

College of Education, Health, and Human Sciences additions for 2022-2023

(Version dated November 10, 2021)

Department of Educational Leadership and Policy Studies

Educational Leadership and Policy Studies

ELPS 352 - Personally and Socially Responsible Leadership in Action (3)

Rationale: The course addition supports Program Learning Outcomes 1, 2, and 4. Impact on Other Units: None. There is no impact on other academic units. The proposed course is not required by other programs. Financial Impact: None.

ELPS 499 – Experiential Leadership Proficiency (0)

Rationale: The course addition supports Program Learning Outcomes 1, 2, 3, 4, and 5. It will verify students' capacity to complete program requirements including the planning and influencing phase of a leadership project. It will serve as an assessment of student learning and course quality consistency. Impact on Other Units: None. There is no impact on other academic units. The proposed course is not required by other programs. Financial Impact: None.

Department of Educational Psychology and Counseling

EDPY 301 - Professional Studies: Applied Educational Psychology (3)

Rationale: To accommodate new cohorts of freshman & sophomores the course number is changing from EDPY 401 to EDPY 301. It is required for all undergraduate teacher education students and is being required earlier now that TPTE has added UG internship programs. We are dropping EDPY 401 and adding EDPY 301.

Department of Kinesiology, Recreation, and Sport Studies

Kinesiology

KNS 250 Lifetime Physical Fitness (3)

Rationale: This is a newly proposed course that will be part of an interdisciplinary minor between Nutrition and Kinesiology, Recreation, and Sport Studies Departments. There is a need on campus to educate students, outside of the Nutrition and Kinesiology, Recreation, and Sport Studies Departments, about the lifelong health benefits of well-balanced nutrition and consistent physical activity. No SLOs are explicitly addressed by these additions, as they are not requirements for the degree program. The expected enrolment is 100 students per Fall and Spring semesters. Impact on Other Units: The proposed course does not affect any other programs or course offerings. Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

KNS 260N Practicum in Kinesiology (1)

Rationale: KNS 260 has been part of the KNS curriculum for several years. The rationale in designating this course as an experiential learning course, specifically a designation of N, is so the student is recognized as completing an internship course when future employers look at their transcript. The existing course meets the defined criteria for internship inclusion and has been sent for approval per UT's Quality Enhancement Plan (QEP), Experience Learning. Impact on Other Units: None. Financial Impact: None. This change is only to add the N-Designation to an existing course.

Physical Education Activity

PYED 266 Scuba Dive Master (2)

Rationale: This course is the first course of a 5-part class series that will result in scuba instructor certification. Impact on Other Units: None. There is no impact on other academic units. Financial Impact: The course is taught by an off-campus vendor. This change will not affect the department or college budgets. Students pay an additional course fee. This course was previously offered as a Special Topics PYED 201 course that had an associated fee.

Recreation and Sport Management

RSM 290N Sport Management Practicum I (3)

Rationale: RSM 290 has been part of the RSM curriculum for several years. The rationale in designating this course as an experiential learning course, specifically a designation of N, is so the student is recognized as completing an internship course when future employers look at their transcript. The existing course meets the defined criteria for internship inclusion and has been sent for approval per UT's Quality Enhancement Plan (QEP), Experience Learning. Impact on Other Units: None. Financial Impact: None. This change is only to add the N-Designation to an existing course.

RSM 294N Therapeutic Recreation Practicum I (3)

Short Title: Therapeutic Rec Practicum I

Rationale: RSM 294 has been part of the RSM curriculum for several years. The rationale in designating this course as an experiential learning course, specifically a designation of N, is so the student is recognized as completing an internship

course when future employers look at their transcript. The existing course meets the defined criteria for internship inclusion and has been sent for approval per UT's Quality Enhancement Plan (QEP), Experience Learning. Impact on Other Units: None. Financial Impact: None. This change is only to add the N-Designation to an existing course.

RSM 390N Sport Management Practicum II (3)

Rationale: RSM 390 has been part of the RSM curriculum for several years. The rationale in designating this course as an experiential learning course, specifically a designation of N, is so the student is recognized as completing an internship course when future employers look at their transcript. The existing course meets the defined criteria for internship inclusion and has been sent for approval per UT's Quality Enhancement Plan (QEP), Experience Learning. Impact on Other Units: None. Financial Impact: None. This change is only to add the N-Designation to an existing course.

