisite or co-requisite for other courses, and is not cross-listed.

Financial Impact: None. This course will be taught by existing faculty who coordinate Job-Embedded Practitioner programs. There will be no financial impact.

## (ETEC) EDUCATIONAL TECHNOLOGY

**ADD**

**ETEC 589 Technology, Leadership and Learning (3)** Preparing educators to develop as technology leaders in K-12 education settings. Examines the complex charge of being responsible for missional uses of technology, or those aligned with broader teaching and learning goals, that support classroom and school-wide priorities. Includes professional development strategies, project management, translating educational technology-related research and policies into specific instructional recommendations, and securing funding for technology-supported initiatives and projects.

Rationale: ETEC (Educational Technology) is a face to face program that was approved in 2015. There were only 3 courses in this concentration. This course will be added as a required course in the concentration for the EDS in Teacher Education with a concentration in Educational Technology to fulfill the 12-hour requirement. A new faculty member has joined our faculty who will teach this course as part of his regular course load. This course will also be a requirement in STEM Gifted program. This change supports fulfillment of the ISTE standards for Educators. Regarding assessment activities, almost all classrooms in the schools that hire our students have interactive whiteboards resulting in a high demand for teachers to have the skill set needed to develop lessons using them. Format of course: Online/Synchronous. Impact on Other Units: This addition will not affect any other programs. It is not required, is not a pre-requisite or co-requisite for any other course and is not cross-listed with any other units/courses. It is not a general education, tracking, or high-demand course. Financial Impact: None. There will be no financial impact. New faculty member will be teaching this course as part of his teaching load.

**REVISE TITLE AND DESCRIPTION**

**ETEC 587 Integrating Mobile Technologies into Teaching and Learning (3)** The application of mobile devices including laptops, tablets and smartphones to enhance learning in K-12 settings. Students will examine the current research on the use of 1-1 technology and mobile applications in learning environments, consider classroom management issues, and examine strategies and techniques of effective integration.

Formerly: Integrating Emerging Technologies into Teaching and Learning (3) Focus on the application of mobile devices including smartphones and tablets to enhance learning in K-12 settings. Students will examine the current research on the use of mobile devices in learning environments, consider classroom management issues, and examine strategies and techniques of effective integration of mobile technology associated with the use of these devices.

Rationale: After a periodic review by faculty members, student reports and advising, we are updating this course name and description in order to increase student understanding of course content. This change is not driven by SACS assessment. Impact on Other Units: This course is required for EDS in Teacher Education, ETEC concentration. It is not a pre-requisite or co-requisite for any other course and is not cross-listed with any other units/courses. It is not a general education, tracking, or high-demand course. Financial Impact: None. There will be no financial impact. Course will be taught be existing faculty.

**REVISE TITLE, DESCRIPTION, AND ADD (RE) PREREQUISITE(S)**

**ETEC 588 Technology Tools for STEM Educators (3)** Emphasis on understanding, evaluating, and using technological tools as part of STEM learning activities. For STEM teachers as well as those interested in using educational technology tools that involve computational thinking, design thinking, and problem-solving in other content areas. Includes an introduction to using everyday items to integrate tools for visual and block-based programming, and digital technologies to support students to engage in scientific and mathematical practices.
*(RE) Prerequisite(s): ETEC 486 or ETEC 586 or permission of instructor*

Formerly: Effective Use of Interactive Whiteboards (3) Classroom applications of interactive whiteboards to support information literacy and 21st century skills; designed to enable teachers to use and integrate an interactive whiteboard into the K-12 or post-secondary curriculum. Includes the design and development of lesson activities that facilitate learning through the development of interactive components.
(RE) Prerequisite(s): None.

Rationale: After a periodic review by faculty members, student reports and advising, we are updating this course because the information in the current course is outdated due to changes in technology. In addition, a graduate level "survey" technology course is needed. Graduate population has increased. This change is not driven by SACS assessment.

Impact on Other Units: This course is required for EDS in Teacher Education, ETEC concentration and for Math and Science graduate students, and STEM gifted program. It is not a pre-requisite or co-requisite for any other course and is not cross-listed with any other units/courses. It is not a general education, tracking, or high-demand course. Financial Impact: None. There will be no financial impact. Course will be taught be existing faculty.

**REVISE TITLE, DESCRIPTION, AND ADD COMMENT(S)**

**ETEC 586 Intro to Classroom Technology Applications (3)** Classroom applications of technology to support information literacy and 21st century skills; designed to enable teachers to use and integrate a variety of technology tools into the K-12 curriculum. Includes the design and development of a classroom website, lesson activities that facilitate writing, collaboration, and communication through the design and development of a personal learning network, blogs, wikis, podcasts, digital stories, and mobile apps.
***Comment(s): This course cannot be taken for senior privilege.***

Formerly: Classroom Applications of Web 2.0 Tools (3) Classroom applications of Web 2.0 tools to support information literacy and 21st century skills; designed to enable teachers to use and integrate a variety of web-based tools into the K-12 curriculum. Includes the design and development of lesson activities that facilitate writing, collaboration, and communication through the use of blogs, wikis, podcasts, social networking and a variety of web-based applications.

Rationale: After a periodic review by faculty members, student reports and advising, we are updating this course because the information in the current course is outdated due to changes in technology. In addition, a graduate level "survey" technology course is needed. Graduate population has increased. This change is not driven by SACS assessment. Format of course: Online/Synchronous Impact on Other Units: This course is required for EDS in Teacher Education, ETEC concentration and in initial licensure program for Job Embedded students. It is not required, is not a pre-requisite or co-requisite for any other course and is not cross-listed with any other units/courses. It is not a general education, tracking, or high-demand course. Financial Impact: None. There will be no financial impact. New faculty member will be teaching this course as part of his teaching load.

**Online: when a course is taught online the following questions have to be answered - How will it be offered?**
**Is this a Knoxville campus online section and/or a distance education (DE) KPV course section?**

## (MEDU) MATHEMATICS EDUCATION

**REVISE DESCRIPTION AND ADD REGISTRATION RESTRICTION(S)**

**MEDU 530 Teaching Mathematics in the Elementary School (3)** Teaching mathematics to diverse learners at the elementary level. Investigating mathematics subject matter, how children learn mathematics, and instructional strategies to enhance that learning.
*Registration Restriction(s): Graduate students only.*

Formerly: Unit planning, daily planning, grouping and other strategies of teaching mathematics. Course is for those with little preparation in teaching elementary school mathematics.
Registration Restriction(s): None.

Rationale: The revised course description better represents the content of the course. The registration restriction will insure students are receiving the appropriate credit for the course. Many students register for the course as undergraduates and forget to update their status or complete the senior privilege forms. Therefore, they complete the course and find that they have only received undergraduate credit. This requires students to take another graduate course or for faculty to attempt to have the graduate school change the student's status after the fact. This registration restriction should encourage students to complete appropriate forms before registering and assure that all will receive the appropriate credit. This change is not driven by SACS assessment.

Impact on Other Units: The course is required for elementary education majors and licensing, but the change in restriction and description of the course will not influence this. Nor will the change drop or alter courses required by other programs or offered by other programs. It is not a general education tracking or high demand course, nor is it a pre- or co-requisite for other courses. The course is not cross-listed in other units. Any student from our unit or other units should be taking the course for graduate credit so the restriction change or the description change should not impact anyone.

Financial Impact: None. The restriction change or the description change should not impact the department or college financially. It will just insure that all will receive the appropriate credit for the course. These changes should not impact enrollment and, therefore, not impact staffing.

## (SPED) SPECIAL EDUCATION

**ADD**

**SPED 501 Advanced Topics in Applied Behavior Analysis (3)** Will cover advanced topics related to practice-oriented skills and applications for behavior analysts to use behavior-analytic techniques and treatment approaches in applied settings. Topics may focus on intervention procedures, selecting and implementing interventions, supporting effective implementation of interventions, and supervising personnel.
*Repeatability: May be repeated – Maximum 6 hours.*
*(RE) Prerequisite(s): SPED 530.*
*Comment(s): For students enrolled in graduate degree programs with applied behavior analysis course sequence option.*
*Registration Permission: Permission of instructor.*

Rationale: The purpose for creating this course is to enable us to address new course-content standards defined by an international certifying board for behavior analysts. With the current standards, we will be able to cover new course-content standards with a 3-hour credit course. In January 2017, the Behavior Analyst Certification Board published new standards, the BCBA/BCaBA Task List (5th ed.), which included new course-content standards related to practice-oriented skills and applications, such as supervising personnel and management. Because of these additional standards, we are proposing to add a new course, SPED 501. This course will become part of the BCBA Verified Course Sequence here at UTK to help us address specific standards which were recently added by the Behavior Analyst Certification Board and which are not currently covered in other courses and allow us to adjust curriculum if the Board adds new standards in the near future. We want to expand opportunities for students to meet coursework requirements of our Behavior Analyst Certification Board Verified Course Sequence, and we feel that the increasing demand for BCBAs supports the need to continue the Verified Course Sequence. This change is not driven by SACS assessment.

Impact on Other Units: The course will become part of BCBA Verified Course Sequence at UTK. These courses are currently optional for students in Special Education graduate degree programs and students in the School Psychology PhD program. It is also an option for students in the Educational Psychology and Research Major PhD degree program, Applied Educational Psychology Concentration. We are concurrently proposing an ABA Concentration (Teacher Education, MS) in TPTE which will require this course. This will not change,

drop, or alter courses required by other programs or offered by other programs. It is not a general education tracking or high demand course, nor is it a pre- or co-requisite for other courses. The course is not cross-listed in other units.

Financial Impact: The addition of a new course (SPED 501; 3 credit hours) would likely require funds to pay for an instructor to teach the course, particularly if offered in the summer. We feel that this course would "make" each year. And, this course could be taught by current faculty in Special Education or School Psychology, or it could be taught by an adjunct (a local BCBA with expertise in managing a clinic, supervising personnel, etc.). If necessary, we could offer this course in fall or spring term, and an existing faculty member from Special Education (likely Dr. Moore) could teach this course on overload. Dr. Sherry Bell (TPTE Dept. Chair) is aware of our request for this new course to be a part of the ABA Concentration, and has indicated the department can cover the cost of SPED 501 if necessary.

**SPED 515 Foundations in Learning Disabilities and Other Academic Difficulties (3)** Provides foundational knowledge of learning needs, service delivery models, and critical issues in the education of students with learning disabilities and other academic difficulties. Introduction to evidence-based practices needed to help students with diverse learning needs under a Response to Intervention framework.
*(RE) Prerequisite(s): 402.*
*Comment(s): Admission to graduate program in special education or consent of instructor.*

Rationale: Course will be offered in parallel to the undergraduate course (SPED 415) that delivers similar, less advanced content. All proposed changes to the SPED program come from a couple of assessment activities. First of all, completion of CEEDAR activities indicated several areas and standards that need to be infused into the program. It is clear that students preparing to be special educators need more authentic experiences and more opportunities to build knowledge and skills related to State, InTASC, and Council for Exceptional Children standards. After CEEDAR activities and discussion of proposed changes with SPED faculty, current interning teachers were asked to participate in a program review panel after class on March 8, 2018. (They were offered only the opportunity to put a service item of "Program Review Panel" on their resumes, but 15 out of 18 students participated.) Proposed changes and rationale were presented to the interns and they provided feedback on content and experiences they believe would enhance outcomes for future SPED majors. Their suggestions (e.g., "early opportunities to experience classrooms in case they want to back out") are being infused throughout the proposed program changes. This change is not driven by SACS assessment.

Impact on Other Units: This course will be offered by SPED faculty for SPED students or students adding Interventionist endorsement to other areas of endorsement. SPED 515 will be taught at the same time by the same instructor. It is not a general education tracking or high demand course, nor is it a pre- or co-requisite for other courses. Financial Impact: None. The course add should not impact the department or college financially. The course will be taught by existing faculty.

**SPED 516 Effective Instruction for Students with Learning Disabilities and Other Academic Difficulties (6)** Determining and implementing best practices in instruction, both remediation and accommodation strategies, for students with learning disabilities and other academic difficulties. Understanding and applying high-leverage evidence-based practices, strategy-based instruction, assessment and progress monitoring, and data-based decision making.
*(RE) Prerequisite(s): 402.*
*Comment(s): Admission to graduate program in special education or consent of instructor.*

Rationale: This course will be offered in parallel to the undergraduate course (SPED 416) that delivers similar, less advanced content.

Impact on Other Units: The course will not affect other units, nor will the change, drop, or alter courses required by other programs or offered by other programs. It is not a general education tracking or high demand course, nor is it a pre- or co-requisite for other courses. The course is not cross-listed in other units. Financial Impact: None. The course add should not impact the department or college financially. SPED 416/516 will remain as part of the load for existing faculty.

**SPED 530 Applied Behavior Analysis in School Settings (3)** Emphasizes the application of applied behavior analysis principles including the study of designing, implementing, and evaluating behavior analytic interventions relevant to alleviating significant problem behaviors in the classroom setting. Learners examine topics in the use of applied behavior analysis such as direct instruction, behavior reduction, functional analysis, positive behavioral supports, and ethical issues in the use of various procedures.
*Comment(s): Admission to graduate program in special education or school psychology or consent of instructor.*

Rationale: This course will be offered in parallel to the undergraduate course (SPED 430) that delivers similar, less advanced content.

Impact on Other Units: This course will be offered by SPED faculty for students in the SPED program and School Psychology doctoral program - Dr. Merilee McCurdy, the School Psychology program coordinator, is in support of this course add. This change will better address the needs of students in both programs. The course will not change, drop, or alter courses required by other programs or offered by other programs. It is not a general education tracking or high demand course, nor is it a pre- or co-requisite for other courses. Financial Impact: None. The course add should not impact the department or college financially.

**SPED 532 Effective Instruction of Students with Moderate to Severe Disabilities (6)** Identifying and implementing best practices in instruction for students with moderate to severe disabilities. Understanding and applying high-leverage evidence-based practices, systematic instruction, assessment and progress monitoring, and data-based decision making.
*(RE) Prerequisite(s): 402.*
*(RE) Corequisite(s): EDUC 576.*
*Comment(s): Admission to graduate program or consent of instructor.*

Rationale: This course will be offered in parallel to the undergraduate course (SPED 432) that delivers similar, less advanced content.

Impact on Other Units: This course will not impact other units nor will it change drop or alter courses required by other programs or offered by other programs. It is not a general education tracking or high demand course, nor is it a pre- or co-requisite for other courses. Financial Impact: None. The course will be taught by existing faculty.

**SPED 559 Physical and Health Impairments: Educational Implications (3)** Characteristics of students with neuromotor, orthopedic, and musculoskeletal impairments, degenerative and life limiting conditions, health impairments

including infectious diseases, and sensory losses and the impact of these disabilities on student learning. Adaptations and teaching strategies for meeting the needs of students with physical, health, and sensory impairments in general and special education contexts.
*(RE) Prerequisite(s): 402 or 470.*
*Comment(s): Admission to graduate program in special education or consent of instructor.*

Rationale: This course will be offered in parallel to the undergraduate course (SPED 459) that delivers similar, less advanced content.

Impact on Other Units: This course will not impact other units nor will it change drop or alter courses required by other programs or offered by other programs. It is not a general education tracking or high demand course, nor is it a pre- or co-requisite for other courses. Financial Impact: None. The course add should not impact the department or college financially. The course will be taught by existing faculty who already teach 459. The courses will be taught together.

**DROP FOR GRADUATE CREDIT (COURSES BEING RETAINED IN THE UNDERGRADUATE CATALOG)**

**SPED 419 Psychology and Education of Students with Mild Disabilities (6)**

**SPED 430 Applied Behavior Analysis in School Settings (3)**

**SPED 432 Psychology and Education of Students with Moderate/Severe Disabilities (6)**

**SPED 459 Physical and Health Impairments: Educational Implications (3)**

Rationale: We are adding graduate level courses that will be the graduate version for all of these courses. Subsequently, these courses will no longer be available for graduate credit and should be removed from the graduate catalog. See the supporting information for each for these new grad courses (SPED 519, 530, 532, 458, 459) for detailed information to support this request.

Equivalency Table

| Current Course<br>Special Education (SPED) | Equivalent Course Effective Fall 2019<br>Special Education (SPED) |
|---|---|
| 416 | 516 |
| 419 | 519 |
| 430 | 530 |
| 432 | 532 |
| 459 | 559 |

## (TPTE) THEORY AND PRACTICE IN TEACHER EDUCATION

**ADD**

**TPTE 541 Diversity Pedagogy (3)** Introduction to theoretical frameworks like multicultural education, culturally responsive teaching, critical pedagogy, anti-racist teaching, and critical race theory. Addresses the promotion and critique of diversity pedagogies and related concepts in theory and educational practice.

**TPTE 542 Introduction to Urban Education (3)** Introduces topics and issues related to the historical development of urban districts, the unique characteristics of urban schools, and the social and political forces that shape urban schools.

Rationale: The Urban Certificate was originally created for the Teach Here Grant. Therefore, the courses that were created/used for the certificate were Special Topics (TPTE 595) or Topics on Improving Instruction (TPTE 540). These were temporary courses and now we would like to make the courses permanent. The creation of the permanent Urban Certificate addresses the need to prepare teachers to leverage the assets of students and families from diverse backgrounds to engage in meaningful change in the classroom, community, and beyond. Many students have expressed the desire to be more aware of strategies to meet students in urban areas. The change is not associated with SACs Assessment.

Impact on Other Units: This change does not change or alter courses required by other programs, is not a high demand course, or a general education course, nor is it a pre- or co-requisite. In our review of the graduate catalog, we determined that there is no impact on other units. All courses will be taught within the department and given that we have allowed for one elective course within the department, students can more easily add the Urban Certificate and other endorsements without having to add too many additional courses. Additionally, these courses will draw students from outside the institution such as in-service teachers. It is not a general education tracking or high demand course, nor is it a pre- or co-requisite for other courses.

Financial Impact: We would like to recruit in-service teachers to the program, which would attract additional tuition-paying students to the department. The course will be taught by existing faculty.

# II. PROGRAM CHANGES

## DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

Student Learning Objectives for the MS in Counseling with a concentration in Clinical Mental Health Counseling and School Counseling

1. Students will demonstrate skills for individual counseling
2. Students will demonstrate conceptual understanding and skills for intervention specific to students' anticipated specialty settings
3. Students will demonstrate core curricular knowledge corresponding with eight domains as articulated by CACREP

Student Learning Objectives for the PhD in Educational Psychology and Research with a concentration in Evaluation, Statistics, and Measurement

1. Students will write a scholarly review of the literature that seamlessly integrates references
2. Students will demonstrate mastery of the content in their area of academic concentration and how to apply the content in a practice setting.
3. Students will be actively engaged in their profession.

Student Learning Objectives for the EdS in Education with a concentration in School Psychology

1. Students will master the core knowledge in the discipline of school psychology.
2. Students will demonstrate competency in applied school psychology practice.
3. Students will be actively engaged in their profession.

**+ ADD CONCENTRATION – EDUCATION MAJOR, EDS**

**School Psychology Concentration**

In the 2019-2020 Graduate Catalog, add heading, text, and requirements for the EdS, School Psychology concentration as follows:

**Education Major, EdS, School Psychology concentration**
School Psychology offers advanced graded, sequential, and hierarchical training in psychological and educational foundation, research, assessment, consultation, and intervention. The program prepares professionals who work collaboratively with educators, administrators, parents, and children to promote learning and development in general education students and students with special needs. Students enrolled in this 61-credit program will complete core coursework in school psychology, applied practica in local schools, and a 1-year internship. In addition, students will be engaged in research activities each semester. Prior to graduation, students must pass the PRAXIS exam in school psychology.