RSM 394N Therapeutic Recreation Practicum II (3)

Short Title: Therapeutic Rec Practicum II

Rationale: RSM 394 has been part of the RSM curriculum for several years. The rationale in designating this course as an experiential learning course, specifically a designation of N, is so the student is recognized as completing an internship course when future employers look at their transcript. The existing course meets the defined criteria for internship inclusion and has been sent for approval per UT's Quality Enhancement Plan (QEP), Experience Learning. Impact on Other Units: None. Financial Impact: None. This change is only to add the N-Designation to an existing course.

RSM 490N Sport Management Internship (6-12)

Rationale: RSM 490 has been part of the RSM curriculum for several years. The rationale in designating this course as an experiential learning course, specifically a designation of N, is so the student is recognized as completing an internship course when future employers look at their transcript. The existing course meets the defined criteria for internship inclusion and has been sent for approval per UT's Quality Enhancement Plan (QEP), Experience Learning. Impact on Other Units: None. Financial Impact: None. This change is only to add the N-Designation to an existing course.

RSM 494N Therapeutic Recreation Internship (6-12)

Short Title: Therapeutic Rec Internship

Rationale: RSM 494 has been part of the RSM curriculum for several years. The rationale in designating this course as an experiential learning course, specifically a designation of N, is so the student is recognized as completing an internship course when future employers look at their transcript. The existing course meets the defined criteria for internship inclusion and has been sent for approval per UT's Quality Enhancement Plan (QEP), Experience Learning. Impact on Other Units: None. Financial Impact: None. This change is only to add the N-Designation to an existing course.

Add Minor: Nutrition and Physical Activity for Health Minor

Rationale: Addition of this interdisciplinary minor is the result of regular curricular review by faculty in both the Department of Nutrition and in the Department of Kinesiology, Recreation, and Sport Studies, and the recognition by faculty in both departments of interest in these topics from students outside existing departmental Majors. This interdisciplinary minor is being proposed concurrently by the NUTR faculty (see NUTR narrative in this document). The NUTR faculty has worked closely with the KRSS faculty, and both faculty agree with this proposed minor. The head of the Department of Kinesiology, Recreation, and Sport Studies and the head of the Department of Nutrition have each provided a letter of support for this proposal (copies included in materials submitted by both departments). Impact on Other Units: This change will not impact students in Majors in either Department and the required courses are offered only by the departments directly involved in the Minor. The net impact is expected to be positive, with students in other majors having an opportunity to earn a minor in this focus area. Financial Impact: There is no financial impact on departments or college. All courses are being taught as part of regular faculty course loads.

Department of Nutrition

Nutrition

NUTR 200 Introduction to Sports Nutrition (3)

Short Title: Intro to Sports Nutrition

Rationale: This course is being added to accommodate student demand and will attract students from multiple disciplines. It will help fulfill requirements for students seeking a nutrition minor and will have a prerequisite of NUTR 100. All faculty from the Department of Nutrition support the course addition. No SLOs are explicitly addressed by this addition, as it is not a requirement for either degree program. Impact on Other Units: None. There is no impact on other academic units. Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

NUTR 220 Diet & Disease (3)

Rationale: This course is being added as a result of student interest in the topic area and to provide exposure to these relationships at an introductory level. The expectation is that it will be an attractive course for students seeking elective hours as it will be open to any student, regardless of major. It is also a required course in the concurrently proposed concentration (Community Nutrition). The nutrition faculty supports this course addition. Impact on Other Units: The proposed change does not affect any other programs or course offerings as it is not a requirement for any programs outside of the concurrently proposed Community Nutrition Concentration of the Nutrition Major. Financial Impact: This course will be taught as part of the regular course load of existing faculty and will not require additional resources nor

affect the department or college budget. This change may impact financially other units across campus, as it may be taken as an elective.