Admission to the concentration is based on GRE scores, GPA at all collegiate levels, a written statement of interest, and professional references. Prior graduate work will be examined on a case-by-case basis to determine if it can be used to satisfy some course requirements for the EdS concentration.

| **Requirements** | **Credit Hours** |
|---|---|
| **Foundational Coursework** | |
| SPED 530 Applied Behavior Analysis in School Settings | 3 |
| EDPY 510 Psychological Theories of Human Development Applied to Education | 3 |
| EDPY 516 Educational Applications of Cognitive and Affective Models | 3 |
| EDPY 517 Direct Assessment and Interventions for Academic Skills Deficits | 3 |
| SCHP 541 Psychometrics for School Psychology | 3 |
| EDPY 547 Cognitive Behavioral Therapy: Research and Practice | 3 |
| SPED 555 Methods of Teaching Students with Autism Spectrum Disorders | 3 |
| COUN 570 Cross-Cultural Counseling: Theory and Research | 3 |
| EDPY 636 Ethical, Legal, and Professional Issues in Psychology and Behavior Analysis | 3 |
| SCHP 690 Psychopathology in School and Mental Health Settings | 3 |
| One course in systems consultation, approved by advisement | 3 |
| **Research Methods** | |
| EDPY 505 Quasi-Experimental and Single-Subject Design Research | 3 |
| EDPY 577 Statistics in Applied Fields I | 3 |
| EDPY 655 Research in Psychoeducational Studies | 4 |
| **Applied Practica and Internship** | |
| SCHP 540 Seminar and Practicum in School Psychology | 4 |
| SCHP 542 Practicum in Psychoeducational Assessment | 6 |
| SCHP 546 Psychoeducational Consultation and Intervention | 4 |
| SCHP 652 Advanced Professional Practice in School Psychology | 2 |
| SCHP 649 Advanced Internship in School Psychology | 2 |
| **Total hours** | **61** |

*****Note: To complete the BCBA verified course sequence, students must complete EDPY 515 as an additional class.

Rationale: The school psychology program is requesting a new concentration for the EdS degree (school psychology) be added to the Education Major in the Educational Psychology and Counseling department. This would not require adding a new major as the Education major exists in our college and department.

The nation is experiencing a shortage of school psychologists and East TN has many open positions. This past year Joanna Bivins, from the Tennessee Department of Education, sent a survey to special education directors from across all 141 districts in Tennessee; 112 LEAs responded. Based on responses from special education directors, there are significant shortages throughout Tennessee. Across Tennessee, 54% of special education directors report finding it difficult to find school psychologists to fill positions, and 24% indicated that they had to leave positions unfilled in the past two school years. Even if all of the existing positions were filled, the state still would not even come close to meeting NASP guidelines for the ratio of students per school psychologist (1000:1). The calculated median ratio of students to school psychologists in the state is 1869 to 1, that is 35% higher than the national average and 87% higher than recommended levels.

Currently, UT does not offer a degree in school psychology below the PhD. The EdS is viewed as the entry level degree for this field. Offering an EdS in school psychology will increase the supply of school psychologists to meet this significant and ongoing demand. Moreover, the department currently has the capacity to train more students per year by adding an Ed.S. program. The current PhD in school psychology enrolls approximately 5 students a year. As we rely on a cohort model in this program, some courses experience low enrollment. The presence of an EdS program would increase the numbers of students taking courses, and not require new hires. In addition, students in an Ed.S. program matriculate more quickly, graduating in 3 years, with the final year involving internship service in schools (rather than the 5 years of training required for students in the PhD program). We anticipate that we can graduate 3-5 students a year in an Ed.S. program which would help the shortage in East Tennessee. Moreover, the TN State Department of Education, which has recognized the critical shortage of school psychologists in Eastern Tennessee, is funding EdS internships, for students who commit to working in the state.

Impact on Other Units: The addition of this program will not impact other units. The proposed change does require courses offered by other programs and we have approval from the TPTE department head, Dr. Sherry Bell.

Financial Impact: This change will not impact the college or department budget. Existing faculty will teach the courses and approval has been given for courses outside our program. This change will not increase the workload of existing faculty and will not require additional resources. New courses are not needed for this concentration.

**REVISE PROGRAM REQUIREMENTS: EDUCATIONAL PSYCHOLOGY AND RESEARCH MAJOR, PHD – EVALUATION, STATISTICS, AND MEASUREMENT CONCENTRATION**

In the 2019-2020 Graduate Catalog, remove current text for program requirements and replace with the following:

**Requirements**
The PhD concentration in Evaluation, Statistics, and Measurement involves a minimum of 90 credit hours beyond the baccalaureate degree distributed among the following categories.

**ESM Core (15 credit hours):**
- EDPY 533 Program Evaluation I
- EDPY 534 Program Evaluation II
- EDPY 577 Statistics in Applied Fields I
- EDPY 677 Statistics in Applied Fields II
- EDPY 581 Educational Measurement

**Advanced ESM Core (12 credit hours):**
- EDPY 651 Advanced Seminar in Evaluation
- EDPY 678 Statistics in Applied Fields III
- EDPY 680 Advanced Educational Measurement
- EDPY 667 Advanced Topics in Evaluation, Statistics, and Measurement

**Research Core (15 credit hours):**
- EDPY 583 Survey Research
- EDPY 559 Introduction to Qualitative Research in Education
- EDPY 682 Educational Research Methods
- Two additional courses (6 credit hours) approved by student's advisor

**Applied Professional Experience (15 credit hours):**
- EDPY 601 Professional Seminar (1 credit hour)
- EDPY 660 Evaluation, Statistics, and Measurement Research Seminar (8 credit hours)
- EDPY 670 Internship in Evaluation, Statistics, and Measurement (6 credit hours)

**Electives (9 credit hours)**
- Three courses (9 credit hours) approved by student's advisor

**Dissertation (24 credit hours)**

| Formerly: | **Credit Hours** |
|---|---|
| [1]Basic Concentration | 21 |
| [2]Advanced Concentration | 18 |
| [3]Research | 15 |
| [4]Cognate | 6 |
| [5]Electives | 6 |
| [6]Dissertation | 24 |
| | **Total 90** |

[1] The Basic Concentration consists of the following courses: EDPY 601, EDPY 682, EDPY 533, EDPY 559, EDPY 577, EDPY 677, and EDPY 660 (660 is a one credit hour course taken five (5) times).
[2] The advanced concentration consists of the following courses: EDPY 651, EDPY 652, EDPY 534, EDPY 670 (a three-credit hour course taken at minimum of two times), and EDPY 678.
[3] Research courses must include EDPY 581 and EDPY 583 as well as three additional courses as approved by the student's advisor.
[4] Students, in consultation with their advisor, must select two courses outside the ESM concentration that complement their professional focus.
[5] Students, in consultation with their advisor, select two courses focused on content areas they expect to address as professionals.
[6] Students will enroll in a minimum of 24 credit hours of dissertation at the conclusion of their coursework.

Rationale: This curricular revision is needed because ESM and other students, as well as employers, are becoming more refined in their needs and expectation for ESM professionals and faculty. These changes include a clearer distinction between basic and advanced courses, greater potential for individual electives for better alignment with career options, and acknowledgement of the role of applied professional experience in the doctoral program. Impact on Other Units: The proposed change does not drop or alter courses required by other programs. Financial Impact: This change will not require additional resources.

## DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION

Student Learner Outcomes

MS Track I Learner Outcomes (Educational Studies Concentration and Practitioner Concentration)

1. Demonstrates rich understanding of subject(s) taught and appreciation of how knowledge in subject area(s) is created, organized, and linked to real-world settings.
2. Demonstrates the ability to reason and to take multiple perspectives
3. Demonstrates quality of writing that is expected of advanced graduate students

MS Track II Learner Outcomes (Professional Internship Concentration)…

1. The candidate understands the central concepts, tools of inquiry, structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. (Corresponds to InTASC Standard 1)
2. The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (Corresponds to InTASC Standard 3)
3. The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. (Corresponds to InTASC Standard 4)

Urban Learner Outcomes

1. Understand and acquire leadership abilities and change strategies to improve teaching and learning in urban school contexts. NBPTS Standard 1: Teachers are committed to students and their learning. NBPTS Standard 5: Teachers are members of learning communities.
2. Demonstrate an array of teaching/learning strategies or instructional models aligned with the needs of students and families in urban school communities. NBPTS Standard 4: Teachers think systematically about their practice and learn from experience.
3. Demonstrate the ability to assess student learning and achievement in urban school contexts. NBPTS Standard 3: Teachers are responsible for managing and monitoring student learning.

### REVISE PROGRAM REQUIREMENTS: TEACHER EDUCATION MAJOR, MS, SPECIAL EDUCATION PROFESSIONAL INTERNSHIP CONCENTRATION

In the 2019-2020 Graduate Catalog, revise the program requirements by removing course SPED 556 and replacing it with SPED 530. The requirements should now read as follows:

**Special Education Professional Internship concentration**
SPED 553, SPED 530; 6 credit hours of electives (see advisor).

Formerly:
SPED 553, SPED 556; 6 credit hours of electives (see advisor).

Rationale: SPED 530 is being added to provide graduate-level content parallel to SPED 430. We need to offer this at the graduate level for students who wish to add Board Certified Behavior Analyst credential. Content from SPED 556 is being moved to the undergraduate level. Assessments conducted in FY 2017 -2018 indicate a need to meet the unique challenges of closing the research to practice gap in a four-year teacher preparation curriculum and maintain the rigorous knowledge expected from standards-based coursework. No additional approvals are required. The change is not substantive and does not need to be reported to SACSCOC.

Impact on Other Units: The only impact on another academic unit is a change to one course, SPED 430 that actually will benefit the School Psychology program.

Financial Impact: All changes are being done by shifting existing faculty loads. There is no financial impact.

### REVISE PROGRAM REQUIREMENTS: URBAN EDUCATION GRADUATE CERTIFICATE

In the 2019-2020 Graduate Catalog, revise the last paragraph to delete current list of required courses and replace with the following.

Participants complete a 12-credit hour, four-course program of study over a one-year period. Required courses include TPTE 542 Introduction to Urban Education; TPTE 541 Diversity Pedagogy; CSE 592 Social Justice and Education; and a 3-credit hour elective course.

Formerly:
Participants complete a 12-credit hour, four-course program of study over a one-year period. Required courses include Introduction to Urban Education, TPTE 595; Diversity Pedagogy, TPTE 540; Social Justice and Social Action, TPTE 540; and a 3-credit hour elective course.

Rationale: The Urban Certificate was originally created for the Teach Here Grant. Therefore, the courses that were created/used for the certificate were Special Topics (TPTE 595) or Topics on Improving Instruction (TPTE 540). These were temporary courses and now we would like to make the courses permanent. The creation of the permanent Urban Certificate addresses the need to prepare teachers to leverage the assets of students and families from diverse backgrounds to engage in meaningful change in the classroom, community, and beyond. Many students have expressed the desire to be more aware of strategies to meet students in urban areas. The change is not associated with SACs Assessment.

Impact on Other Units: The proposed change has no impact on a certain major or program, does not alter courses required by other programs, does not require courses offered by other programs, is not a high demand course, or a general education course, nor is it a pre- or co-requisite. In our review of the graduate catalog, we determined that there is no impact on other units. All courses will be taught within the department and given that we have allowed for one elective course within the department, students can more easily add the Urban Certificate and other endorsements without having to add too many additional courses. Additionally, these courses will draw students from outside the institution such as in-service teachers. This course will not change, drop, or alter courses required by other programs or offered by other programs. It is not a general education tracking or high demand course, nor is it a pre- or co-requisite for other courses.

Financial Impact: We would like to recruit in-service teachers to the program, which would attract additional tuition-paying students to the department. The course will be taught by existing faculty.

# COLLEGE OF NURSING

**All changes effective Fall 2019**

Student Learning Outcomes (SLO) - Graduates of the program are expected to:

- Integrate nursing science with other disciplines as the basis for the provision of the highest level of evidence-based advanced nursing care.
- Demonstrate and promote professionalism, advocacy, social justice, equity, ethical principles, and scientific integrity in advanced nursing practice.
- Engage in and promote intra and inter-professional collaboration in clinical practice models, health policy, and standards of care for individuals, families, and communities across culturally diverse populations.
- Generate ethically responsible system and outcomes research and analyze evidence from nursing and related sciences to translate findings into practice.
- Utilize current and emerging information systems/technology to support, evaluate, and improve: 1) nursing care, 2) healthcare systems, and 3) patient and population health.
- Synthesize and use appropriate theories, concepts and scientific data to support, evaluate and improve patient and population health.
- Assume leadership in advanced practice, health policy, mentoring, scholarship, and scientific inquiry.
- Disseminate credible and relevant evidence supporting decisions using various forms of communication.

## I. COURSE CHANGES

**ADD**

**NURS 616 - Chemistry and Physics for DNP Nurse Anesthesia (3)**
**Integration and** application of chemistry, physics, and biochemistry principles to nurse anesthesia practice.
*Registration Restriction(s): Doctor of Nursing Practice - nursing major/nurse anesthesia concentration. Minimum student level – graduate.*

**NURS 617 – Clinical Anatomy for DNP Nurse Anesthesia (3)**
Examination of foundational histological and gross anatomical principles for the safe delivery of nurse anesthesia care.
*Registration Restriction(s): Doctor of Nursing Practice - nursing major/nurse anesthesia concentration. Minimum student level – graduate.*

**NURS 618 – Clinical Anatomy Lab for DNP Nurse Anesthesia (1)**
Application of foundational histological and gross anatomical principles for the safe delivery of nurse anesthesia care through cadaveric and simulated experiences.
*Contact Hour Distribution: 1 lab*
*Registration Restriction(s): Doctor of Nursing Practice - nursing major/nurse anesthesia concentration. Minimum student level – graduate.*

**NURS 619 – Physiology and Pathophysiology I (3)**
Comprehensive study of specific human organ systems' physiologic and pathophysiologic concepts in health promotion and anesthetic care across the lifespan.
*Registration Restriction(s): Doctor of Nursing Practice - nursing major/nurse anesthesia concentration. Minimum student level – graduate.*

**NURS 621 – Physiology and Pathophysiology II (3)**
Comprehensive study of specific human organ systems' physiologic and pathophysiologic concepts in health promotion and anesthetic care across the lifespan.
*Registration Restriction(s): Doctor of Nursing Practice - nursing major/nurse anesthesia concentration. Minimum student level – graduate.*

**NURS 627 – DNP Anesthesia Pharmacology (3)**
Detailed study of general pharmacological principles and medications for therapeutic decision-making in nurse anesthesia clinical practice.
*Registration Restriction(s): Doctor of Nursing Practice - nursing major/nurse anesthesia concentration. Minimum student level – graduate.*

**NURS 629 - Basic Principles of DNP Anesthesia (3)**
Examination of technology, equipment, and basic principles for nurse anesthesia practice.
*Registration Restriction(s): Doctor of Nursing Practice - nursing major/nurse anesthesia concentration. Minimum student level – graduate.*

**NURS 635 - General Principles of DNP Anesthesia I (4)**
Anesthesia care management exploration in homeostasis, disease states, and organ systems' diagnostic and surgical procedures based on basic sciences, evidence-based practice, and safety and quality's conceptual frameworks.
*Registration Restriction(s): Doctor of Nursing Practice - nursing major/nurse anesthesia concentration. Minimum student level – graduate.*

**NURS 636 - General Principles of DNP Anesthesia II (4)**
Anesthesia care management exploration for special populations, homeostasis, disease states, and diagnostic and surgical procedures based on basic sciences, evidence-based practice, and safety and quality's conceptual frameworks.
*Registration Restriction(s): Doctor of Nursing Practice - nursing major/nurse anesthesia concentration. Minimum student level – graduate.*

**NURS 637 - General Principles of DNP Anesthesia III (4)**
Anesthesia care management exploration for acute and chronic pain, radiological principles, and safe practices in non-operating room anesthesia experiences.
*Registration Restriction(s): Doctor of Nursing Practice - nursing major/nurse anesthesia concentration. Minimum student level – graduate.*

**NURS 638 – DNP Anesthesia Seminar (2)**
Extensive exploration of standards of care, safety and quality, emerging issues, technological, economic and legal regulation and critical appraisal of nurse anesthesia's professional role.
*Repeatability: May be repeated. Maximum 8 hours.*
*Registration Restriction(s): Doctor of Nursing Practice - nursing major/nurse anesthesia concentration. Minimum student level – graduate.*

**NURS 640 – DNP Anesthesia Clinical Practicum I (1-10)**
Integration of anesthetic theoretical underpinnings by the "*novice*" nurse anesthesia clinical student in perioperative preparation and evaluation of equipment, medications, patient risk stratification and airway management.
*Contact Hour Distribution: All practicum*
*Repeatability: May be repeated. Maximum 10 hours*
*Registration Restriction(s): Doctor of Nursing Practice - nursing major/nurse anesthesia concentration. Minimum student level – graduate.*

**NURS 641 – DNP Anesthesia Clinical Practicum II (1-10)**
Integration of anesthetic theoretical underpinnings by the "*novice*" nurse anesthesia clinical student in ASA I patients' anesthetic care.
*Contact Hour Distribution: All practicum*
*Repeatability: May be repeated. Maximum 10 hours*
*Registration Restriction(s): Doctor of Nursing Practice - nursing major/nurse anesthesia concentration. Minimum student level – graduate.*

**NURS 642 – DNP Anesthesia Clinical Practicum III (1-10)**
Integration of anesthetic theoretical underpinnings by the "*advanced beginner*" nurse anesthesia clinical student in ASA IE and II patients' anesthetic care.
*Contact Hour Distribution: All practicum*
*Repeatability: May be repeated. Maximum 10 hours*
*Registration Restriction(s): Doctor of Nursing Practice - nursing major/nurse anesthesia concentration. Minimum student level – graduate.*

**NURS 643 – DNP Anesthesia Clinical Practicum IV (1-10)**
Integration of anesthetic theoretical underpinnings by the "*advanced beginner*" nurse anesthesia clinical student in ASA IIE & III patients' anesthetic care.
*Contact Hour Distribution: All practicum*
*Repeatability: May be repeated. Maximum 10 hours.*
*Registration Restriction(s): Doctor of Nursing Practice - nursing major/nurse anesthesia concentration. Minimum student level – graduate.*

**NURS 644 – DNP Anesthesia Clinical Practicum V (1-10)**
Integration of anesthetic theoretical underpinnings by the "*competent*" nurse anesthesia clinical student in ASA IIIE, and IV patients' anesthetic care and subspecialty surgical, diagnostic and anesthesia procedures.
*Contact Hour Distribution: All practicum*
*Repeatability: May be repeated. Maximum 10 hours.*
*Registration Restriction(s): Doctor of Nursing Practice - nursing major/nurse anesthesia concentration. Minimum student level – graduate.*

**NURS 645 – DNP Anesthesia Clinical Practicum VI (1-10)**
Integration of anesthetic theoretical underpinnings by the "*competent*" nurse anesthesia clinical student in ASA IVE and V patients' anesthetic care, and subspecialty surgical, diagnostic and anesthesia procedures.
*Contact Hour Distribution: All practicum*
*Repeatability: May be repeated. Maximum 10 hours.*
*Registration Restriction(s): Doctor of Nursing Practice - nursing major/nurse anesthesia concentration. Minimum student level – graduate.*

**NURS 646 – DNP Anesthesia Clinical Practicum VII (1-10)**
Integration of anesthetic theoretical underpinnings by the "*proficient*" nurse anesthesia clinical student for the ASA VE and ASA VI patients' anesthetic care and subspecialty surgical, diagnostic and anesthesia procedures.
*Contact Hour Distribution: All practicum.*
*Repeatability: May be repeated. Maximum 10 hours.*
*Registration Restriction(s): Doctor of Nursing Practice - nursing major/nurse anesthesia concentration. Minimum student level – graduate.*