NUTR 285 Fundamentals of Human Lactation (3)

Short Title: Fundamentals of Hum Lact

Rationale: This course is being added to accommodate student demand and will attract students from multiple disciplines. It will help fulfill requirements for students seeking a nutrition minor and will have a prerequisite of NUTR 100. All faculty from the Department of Nutrition support the course addition. No SLOs are explicitly addressed by this addition, as it is not a requirement for either degree program. Impact on Other Units: None. There is no impact on other academic units. Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

***NUTR 272 Chocolate, Cheese, and Wine (3)**

Rationale: This course is being added as a result of student interest in the topic area and in anticipation of being approved as a Vol Core course (NS elective). The expectation is that it will be an attractive course for students seeking elective hours as it will be open to any student, regardless of major. It is also a required course in the concurrently proposed concentration (Community Nutrition). This course has moved beyond subcommittee and Gen Ed Committee review for the Vol Core designation (NS) (as of this writing it is before the Undergraduate Council). The nutrition faculty supports this course addition. Impact on Other Units: The proposed change does not affect any other programs or course offerings as it is not a requirement for any programs outside of the concurrently proposed Community Nutrition Concentration of the Nutrition Major. Financial Impact: This course will be taught as part of the regular course load of existing faculty and will not require additional resources nor affect the department or college budget. This change may impact financially other units across campus, as it may be taken as an elective.

NUTR 321 Vitamins in Human Nutrition (1.5)

NUTR 322 Minerals in Human Nutrition (1.5)

Rationale: The addition of these two, 1.5 credit courses, replacing a current 3-credit hour course (NUTR 313– Vitamins and Minerals), is the result of:

- Regular curricular review by faculty.
- Seeking creative uses of first and second term course structures.
- Efforts to respond to needs of those transferring into the Nutrition major (from inside or outside of UT)
- The course being replaced (NUTR 313), has long been a 'bottle-neck' course. It is a prerequisite for multiple NUTR courses and has only been offered once per year. Dividing this course into its two distinct content areas, and offering both each fall and spring, will significantly increase the ability for students to complete requirements in a timely manner.
- Student feedback regarding the team-teaching approach (NUTR 313 is team-taught). Our undergraduate students have expressed general dislike for team-taught courses, as they prefer the predictability of having only one instructor per course. Dividing into two distinct courses will eliminate this issue.

These additions also support Goal #1 of UT's draft [strategic vision](#) ("Provide high-quality educational opportunities that meet the needs of students, whenever and wherever they seek to learn"). The courses will continue to require only one classroom per semester; one will be taught the first half of the semester and second taught the second half of the semester. The nutrition faculty supports these course changes. Impact on Other Units: The proposed course additions do not affect the requirements of any other units. However, those programs listing NUTR 313 as a potential elective have been notified of this change. Financial Impact: This change is fiscally neutral. These courses will continue to be taught as part of the regular course load of the existing faculty. Therefore, there is no financial impact on the department or college.

NUTR 473 Wellness Education & Coaching (3)

Rationale: This course is being added as a result of student interest in the topic area and will be a required course in our new concentration (Community Nutrition; proposed concurrently). This course will provide critical skill-development for students in this concentration and will be open to any student, regardless of major, upon completion of NUTR 100. The nutrition faculty supports this course addition. Impact on Other Units: The proposed change does not affect other programs or course offerings as it is not a requirement for any programs outside of the concurrently proposed Community Nutrition Concentration of the Nutrition Major. However, it will be available as an elective once the prerequisite is complete. Financial Impact: This course will be taught as part of the regular course load of existing faculty and will not require additional resources nor affect the department or college budget. This change may impact financially other units across campus, as it may be taken as an elective.

NUTR 499 Basic Training in Biomedical Research (3)

Short Title: Basic Training: Biomed Res

Rationale: This course has been taught as Special Topics for several semesters. It provides hands-on experience with laboratory techniques and is being added in anticipation of incorporation into a future revision to the Basic Science Concentration. Ultimately, this course is intended to address SLO 2 and SLO 4. This course addition was approved by the Nutrition faculty. Course Format: The course will be offered in a "flipped" format, with 1.25 contact hours dedicated to lecture/discussion and 2.5 contact hours dedicated to laboratory experiences. Impact on Other Units: None. There is no impact on other academic units. Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Add Program: BS IN HEALTH AND HUMAN SCIENCES – NUTRITION MAJOR – COMMUNITY NUTRITION CONCENTRATION