**NURS 647 – DNP Anesthesia Clinical Practicum VIII (1-10)**
Integration of anesthetic theoretical underpinnings by the "*expert*" nurse anesthesia clinical student for patients across the lifespan and subspecialty surgical, diagnostic and anesthesia procedures.
*Contact Hour Distribution: All practicum*
*Repeatability: May be repeated. Maximum 10 hours.*
*Registration Restriction(s): Doctor of Nursing Practice - nursing major/nurse anesthesia concentration. Minimum student level – graduate.*

Rationale: College of Nursing [CON] is transitioning from Master of Science in Nursing to Doctor of Nursing Practice. All NURS 500 level courses pertinent to the Nurse Anesthesia concentration will remain in the Graduate Catalog until all current students + new cohort admitted in 2019 have completed MSN Degree requirements. Proposed course numbers, titles, and catalog descriptions reflect changes in course content needed to meet Council on Accreditation of Nurse Anesthesia Educational Programs standards for doctoral education of nurse anesthesia students. Descriptions of Clinical Practicum courses include the American Society of Anesthesiologists (ASA) physical status classification of the patient that indicates the likelihood of anesthesia-related complication based on physiologic status of the patient: I = healthy no problems whereas VI = an organ donation case; II – IV indicates progressively more severe systemic illnesses; and "E" indicates the case is deemed emergent. To be eligible for national certification, Nurse Anesthesia students must complete a minimum of 2000 clinical hours. Clinical Practicum courses allow registration for variable number of credit hours and repeatability to allow flexibility in scheduling while meeting minimum-maximum credit hours/semester course loads published in Graduate Catalog.
Impact on other units: None. Financial impact: Distance Education course fees apply.

**Online: when a course is taught online the following questions have to be answered - How will it be offered?**
**Is this a Knoxville campus online section and/or a distance education (DE) KPV course section?**

**REVISE REGISTRATION RESTRICTION**

**NURS 504 - Advanced Health/Physical Assessment and Diagnostic Reasoning (3)**
*Registration Restriction(s): Master of Science in Nursing or Doctor of Nursing Practice- nursing major: minimum student level - graduate.*

Formerly:
Registration Restriction(s): Master of Science in Nursing - nursing major: minimum student level - graduate.

Rationale: Expands registration permission to include BSN to DNP students. Impact on other units: None. Financial impact: Distance Education course fees apply.

## II. PROGRAM CHANGES

REVISE REQUIREMENTS – NURSING MAJOR, DNP – NURSE ANESTHESIA CONCENTRATION

In the 2019-2020 Graduate Catalog, remove current course requirements and replace with the following:

| **Requirements for Nurse Anesthesia concentration** | Credit Hours |
|---|---|
| NURS 504 - Advanced Health/Physical Assessment and Diagnostic Reasoning | 3 |
| NURS 505 - Advanced Clinical Pharmacology | 3 |
| NURS 616 - Chemistry and Physics for DNP Nurse Anesthesia | 3 |
| NURS 617 – Clinical Anatomy for DNP Nurse Anesthesia | 3 |
| NURS 618 – Clinical Anatomy Lab for DNP Nurse Anesthesia | 1 |
| NURS 619 – Physiology and Pathophysiology I | 3 |
| NURS 621 – Physiology and Pathophysiology II | 3 |
| NURS 627 – DNP Anesthesia Pharmacology | 3 |
| NURS 629 - Basic Principles of DNP Anesthesia | 3 |
| NURS 635 - General Principles of DNP Anesthesia I | 4 |
| NURS 636 - General Principles of DNP Anesthesia II | 4 |
| NURS 637 - General Principles of DNP Anesthesia III | 4 |
| NURS 638 – DNP Anesthesia Seminar | 8 |
| NURS 640 – DNP Anesthesia Clinical Practicum I | 1-10 |
| NURS 641 – DNP Anesthesia Clinical Practicum II | 1-10 |
| NURS 642 – DNP Anesthesia Clinical Practicum III | 1-10 |
| NURS 643 – DNP Anesthesia Clinical Practicum IV | 1-10 |
| NURS 644 – DNP Anesthesia Clinical Practicum V | 1-10 |
| NURS 645 – DNP Anesthesia Clinical Practicum VI | 1-10 |
| NURS 646 – DNP Anesthesia Clinical Practicum VII | 1-10 |
| NURS 647 – DNP Anesthesia Clinical Practicum VIII | 1-10 |
| **Total** | **53-123** |

Formerly:

| **Requirements for Nurse Anesthesia concentration** | **Credit Hours** |
|---|---|
| NURS 501 - Advanced Nursing Research | 3 |
| NURS 510 - Theoretical Foundations of Nursing | 3 |
| NURS 504 - Advanced Health/Physical Assessment and Diagnostic Reasoning | 3 |
| NURS 505 - Advanced Clinical Pharmacology | 3 |
| NURS 506 - Advanced Anesthesia Pharmacology | 3 |
| NURS 516 - Advanced Pathophysiology: Anesthesia Implications in Neurological and Cardiovascular Conditions | 2 |
| NURS 517 - Advanced Pathophysiology: Anesthetic Implications in Respiratory and Renal Conditions | 2 |
| NURS 518 - Advanced Pathophysiology: Anesthesia Implications in Obstetrics and Pediatrics | 2 |
| NURS 522 - Chemistry and Physics for Nurse Anesthesia | 3 |
| NURS 523 - Advanced Principles of Nurse Anesthesia Practice | 2 |
| NURS 524 - Basic Principles of Anesthesia I | 3 |
| NURS 525 - Basic Principles of Anesthesia II | 3 |
| NURS 526 - Practice Issues: Nurse Anesthesia | 2 |
| NURS 544 - Clinical Nurse Anesthesia Practicum/Seminar I | 4 |
| NURS 545 - Clinical Nurse Anesthesia Practicum/Seminar II | 8 |
| NURS 546 - Clinical Nurse Anesthesia Practicum/Seminar III | 2 |
| NURS 547 - Clinical Nurse Anesthesia Practicum/Seminar IV | 9 |
| NURS 548 - Clinical Nurse Anesthesia Practicum/Seminar V | 10 |
| NURS 549 - Clinical Nurse Anesthesia Practicum/Seminar VI | 10 |
| NURS 583 - Clinical Nurse Anesthesia Practicum/Seminar VII | 2 |
| **Total** | **79** |

Rationale: College of Nursing [CON] is transitioning from Master of Science (MSN) in Nursing to Doctor of Nursing Practice (DNP). All NURS 500 level courses pertinent to the Nurse Anesthesia concentration will remain in the Graduate Catalog until all current students + new cohort admitted in 2019 have completed MSN Degree requirements. Proposed course numbers, titles, and catalog descriptions reflect changes in course content needed to meet Council on Accreditation of Nurse Anesthesia Educational Programs standards for doctoral education of nurse anesthesia students. Impact on other units: None. Financial impact: Distance Education course fees apply to core DNP courses.

ADD PARAGRAPH TO DNP PROGRAM DESCRIPTION TO CLARIFY AND DESCRIBE ONLINE PROGRAM

In the 2019-2020 Graduate Catalog, add paragraph to describe the Online Program:

The DNP offers part-time as well as full-time study options. The on-line program is delivered by a mix of distance education courses and intensive on-site modalities. Students spend two intensive sessions in residence each semester, while participating in online learning the remainder of the time.

# GRADUATE COURSES NOT TAUGHT IN FOUR OR MORE YEARS TO BE DROPPED FALL 2019

**Note:** ***If courses are cross-listed and the primary course is dropped, the secondary course(s) will also be dropped.***

| ACADEMIC DISCIPLINE | COURSE NUMBER AND TITLE | CROSS-LISTED COURSE | DROP EFFECTIVE FALL 2019 | | IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING | ON PREVIOUS LISTS | PRIOR RATIONALE(S) |
|---|---|---|---|---|---|---|---|
| | | | YES | NO | | | |
| **COLLEGE OF AGRICULTURAL SCIENCES AND NATURAL RESOURCES** | | | | | | | |
| **Animal Science (ANSC)** | **536 Ecology of Grazing Land Systems** | **Secondary course. Primary course is: PLSC 636** | | X | Was offered in Su 2018 (CRN 80056); however, no students enrolled. Plan to offer the course every other year and advertise and recruit more heavily. | | |
| **Environmental and Soil Sciences (ESS)** | **511 Soil-Plant Nutrient Cycling in Managed Ecosystems** | | | X | Listed in Sp 2019 timetable (CRN 31898) with 1 student enrolled. | 2017 | Department is working on contract with instructor Dr. Gulledge to teach the course as part of a BS/MS program. Plans are to teach in spring 2019. |
| **Forestry (FORS)** | **515 Forest Conservation Workshop** | | X | | | | |
| **Forestry (FORS)** | **530 Advanced Forest Resource Management** | | | X | Has not been offered in four years due to a lack of graduate student numbers for the class and the course commitments of the instructor. However, it is a foundational course in forestry. The instructor has revised the course and it is being offered Sp 2019 (CRN 32327) w/ 0 enrolled. | | |
| **Plant Sciences (PLSC)** | **536 Ecology of Grazing Land Systems** | **Primary course. Secondary course: ANSC 536** | | X | Course was offered in Su 2018 (CRN 80217); however, no students enrolled. Plan to offer the course every other year and advertise and recruit more heavily. Contact: R. Nave. | | |
| **Wildlife and Fisheries Science (WFS)** | **556 Recirculating Aquaculture** | | X | | | | |