*Rationale: The Nutrition Department has had two distinct tracks at the undergraduate level, for a number of years: The Dietetics Concentration: training students for clinical practice, upon completion of clinical competencies and registration exam; e.g., the RDN) and the (formerly) Basic Science Concentration: training students to be biomedical professionals, working in research, in other healthcare areas, or preparing them for application to medical or professional programs. However, students at the undergraduate level have not previously been offered the opportunity to pursue a third track: Community Nutrition, which is an area of expertise of our faculty (we offer an MS in Public Health Nutrition and a PhD in Community Nutrition). As a result of regular curricular review, and in response to the call to deliver educational opportunities that are responsive to the needs of learners and to develop innovative courses for degree requirements, the Nutrition faculty propose the addition of a third concentration in Community Nutrition. By providing these different concentrations, students interested in the broad field of nutrition can receive training and education in their specific area of career interest. The Community Nutrition Concentration has been developed to provide competency training for students who do not want to become a Registered Dietitian Nutritionist (RDN,) so it does not provide training in medical nutrition therapy or other clinically focused courses. Students in this concentration will be trained in competencies needed to become a Certified Health Education Specialist (CHES) and to work in the community in a variety of roles (including as nutrition educators, WIC nutritionists, worksite health and wellness coaches, wellness program coordinators) and settings (including public health department, community agencies, and in Extension programs [such as SNAP or EFNEP]). This showcase also incorporates the Vol Core requirements**

**Courses under review to receive Vol Core designation(s); It is expected these approvals will occur prior to the 2022-2023 Catalog year:*

- *Courses under initial review: NUTR 420 (for AOC); NUTR 216 (for GCI & EI); NUTR 413S (EI)*
- *Courses currently being revised, based on feedback: NUTR 216 (SS)*
- *Courses approved by Gen Ed Committee, and currently awaiting approval of Undergraduate Council: NUTR 420 (for EI); NUTR 272 (NS); and NUTR 285 (NS)*

Impact on Other Units: None. This program is expected to attract additional students rather than take current students away from other programs. Financial Impact: This change will not require additional resources nor affect the department or college budget. This change may impact financially other units across campus.

Add Program: ACCELERATED COMBINED BACHELOR'S/MASTER'S PROGRAM AS FOLLOWS: BACHELOR OF SCIENCE IN HEALTH AND HUMAN SCIENCES – NUTRITION MAJOR - BIOMEDICAL NUTRITION SCIENCE CONCENTRATION – FIVE-YEAR BS/MS PROGRAM

Rationale: Feedback from exceptional students, desiring additional scholarship opportunities as well as interest in pursuing an MS in the Biomedical Nutrition track, has informed the addition of this concentration, reflecting an accelerated 5-year BS/MS degree option. This concentration will allow students accepted into the 5-year degree program to enroll in up to 9 credit hours, at the graduate level, during their senior year and to count those courses for both the BS and MS requirements. This will allow for significant time and cost-savings for interested and qualified students. Furthermore, offering an accelerated BS/MS degree program enhances our ability to train exceptional students and provides students with a competitive advantage for a career in the field and/or applications to professional schools.*

In addition to preparing students to move into the MS program, changes made in this narrative to the 4-year BS in Nutrition, with a Concentration in Biomedical Nutrition Science, are replicated in Terms 1-6 of the present showcase, and reflect:

- *Extensive guidance for those pursuing the pre-med or pre-health tracks*
- *Increased opportunities to gain hands-on experience in a biomedical nutrition research laboratory (via NUTR 493 and/or NUTR 499)*
- *Incorporation of the new Vol Core** requirements*
- *Efforts to increase flexibility in course sequencing available to our students*

Taken together, this concentration addition is in response to the call to deliver educational opportunities that are responsive to the needs of learners and to develop innovative courses for degree requirements.

**This is also being proposed to the GRAD CRC, in their next meeting.*

***Courses under review to receive Vol Core designation(s) (It is expected these approvals will occur prior to the 2022-2023 Catalog year):*

- *Courses under initial review: NUTR 420 (for AOC); NUTR 216 (for GCI & EI)*
- *Courses currently being revised, based on feedback: NUTR 499 (EI) & NUTR 216 (SS)*
- *Courses approved by Gen Ed Committee, and currently awaiting approval of Undergraduate Council: NUTR 420 (for EI)*

Impact on Other Units: None. This program change is intended to clarify the existing pathway for current students and to increase efficiency with receiving their master's degree. Financial Impact: This change will not require additional resources nor affect the department or college budget. This change may impact financially other units across campus.