| ACADEMIC DISCIPLINE | COURSE NUMBER AND TITLE | CROSS-LISTED COURSE | DROP EFFECTIVE FALL 2019 | | IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING | ON PREVIOUS LISTS | PRIOR RATIONALE(S) |
|---|---|---|---|---|---|---|---|
| | | | YES | NO | | | |
| **COLLEGE OF ARCHITECTURE AND DESIGN** | | | | | | | |
| **Architecture (ARCH)** | **505 History and Theory of Architectural Stewardship** | | | X | We consider drop courses part of curriculum revision and requires faculty review. Our next faculty meeting is scheduled for Nov. 7. We will submit drop courses as part of our December 1 submission.<br>Curriculum Committee voted to retain courses this time. But would have preferred that they communicated their decisions after their Nov 7 meeting. | 2017<br>2016 | Part of a concentration in the MArch Program. At this time we have low enrollment but expect it to pick up in the next few years. We expect to teach course before Fa 2018<br>We plan to teach this course in the next academic year. |
| **Architecture (ARCH)** | **507 Architecture, Culture and Modernity** | | | X | We consider drop courses part of curriculum revision and requires faculty review. Our next faculty meeting is scheduled for Nov 7. We will submit drop courses as part of our December 1 submission. | | |
| **Architecture (ARCH** | **533 Introduction to Preservation** | | | X | We consider drop courses part of curriculum revision and requires faculty review. Our next faculty meeting is scheduled for Nov 7. We will submit drop courses as part of our December 1 submission. | | |
| **Architecture (ARCH** | **534 Visual Thinking in Digital media** | | | X | We consider drop courses part of curriculum revision and requires faculty review. Our next faculty meeting is scheduled for Nov 7. We will submit drop courses as part of our December 1 submission. | | |
| **Architecture (ARCH** | **556 Design Implementation: Construction Methods II** | | | X | We consider drop courses part of curriculum revision and requires faculty review. Our next faculty meeting is scheduled for Nov 7. We will submit drop courses as part of our December 1 submission. | | |
| **COLLEGE OF ARTS AND SCIENCES** | | | | | | | |
| **Anthropology (ANTH)** | **585 Laboratory Studies in Biological Anthropology** | | | X | This is a key course, especially with new labs in Strong Hall. New and existing faculty will teach in the near future. | 2017 | New Faculty will teach this course. Would like to keep for now. |
| **Anthropology (ANTH)** | **613 Anthropology of Policy and Law** | | X | | | | |
| **Biochemistry and Cellular & Molecular Biology (BCMB)** | **517 Physical Biochemistry** | | | X | With new leadership and significant new number of faculty recruited in the last few years, we are in process of revisiting our curricular offerings and keeping the course is beneficial to the process as of this semester. | | |

| ACADEMIC DISCIPLINE | COURSE NUMBER AND TITLE | CROSS-LISTED COURSE | DROP EFFECTIVE FALL 2019 | | IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING | ON PREVIOUS LISTS | PRIOR RATIONALE(S) |
|---|---|---|---|---|---|---|---|
| | | | YES | NO | | | |
| **Biochemistry and Cellular & Molecular Biology (BCMB)** | **522 Advanced Plant Physiology I** | | | X | With new leadership and significant new number of faculty recruited in the last few years, we are in process of revisiting our curricular offerings and keeping the course is beneficial to the process as of this semester. | 2017<br><br>2016 | Department still hoping to find someone to teach this course.<br><br>Staffing issues have prevented teaching. Would like to keep active for now. |
| **Ecology and Evolutionary Biology (EEB)** | **546 Evolutionary Psychology** | **Secondary course.**<br>**Primary course is: PSYC 546** | | X | Same justification as Psychology. Drs. Burghardt and Freeberg are interested in teaching the course again. Dr. Susan Kalisz, Head of EEB, also supports retaining the course. | | |
| **English (ENGL)** | **507 Applied Criticism: The Rhetoric of Literary Forms** | | | X | The faculty who normally teaches this course currently has administrative duties. We hope to offer this in the near future. | | |
| **French (FREN)** | **519 Bibliography and Methods of Research** | | | X | We wish to drop the course but need to keep another year as it seems to be tied with German 519 and a requirement for the PhD in German and French. | 2017 | Required for a first concentration in French as part of the MFLL PhD. |
| **French (FREN)** | **530 French and Francophone Theater** | | | X | The specialist who taught this retired. The department plans to hire someone next year who will teach the course. | | |
| **Geology (GEOL)** | **535 Applied Ground Water Hydrology** | **Secondary course**<br>**Primary course is: Environmental Engr (ENVE) 535** | X | | Primary course owner ENVE 535 is also dropping the course. | 2017 | We would like to retain GEOL 535, which Larry McKay will teach in Spring 2019. It has not been offered for a while because Dr. McKay has been Dept. Head. He has now stepped down and will be offering it more frequently. |

| ACADEMIC DISCIPLINE | COURSE NUMBER AND TITLE | CROSS-LISTED COURSE | DROP EFFECTIVE FALL 2019 | | IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING | ON PREVIOUS LISTS | PRIOR RATIONALE(S) |
|---|---|---|---|---|---|---|---|
| | | | YES | NO | | | |
| **Mathematics (MATH)** | **538 Mathematical Principles of Continuum Mechanics II** | | X | ~~X~~ | Math 537-538 was combined with Math 513-514 last year so Math 537-538 represents the combined sequence. Math 513-514 was offered in 2017-2018 so according to the department course alternating offering policy 537-538 was not offered last year but will be offered in 2019-2020.<br><br>After discussion, **Committee voted to DROP course** as justification is unclear and no specific semester was indicated when course will be taught.<br><br>Department has opportunity to attend Graduate Council and appeal decision. They should give justification for retaining course and indicate specific semester course will be taught. | 2017<br><br>2016 | Math 537-538 is a sequence. The department decided to combine Math 513-514 and Math 537-538 into a new Math 537-538 sequence starting next year. The new sequence is scheduled for offering in the 2018-2019 academic year.<br><br>This course is a continuation of 537 (which is being taught this semester) and is scheduled to run in Spring 2017. |
| **Mathematics (MATH)** | **667 Modern Geometry I** | | | X | Math 667 will be offered in Spring 2019. | | |
| **Mathematics (MATH)** | **668 Modern Geometry II** | | | X | Math 668 will be offered in Fall 2019. | | |
| **Microbiology (MICR)** | **559 Introduction to Oceanography** | **Secondary course**<br><br>**Primary course is: Geology 559** | | X | This course is taught every other year and is cross-listed with GEOL 559. As such, the possibility that students will register for MICR 559 within a four year period is reduced. We have indications that students are expressing an interest in taking MICR 559 next fall when it is offered. Both EPS and Micro faculty teach this course and this integration is part of its success, so it would be detrimental to eliminate either. | | |
| **Music (MUSC)** | **520 Musical Styles** | | X | | | | |

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|---|---|---|---|---|---|---|---|
| | | | YES | NO | | | |
| **Political Science (POLS)** | **686 Arms Control, Deterrence and Nuclear Nonproliferation** | | | **X** | ORNL has for several years funded an undergraduate version of this course. Graduate students have taken that version, rather than the Department offering a separate graduate course. ORNL funding is not permanent and this subject matter is popular with graduate students. In future we will aim to cross-list this course with the undergraduate course funded by ORNL such that the course will formally show as being offered. | | |
| **Psychology (PSYC)** | **546 Evolutionary Psychology** | **Primary Course**<br>**Secondary course is: Ecology and Evolutionary Biology 546** | | **X** | Drs. Burghardt and Freeberg are interested in teaching the course again. Dr. Susan Kalisz, Head of EEB, also supports retaining the course. | | |
| **Psychology (PSYC)** | **625 Advanced Study in Personality** | | **X** | | | | |
| **Sociology (SOCI))** | **543 Sociology of Development and Globalization** | | **X** | ~~X~~ | This course is central to our political economy graduate area. We plan to teach it soon. With several Fulbright awards and faculty development leaves among our PE faculty members, we have not been able to teach it recently, but will do so soon.<br><br>After discussion, **Committee voted to DROP course** as justification is unclear and no specific semester was indicated when course will be taught.<br><br>Department has opportunity to attend Graduate Council and appeal decision. They should give justification for retaining course and indicate specific semester course will be taught. | 2017<br><br>2016 | This is a core course in Political Economy & Globalization. Recent leaves – including Fullbright awards – have meant the faculty members who teach this course have been unavailable. We hope to offer this in AY 18-19.<br><br>This is a core course in the Political Economy and Globalization subfield of our graduate studies program. Staffing issues have prevented offering. The department hopes to teach it next year. |

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|---|---|---|---|---|---|---|---|
| | | | YES | NO | | | |
| **Sociology (SOCI)** | **644 Political Sociology** | | | X | This course is central to our political economy offerings and needs to be kept. It is one of Prof. Shefner's rotation of courses, but he has not been able to teach it due to his service as department head. We expect it will be taught soon. | 2017 | This is a core course in Political Economy & Globalization typically taught by Dr. Shefner, who has a reduced course load as Head. Leaves by political economy faculty have made it impossible to staff this important class. We hope to offer this in AY 18-19. |
| **Theatre (THEA)** | **585 Production Workshops** | | X | | | | |
| **HASLAM COLLEGE OF BUSINESS** | | | | | | | |
| **Business Administration (BUAD)** | **523 Business Core for Master of Accountancy III** | | X | | | | |
| **Statistics (STAT)** | **560 Introduction to Mathematical Statistics** | | X | | | | |
| **COLLEGE OF COMMUNICATION AND INFORMATION** | | | | | | | |
| **Information Sciences (INSC)** | **523 Abstracting and Indexing** | | X | | | 2017<br><br>2016 | The School has spent considerable time reviewing courses in the last academic year. This course is being considered to drop, but the faculty did not vote on this & would like to keep until faculty vote on it.<br><br>Currently, CCI is reviewing its graduate curriculum and wishes to retain this course during this process. This course is likely to be taught in the future. |
| **Information Sciences (INSC)** | **532 Sources and Services for Science and Engineering** | | | X | Course is being offered in Spring 2019 and already has a good enrollment. CRN 32090 with 11 students enrolled in the course. | 2017 | Was offered fall 2017 but it did not meet the enrollment minimum; the plan is to offer again next fall. |