Add Program: BACHELOR OF SCIENCE IN HEALTH AND HUMAN SCIENCES – NUTRITION MAJOR – COMMUNITY NUTRITION CONCENTRATION – FIVE YEAR BS/MS PROGRAM

Rationale: In combination with the addition of the Community Nutrition Concentration, the Nutrition faculty are proposing to add a 5-year BS/MS accelerated degree program in Community Nutrition as an option for exceptional students interested in also pursuing an MS in this area. This concentration will allow students accepted into the program the opportunity to apply up to 9 credits of graduate coursework, taken during their senior year, to both the BS and MS requirements. This will allow for significant time and cost-savings for interested and qualified students. Furthermore, offering an accelerated BS/MS degree program enhances our ability to train exceptional students and provides students with a competitive advantage starting out in their careers.*

In addition to preparing students to move into the MS program, the showcase reflects:

- Incorporation of the new Vol Core** requirements
- Efforts to increase flexibility in course sequencing available to our students

Taken together, this concentration addition is in response to the call to deliver educational opportunities that are responsive to the needs of learners and to develop innovative courses for degree requirements.

*This is also being proposed to the GRAD CRC, in their next meeting.

**Courses under review to receive Vol Core designation(s) (It is expected these approvals will occur prior to the 2022-2023 Catalog year):

- Courses under initial review: NUTR 420 (for AOC); NUTR 216 (for GCI & EI)
- Courses currently being revised, based on feedback: NUTR 499 (EI) & NUTR 216 (SS)
- Courses approved by Gen Ed Committee, and currently awaiting approval of Undergraduate Council: NUTR 420 (for EI)

Impact on Other Units: None. This program change is intended to clarify the existing pathway for current students and to increase efficiency with receiving their master's degree. Financial Impact: This change will not require additional resources nor affect the department or college budget. This change may impact financially other units across campus.

Add Minor: Biomedical Research in Nutrition Minor

Rationale: Addition of this minor is the result of regular curricular review by faculty in the Department of Nutrition, and the interest expressed by students outside the Nutrition department in having a hands-on laboratory experience in the biomedical and nutritional sciences. This minor is being proposed to provide students with the basic laboratory experience and research skills needed for further education and careers in biomedical research. Students enrolled in this minor will acquire basic laboratory skills in biomedical research through conducting a short research project and possibly presenting the findings in local undergraduate research meetings or exhibitions. Impact on Other Units: The proposed change does not drop or alter courses required by other programs. Incorporating BCMB 401 as an option in the minor is supported by the Department of Biochemistry & Cellular and Molecular Biology. The email thread regarding this addition is included in the supplementary documentation file for this narrative. The net impact is expected to be positive, with students in other majors having an opportunity to earn a minor in this focus area. Financial Impact: This change will not require additional resources nor affect the department or college budget. This change may impact financially other units across campus.

Add Minor: Nutrition and Physical Activity for Health Minor (Same as KRSS)

Rationale: Addition of this interdisciplinary minor is the result of regular curricular review by faculty in both the Department of Nutrition and in the Department of Kinesiology, Recreation, and Sport Studies, and the recognition by faculty in both departments of interest in these topics from students outside existing departmental Majors. This interdisciplinary minor is being proposed concurrently by the KRSS faculty (see KRSS narrative in this document). The KRSS faculty has worked closely with the NUTR faculty, and all agree with this proposed minor. The head of the Department of Kinesiology, Recreation, and Sport Studies and the head of the Department of Nutrition have each provided a letter of support for this proposal (copies included in materials submitted by both departments). Impact on Other Units: This change will not impact students in Majors in either Department and the required courses are offered only by the departments directly involved in the Minor. The net impact is expected to be positive, with students in other majors having an opportunity to earn a minor in this focus area. Financial Impact: There is no financial impact on departments or college. All courses are being taught as part of regular faculty course loads.

Department of Public Health

Public Health

PUBH 220 Social and Behavioral Theories in Public Health (3)

Short Title: Public Health Theories

Rationale: This new course will be a required foundation course in the Bachelor of Science in Public Health degree (pending THEC approval). Impact on Other Units: None. There is no impact on other academic units. Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

PUBH 336 Introduction to Research Methods in Public Health (3)

Short Title: Public Health Research Methods

Rationale: This new course will be a required foundation course in the Bachelor of Science in Public Health degree (pending THEC approval). Impact on Other Units: None. There is no impact on other academic units. Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

PUBH 340 Data Management in Public Health (3)

Short Title: Public Health Data Management

Rationale: This new course will be a required foundation course in the Bachelor of Science in Public Health degree (pending THEC approval). Impact on Other Units: None. There is no impact on other academic units. Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

PUBH 389 Practice Experience (3)

Rationale: This new course will be a required capstone course in the Bachelor of Science in Public Health degree (pending THEC approval). It is limited to public health majors. Impact on Other Units: None. There is no impact on other academic units. Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

PUBH 400 Comparative Healthcare Systems (3)

Rationale: This new course will be a required foundation course in the Bachelor of Science in Public Health degree (pending THEC approval). Impact on Other Units: None. There is no impact on other academic units. Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

PUBH 440 Population Health (3)

Rationale: This new course will be a required concentration course in the Bachelor of Science in Public Health degree (pending THEC approval). Impact on Other Units: None. There is no impact on other academic units. Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Add Program: BACHELOR OF SCIENCE IN PUBLIC HEALTH (BSPH) POPULATION HEALTH SCIENCES CONCENTRATION

Rationale: The Population Health Sciences emphasis aligns with the future directions of the public health discipline as it intersects with healthcare systems and other fields. A Population Health Sciences emphasis will attract new students to UT, prepare them for multiple career paths, and is distinct across Tennessee and the nation for BS Public Health degrees. The preventive nature, the mission for the greater good of human beings and the unprecedented pandemic that has claimed more than 650,000 people US alone, highlight the urgent needs to rebuild public health infrastructure and workforce capacity for our country. The request for the addition of the BSPH program (pending THEC approval anticipated spring 2022) has gain the support from UT's upper administration. In addition, there is strong student demand. An anonymous survey of students enrolled in our Public Health 201: Introduction to Public Health course indicated strong student interest in a public health degree. Of the 538 students surveyed between spring 2019-spring 2020, 25% (132 out of 538) said yes, and 38% (207 out of 538) said maybe they would pursue a major in public health if it had been available when they were a freshman. The UTK DPH Public Health undergraduate minor has increased by 54% (from 26 to 40 students) between fall 2018 and spring 2019. The growth in the minor combined with the student survey results suggests strong student demand. BSPH graduates will meet real workforce needs. The Bureau of Labor and Statistics forecasts that due to our nation's aging population and growing need for healthcare services, healthcare occupations will add more jobs than any other occupational group, with an overall 18% job growth from 2016-2026 adding about 2.4 million jobs. VolCore proposals will be submitted by October 15, 2021 for the following: Social Sciences and Engaged Inquiry-PUBH 220 and Applied Oral Communications-PUBH 389. Impact on Other Units: None. There is no impact on other academic units. Financial Impact: In July/Aug 2021, one tenure line faculty opportunity hire, and two new 12-month non-tenure line faculty were added to the department. The new undergraduate courses will be taught as part of the 2:2 or 4:4 course teaching load of existing faculty and/or trained Graduate Teaching Associates with oversight from full-time faculty.

Department of Retail, Hospitality, and Tourism Management

Retail, Hospitality, and Tourism Management

Add New Subject Code: (RMM) Retail & Merchandising Management

Rationale: The course prefix (RCS) is being replaced with the new program prefix (RMM) to align with the program's major change. This curricular revision is needed to stay abreast with competing retail programs from peer institutions. It was determined that this change was needed by our department and academy standards for our specific area. This change is not driven by the SACs Assessment. Impact on Other Units: None. The proposed change does not drop or alter courses required by other programs. Financial Impact: This course will be taught as part of the normal course load of existing faculty.

RMM 150 Retail Software Applications (1)

Rationale: This course is being added using a new program prefix (RMM) that replaces a course offered under the former prefix (RCS). Impact on Other Units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course number/names. Financial Impact: None.

RMM 210 Introduction to Retail Management (3)

Rationale: This course is being added using a new program prefix (RMM) that replaces a course offered under the former prefix (RCS). Impact on Other Units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course number/names. Financial Impact: None.

***RMM 225 Fashion and Culture (3)**

Rationale: This course is being added using a new program prefix (RMM) that replaces a course offered under the former prefix (RCS). Impact on Other Units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course number/names. Financial Impact: None.