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|---|---|---|---|---|---|---|---|
| | | | YES | NO | | | |
| **Journalism and Electronic Media (JREM)** | **525 Public Opinion** | **Primary course.** **Secondary course Public Relations (PBRL) 525** | | X | The department has successfully taught this class in the past, but there was low enrollment so the class was dropped last year. The college is working on increasing graduate student enrollment (we almost doubled incoming class this fall) so we are planning there will be enough students to teach the course. | 2017 | Plans are in place to offer this course in Fall 2018. |
| **Journalism and Electronic Media (JREM)** | **560 Advanced Web Publishing** | | X | | | | |
| **Public Relations (PBRL)** | **525 Public Opinion** | **Secondary course** **Primary course JREM 525** | | X | The department has successfully taught this class in the past, but there was low enrollment so the class was dropped last year. The college is working on increasing graduate student enrollment (we almost doubled incoming class this fall) so we are planning there will be enough students to teach the course. | 2017 | Plans are in place to offer this course in Fall 2018. |
| **Public Relations (PBRL)** | **530 Crisis Communication** | | | X | This has been a popular class when offered, but the main professor for this class has been on administrative assignments the past few years. Upon his return to faculty the department intends to offer again. | 2017<br><br>2016 | The school & college is re-creating parts of the MS program, including moving some courses to e-learning. This will allow the faculty resources to hopefully start teaching this course again, potentially online as well.<br><br>Currently, CCI is reviewing its graduate curriculum and wishes to retain this course during this process. This course is likely to be taught in the future. |
| **COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES** | | | | | | | |
| **Child and Family Studies (CFS)** | **650 Advanced Qualitative Research in Human Sciences** | | | X | Course provides important methodological training for students who are using qualitative methods for their theses and dissertations. It is the only course we offer that is fully focused on qualitative methods. It is also part of the qualitative certificate program in Ed Psych. It has not been offered in recent years due, in part, to the retirement of a faculty member who typically taught it. We now have new faculty who plan to teach it next year. | | |

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|---|---|---|---|---|---|---|---|
| | | | YES | NO | | | |
| **Cultural Studies in Education (CSE)** | **504 Teachers, School, and Society** | | X | | | | |
| **Cultural Studies in Education (CSE)** | **660 Ethnographic Research Methods in Education** | | X | | | 2017 | The Cultural Studies programs & courses moved into TPTE effective fall, 2018 (from another department in CEHHS). We request to retain these courses as we work to integrate CSE courses into TPTE's programs and to build a larger CSE student enrollment. |
| **Educational Administration (EDAM)** | **560 Grant Writing and Project Management** | | X | | | 2017<br>2016 | Course will be offered next summer.<br>2016, first time course is on list |
| **Educational Administration (EDAM)** | **608 Development of and Current Issues in Educational Administration** | | | X | We need to keep this course for our new EdD program. | | |
| **Educational Psychology (EDPY)** | **514 Individual Study in Adult Education** | | X | | | 2017 | No response was received from the department. |
| **Educational Psychology (EDPY)** | **633 Discursive Psychology** | | X | | | | |
| **English Education (ENED)** | **543 Teaching Language Arts in the Middle Grades** | | X | | | | |
| **Higher Education Administration (HEAM)** | **505 Leadership and Organizational Theory in Higher Education** | | | X | We need to retain this course. We are making changes to our Higher Education Administration program to include this course. | 2017<br>2016 | We are in the process of revising our doctoral program and will be using the course in the future<br>First time on the list. |

| ACADEMIC DISCIPLINE | COURSE NUMBER AND TITLE | CROSS-LISTED COURSE | DROP EFFECTIVE FALL 2019 | | IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING | ON PREVIOUS LISTS | PRIOR RATIONALE(S) |
|---|---|---|---|---|---|---|---|
| | | | YES | NO | | | |
| **Higher Education Administration (HEAM)** | **580 CSP Capstone Seminar** | | X | | | | |
| **Higher Education Administration (HEAM)** | **650 Fiscal Policy Issues in Higher Education** | | | X | We need to retain this course. We are making changes to our Higher Education Administration program to include this course. | 2017<br><br>2016 | We are in the process of revising our doctoral program and will be using the course in the future<br><br>First time on the list. |
| **Kinesiology (KNS)** | **633 Advanced Sport Psychology** | | | X | The Sport Psychology & Motor Behavior faculty plan to teach 633 in the future. This is a repeatable seminar that provides needed flexibility for delivering content related to current research and application. We have had reduced availability. However, Dr. Jared Porter just joined our faculty starting August 2018. We have discussed the potential of a faculty member delivering this course; thus, we would like to preserve this as an option. | 2017<br><br>2016 | The Sport Psychology & Motor Behavior faculty plan to teach 633 in the future. It is a repeatable seminar that provides needed flexibility for delivering content related to current research and application. This is a possible summer course offering for one of the faculty members. With the hiring of a new faculty member in Sport Psychology (Dr. Jed Blanton) the depy would like to preserve the option of delivering this course.<br><br>The Sport Psychology & Motor Behavior faculty plan to teach 633 in the future. It is a repeatable seminar that provides needed flexibility for delivering content related to current research and application. With the reduced availability of Dr. Joe Whitney (former instructor) and the move of Dr. Jeff Fairbrother to the college, faculty are re-evaluating course offerings and would like another year to determine if 633 still serves a need. |

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|---|---|---|---|---|---|---|---|
| | | | YES | NO | | | |
| **Mathematics Education (MEDU)** | **522 Using Programs and Materials to Differentiate Mathematics Instruction** | | | X | We envision using this course in one or more programs within the next 2 years. This course can be adapted to serve a number of programs, including ELED, secondary math/science, STEM gifted, SPED, etc. because the course can address K-12. We plan to include equity and stem themes in the class while still retaining a focus on math ed. | | |
| **Recreation and Sport Management (RSM)** | **555 Facility Planning and Development** | | X | ~~X~~ | Faculty believe this class should be taught and is an integral part of the RSM graduate curriculum. They are revising the curriculum to ensure that this class will be taught.<br><br>After discussion, **Committee voted to DROP course** as justification is unclear and no specific semester was indicated when course will be taught.<br><br>Department has opportunity to attend Graduate Council and appeal decision. They should give justification for retaining course and indicate specific semester course will be taught. | 2017<br><br>2016 | We decided not to offer the course in Fall 2017. But the course will definitely be offered in Fall 2018. Course is designed specifically for graduate students that may be entering fields where they may have responsibilities for planning, designing and maintaining recreation and sport areas and facilities.<br><br>Course will be offered Fall 2017. The course is designed specifically for graduate level students that may be entering fields where they may have responsibilities for planning, designing and maintaining recreation and sport areas and facilities. |
| **Science Education (SCED)** | **510 Theoretical Foundations of Environmental Education** | | X | | | 2017 | This course is part of our informal science education and STEM gifted education programs. These programs just started and we will be able to offer this course after we have a new faculty hire next year (search underway). |
| **Theory and Practice in Teacher Education (TPTE)** | **588 Instructional Theory and Design** | | X | | | 2017 | This course is part of our informal science education and STEM gifted education programs. These programs just started and we will be able to offer this course after we have a new faculty hire next year (search underway). |

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|---|---|---|---|---|---|---|---|
| | | | YES | NO | | | |
| **College of Engineering** | | | | | | | |
| **Aerospace Engineering (AE)** | **525 Hypersonic Flow** | | | X | This is an essential course in hypersonics//high speed flow and we plan to offer it in the new academic year. | | |
| **Aerospace Engineering (AE)** | **577 Neural and Fuzzy Approaches in Engineering** | **Secondary course. Primary course is: NE 577** | X | | | 2017<br><br>2016 | NE 577 is planned to be offered in Summer 2019. We would like to continue to cross-list the AE version for AE graduate students.<br>We would like to continue to cross-list the AE version for AE graduate students |
| **Aerospace Engineering (AE)** | **644 Theory of Burbulence** | **Secondary course Primary course is: ME 644** | | X | This is an advanced level course that was taught by a faculty member who retired 2 years ago. Another faculty member is going to teach the course. | | |
| **Aerospace Engineering (AE)** | **659 Advanced Mechanics of Materials II** | **Secondary course Primary course is: ME 659** | | X | This course will be taught in Spring 2019. CRN 32258 with 0 enrollment. | 2017<br><br>2016 | The ME version of the course is taught regularly and we would like to continue to cross-list the AE version for AE PhD students.<br>The ME version of the course is taught regularly and we would like to continue to cross-list the AE version for AE PhD students. |
| **Biomedical Engineering (BME)** | **577 Neural and Fuzzy Approaches in Engineering** | **Secondary course Primary course is: NE 577** | X | | | 2017<br><br>2016<br><br>2015 | NE 577 is planned to be offered in Summer 2019. We would like to continue to cross-list the BME version for BME graduate students.<br>We would like to continue to cross-list the BME version for BME graduate students.<br>Retain as secondary course. |
| **Biomedical Engineering (BME)** | **580 Computational Cell Biology** | | X | | | | |