RMM 310 Retail Buying and Merchandising (3)

Rationale: This course is being added using a new program prefix (RMM) that replaces a course offered under the former prefix (RCS). Impact on Other Units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course number/names. Financial Impact: None.

RMM 311 Human Resources Management in Hospitality and Retailing (3)

Rationale: This course is being added using a new program prefix (RMM) that replaces a course offered under the former prefix (RCS). Impact on Other Units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course number/names. Financial Impact: None.

RMM 320 Product Development (3)

Rationale: This course is being added using a new program prefix (RMM) that replaces a course offered under the former prefix (RCS). Impact on Other Units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course number/names. Financial Impact: None.

***RMM 341 Consumers in the Global Marketplace (3)**

Rationale: This course is being added using a new program prefix (RMM) that replaces a course offered under the former prefix (RCS). Impact on Other Units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course number/names. Financial Impact: None.

RMM 346 Retail Operations Management (3)

Rationale: This course is being added using a new program prefix (RMM) that replaces a course offered under the former prefix (RCS). Impact on Other Units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course number/names. Financial Impact: None.

RMM 376 Customer Relationship Management and Retail Analytics (3)

Rationale: This course is being added using a new program prefix (RMM) that replaces a course offered under the former prefix (RCS). Impact on Other Units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course number/names. Financial Impact: None.

***RMM 391 Leadership in Retailing (3)**

Rationale: This course is being added using a new program prefix (RMM) that replaces a course offered under the former prefix (RCS). Impact on Other Units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course number/names. Financial Impact: None.

RMM 410 Strategic Retail Planning (3)

Rationale: This course is being added using a new program prefix (RMM) that replaces a course offered under the former prefix (RCS). Impact on Other Units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course number/names. Financial Impact: None.

RMM 411 Entrepreneurship and Small Business Management (3)

Rationale: This course is being added using a new program prefix (RMM) that replaces a course offered under the former prefix (RCS). Impact on Other Units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course number/names. Financial Impact: None.

RMM 412 Digital Retailing (3)

Rationale: This course is being added using a new program prefix (RMM) that replaces a course offered under the former prefix (RCS). Impact on Other Units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course number/names. Financial Impact: None.

***RMM 421 Global Retailing and Sourcing (3)**

Rationale: This course is being added using a new program prefix (RMM) that replaces a course offered under the former prefix (RCS). Impact on Other Units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course number/names. Financial Impact: None.

***RMM 422 Professional Experience in Retail and Merchandising Management (6)**

Rationale: This course is being added using a new program prefix (RMM) that replaces a course offered under the former prefix (RCS). Impact on Other Units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course number/names. Financial Impact: None.

RMM 425 Retail Category Management (3)

Rationale: This course is being added using a new program prefix (RMM) that replaces a course offered under the former prefix (RCS). Impact on Other Units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course number/names. Financial Impact: None.

RMM 435 Retail Planning and Allocation (3)

Rationale: This course is being added using a new program prefix (RMM) that replaces a course offered under the former prefix (RCS). Impact on Other Units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course number/names. Financial Impact: None.

RMM 441 Branding (3)

Rationale: This course is being added using a new program prefix (RMM) that replaces a course offered under the former prefix (RCS). Impact on Other Units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course number/names. Financial Impact: None.

RMM 480 Fashion Retail Market Planning and Execution (3)

Rationale: This course is being added using a new program prefix (RMM) that replaces a course offered under the former prefix (RCS). Impact on Other Units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course number/names. Financial Impact: None.

RMM 484 International Retail Industry Study Tour (3)

Rationale: This course is being added using a new program prefix (RMM) that replaces a course offered under the former prefix (RCS). Impact on Other Units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course number/names. Financial Impact: None.

RMM 484R International Retail Industry Study Tour (3)

Rationale: The course will seek approval as the Experience Learning designation (R for Research). Impact on Other Units: None. The proposed change does not drop or alter courses required by other programs. Financial Impact: None.

RMM 493 Directed Study (1-3)

Rationale: This course is being added using a new program prefix (RMM) that replaces a course offered under the former prefix (RCS). Impact on Other Units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course number/names. Financial Impact: None.

RMM 495 Special Topics (3)

Rationale: This course is being added using a new program prefix (RMM) that replaces a course offered under the former prefix (RCS). Impact on Other Units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course number/names. Financial Impact: None.