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|---|---|---|---|---|---|---|---|
| | | | YES | NO | | | |
| **Biomedical Engineering (BME)** | **631 Advanced Biomechanics II** | **Primary course**<br>**Secondary course is: ME 631** | | X | Our faculty taught this course 2 years ago. However, due to some mistake it was offered as a Special Topics course instead. We continue to teach it regularly. | | |
| **Biomedical Engineering (BME)** | **674 Multidimensional Medical Image Analysis** | | X | | | 2017<br><br>2016 | We are currently consolidating concentrations and one of the BME concentrations will be theranostics, including medical imaging. BME 674 is the only 600-level course in that concentration.<br><br>We are currently consolidating concentrations and one of the BME concentrations will be theranostics, including medical imaging. BME 674 is the only 600-level course in that concentration. |
| **Chemical and Biomolecular Engineering (CBE)** | **576 Applied Microbiology and Bioengineering** | **Primary course.**<br>**Secondary courses are: Biosystems Engr 576; Environmental Engr 576; Microbiology 576** | | X | We need to keep the course because it is taught every spring with students enrolled under the secondary listings. | 2017<br><br>2016 | Secondary courses had students enrolled in 2016. Many engineering students enroll in MICR 576 to avoid paying differential tuition.<br><br>The secondary courses have had students enrolled every year. |
| **Civil Engineering (CE)** | **557 Transportation Policy and Economics** | | | X | To be offered in Spring of 2020. | | |
| **Civil Engineering (CE)** | **560 Advanced Structural Mechanics** | | | X | To be offered in Spring of 2019. CRN 32108 with 3 enrolled. | | |
| **Civil Engineering (CE)** | **680 Information Technology for Building and Infrastructure Systems** | | | X | This course aligns with the research interests of one of our faculty members. However, continued instability in the faculty in this area will delay our ability to offer the course. | 2017 | Construction faculty lines were just filled in Fall of 2017. We now have sufficient faculty to offer the course in the near future. |

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|---|---|---|---|---|---|---|---|
| | | | YES | NO | | | |
| **Computer Science (COSC)** | **572 Numerical Mathematics II** | **Secondary course** **Primary course is: MATH 572** | **X** | | | | |
| **Electrical and Computer Engineering (ECE)** | **645 Phased Array Antennas** | | **X** | | | **2016** | Will be taught again with new faculty joining in this area. |
| **Electrical and Computer Engineering (ECE)** | **671 Image Processing and Robotics I** | | **X** | | | | |
| **Electrical and Computer Engineering (ECE)** | **673 Image Processing and Robotics III** | | **X** | | | | |
| **Environmental Engineering (ENVE)** | **520 River Mechanics** | | **X** | | | | |
| **Environmental Engineering (ENVE)** | **535 Applied Ground Water Hydrology** | **Primary course** **Secondary course is: GEOL 535** | **X** | | Secondary GEOL 535 is also dropping course. | | |
| **Environmental Engineering (ENVE)** | **650 Environmental Engineering Laboratory** | | **X** | | | 2017<br><br>2016<br><br>2015 | We could not teach the course in Spring '17 because the lab is used for an undergraduate course during the Spring and we realized offering both in the same space was logistically difficult. We had planned to offer the course Fall 2017, but the instructor was not available. We do plan to offer Fall 2018<br>The course will be offered in the Spring 17 semester.<br>We plan to offer this course fall 2016. |

| ACADEMIC DISCIPLINE | COURSE NUMBER AND TITLE | CROSS-LISTED COURSE | DROP EFFECTIVE FALL 2019 | | IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING | ON PREVIOUS LISTS | PRIOR RATIONALE(S) |
|---|---|---|---|---|---|---|---|
| | | | YES | NO | | | |
| **Industrial Engineering (IE)** | **519 Human Factors Engineering and Ergonomics** | | X | | | | |
| **Mechanical Engineering (ME)** | **540 Perturbation Methods in Engineering** | | X | | | | |
| **Mechanical Engineering (ME)** | **631 Advanced Biomechanics II** | **Secondary course**<br>**Primary course is: BME 631** | | X | Our faculty taught this course 2 years ago. However, due to some mistake it was offered as a Special Topics course instead. We continue to teach it regularly. | 2017<br><br>2016 | This course is regularly taught but was inadvertently offered as a special topics course in the past two years. We would like to continue to teach it and keep it in the catalog.<br>The BME version of the course is taught regularly and we would like to continue to cross-list the ME version for ME PhD students. |
| **Mechanical Engineering (ME)** | **644 Theory of Turbulence** | **Primary course**<br>**Secondary course is: Aerospace Engr 644** | | X | This is an advanced level course that was taught by a faculty member who retired 2 years ago. Another faculty member is going to teach the course. | | |
| **Mechanical Engineering (ME)** | **659 Theory of Turbulence** | **Primary course**<br>**Secondary course is: Aerospace Engr 659** | | X | This course will be taught in Spring 2019. | | |
| **Mechanical Engineering (ME)** | **661 Advanced Vibrations** | | X | | | 2017<br><br>2016 | Recently hired faculty would like to keep this course in the catalog and offer it in the next two years.<br>Recently hired faculty would like to keep this course in the catalog and offer it in the next two years. |
| **Materials Science and Engineering (MSE)** | **516 Fundamentals of Plastic Deformation** | | | X | This course is planned to be taught in Spring 2020. | | |

| ACADEMIC DISCIPLINE | COURSE NUMBER AND TITLE | CROSS-LISTED COURSE | DROP EFFECTIVE FALL 2019 | | IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING | ON PREVIOUS LISTS | PRIOR RATIONALE(S) |
|---|---|---|---|---|---|---|---|
| | | | YES | NO | | | |
| **Materials Science and Engineering (MSE)** | **553 Nonwovens Science and Technology** | | X | | | | |
| **Materials Science and Engineering (MSE)** | **556 Materials for Energy** | | | X | It is co-taught with MSE 455, which has been archived. We would like to keep 556 for at least another year. | | |
| **Materials Science and Engineering (MSE)** | **578 Advanced Biomaterials: Biological Applications of Nanomaterials** | **Primary course** Secondary course is: **Biomedical Engr 578** | X | | Primary owner MSE is dropping MSE 578. NOTE: **BME, the secondary cross-list is requesting to retain the course and become the primary owner.** | | |
| **Materials Science and Engineering (MSE)** | **611 Fundamentals of Thermodynamics, Phase Transformations and Material Simulations at Small Length Scales** | | | X | The faculty member that developed / teaches this class is a JFO and currently his ORNL obligations prevent him from teaching the class. We expect that in future, he will be available to teach the class again. | 2017 | Course was developed by Dr. Jamie Morris, who holds an ORNL-based joint faculty position. Dr. Morris has temporarily reduced his UT-portion of his joint faculty appointment to fulfill administrative duties at ORNL. We would like to keep the course in the catalog until Dr. Morris indicates that his long-term plans do not include teaching MSE 611 in our department. Additionally, Governor Chair Dr. Suresh Babu, joint faculty member in MSE/MABE, has asked to retain MSE 611, as it is important to research interests in his group. Dr. Babu indicated that he may be willing to teach this class in the future, if Dr. Morris is unavailable. |

| ACADEMIC DISCIPLINE | COURSE NUMBER AND TITLE | CROSS-LISTED COURSE | DROP EFFECTIVE FALL 2019 | | IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING | ON PREVIOUS LISTS | PRIOR RATIONALE(S) |
|---|---|---|---|---|---|---|---|
| | | | YES | NO | | | |
| **Nuclear Engineering (NE)** | **577 Neural and Fuzzy Approaches in Engineering** | **Primary course.** **Secondary courses are: AE 577 and BME 577;** | X | ~~X~~ | NE quit teaching this course when Lynne Parker started teaching a similar course several years back. We need to rethink its offering since Lynne is now gone again.<br>We did offer a version of this in the summer of 2017, but gave it a new name due to including optimization.<br>After discussion, **Committee voted to DROP course** as justification is unclear and no specific semester was indicated when course will be taught.<br>Department has opportunity to attend Graduate Council and appeal decision. They should give justification for retaining course and indicate specific semester course will be taught. | 2017<br>2016 | We plan to offer this course in Summer 2019.<br>We were giving up this class for EECS to teach a similar version, however, Dr. Lynne Parker has left for an NSF tour. Plans are being developed to teach it soon and meet student demand. |
| **College of Law** | | | | | | | |
| **Law (LAW)** | **846 Disability Law** | | | X | Once our current associate dean returns to the faculty full time in 2019, he or another faculty member will teach this course. | 2017 | Once our current associate dean returns to the faculty full time, he or another faculty member will teach this course. |
| **Law (LAW)** | **941 Land Acquisition and Development Seminar** | | | X | This course is actually going to be taught in Spring 2019. It is on the schedule for Spring 2019 with students enrolled. | 2017<br>2016<br>2015<br>2014 | The individual who has historically taught this course has returned to the faculty and is going to teach it in Spring 2018.<br>Same explanation as 2015. This individual has now returned full-time to the faculty and plans to teach the course in 2017-18.<br>2015: This course is taught by an associate dean whose administrative duties have kept him from teaching the course recently but who plans to resume teaching it in the near future.<br>2014: This course is taught by an associate dean whose administrative duties have kept him from teaching the course recently but who plans to resume teaching it in the near future. |

| ACADEMIC DISCIPLINE | COURSE NUMBER AND TITLE | CROSS-LISTED COURSE | DROP EFFECTIVE FALL 2019 | | IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING | ON PREVIOUS LISTS | PRIOR RATIONALE(S) |
|---|---|---|---|---|---|---|---|
| | | | YES | NO | | | |
| **Nursing** | | | | | | | |
| **Nursing (NURS)** | **529 Clinical Practice: Adult and Older Adult** | | **X** | | | | |

89 courses are listed on the Courses Not Taught in Four or More Years Report

- 47 courses were marked to keep/retain
- 37 courses were marked to drop
- 5 not marked (they noted decisions will be submitted with their December 1 curriculum)

**From Curriculum Meeting, courses on the 4 or More Report were edited as shown below:**

- The 5 courses not marked were voted to retain.
- Four (4) courses marked to retain, were voted to drop as the justifications were vague and there was no specific semester listed as to when the course would be taught. Those courses are:
  MATH 538, SOCI 543, RSM 555, and NE 577

**With the above revisions to the 4 or More Report, the report now shows:**

89 courses are listed on report

- 48 courses to retain/keep
- 41 courses to drop

The departments of Mathematics, Sociology, Kinesiology, Recreation, and Sport Studies, and Nuclear Engineering will be notified that a course they had marked to retain was voted to drop. They will be invited to the Graduate Council Meeting on November 29, 2018, to appeal and give justification for retaining the course and a semester that the course will be taught.

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