RMM 497 Honors: Retail and Merchandising Management (1-3)

Rationale: This course is being added using a new program prefix (RMM) that replaces a course offered under the former prefix (RCS). Impact on Other Units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course number/names. Financial Impact: None.

RMM 498 Honors: Retail and Merchandising Management (1-3)

Rationale: This course is being added using a new program prefix (RMM) that replaces a course offered under the former prefix (RCS). Impact on Other Units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course number/names. Financial Impact: None.

Department of Theory and Practice in Teacher Education

Education of the Deaf and Hard of Hearing

EDDE 428 Curriculum Development Applied to Programs for Deaf/Hard of Hearing (3)

Rationale: We are proposing 4-year teacher licensure programs in Deaf Education. This is a required course for Deaf Education teacher licensure. Currently it is listed at the graduate level (EDDE 528) and will be taught simultaneously. By adding undergraduate sections, students in the 4-year UG program will be able to meet these program requirements without needing to use graduate credits. Impact on Other Units: This change should not have any impact on other units. Financial Impact: None. This course is currently taught by existing faculty and will be taught simultaneously with EDDE 528. Additional Documentation: This change is not substantive and does not need to be reported to SACSCOC.

EDDE 429 Teaching of Reading, Writing, and Reasoning to Deaf/Hard of Hearing Children (3)

Rationale: We are proposing 4-year teacher licensure programs in Deaf Education. This is a required course for Deaf Education teacher licensure. Currently it is listed at the graduate level (EDDE 529) and will be taught simultaneously. By adding undergraduate sections, students in the 4-year UG program will be able to meet these program requirements without needing to use graduate credits. Impact on Other Units: This change should not have any impact on other units. Financial Impact: None. This course is currently taught by existing faculty and will be taught simultaneously with EDDE 529.

English Education

ENED 409 Young Adult Literature (3)

Rationale: The ENED/ESL program is creating a new 400-level UG course in young adult literature for students. The course will be required as part of the UG minor. Previously, we offered a 500-level graduate course in young adult literature for students in the ENED/ESL program. Due to the development of the Dual ENED/ESL licensure program, we have different requirements from the state and are working to eliminate content repetitions. Students need flexibility for when they can take the course. Creating a 400-level course provides the opportunity for all students (and not just those using senior privilege) to take the course during their UG program, which provides flexibility for students. The 500-level graduate course will remain, but this will be revised as an advanced course in young adult literature (not required for our MS students).

Educational Technology

EETEC 386 - Integrating Technology into the Curriculum (3)

Rationale: We are proposing 4-year teacher licensure programs in Teacher Education in all content areas. This is a required course for teacher licensure. Currently it is listed as ETEC 486 which will be dropped to reflect the course change. Also, we need to reduce the number of 400-level courses to appropriate UG levels. Impact on other units: This change should not have any impact on other units. Financial impact: None. This course is currently taught by existing faculty as ETEC 486.

Mathematics Education

MEDU 434 Project Based Instruction (3)

Rationale: Students will now apply to teacher education semester 3 and should be admitted to teacher education admission after 12 credits completed. Impact on Other Units: This change should not have any impact on other units. Note: This is a low-impact change to respond to changes in the admission to teacher education process. Financial Impact: None. This course is currently taught by existing faculty.

Reading Education

REED 230 Using Children's Literature to Support Instructional Practices and Motivate Students to Read (3)

Rationale: We are proposing 4-year teacher licensure programs in Teacher Education in all content areas. This is a required course for teacher licensure. Currently it is listed as REED 330 which will be dropped to reflect the course change. Also, we need to reduce the number of 300-level courses to appropriate UG levels. The course will be eligible for the Teaching as a Profession coursework, which will serve high school students eligible for college credit. The new course number will be REED 230. Impact on other units: This change should not have any impact on other units. Financial impact: None. This course is currently taught by existing faculty as REED 330.

Science Education

SCED 472 Perspectives and History of Science and Math (3)

Rationale: New course – transitioning the INPG 353 content to TPTE 472. INPG 353 is part of the VolsTeach minor. This change is to house the course within TPTE and maintain the content for the VolsTeach education majors and minors. Impact on Other Units: None. Financial Impact: None. TPTE faculty have been teaching this content in INPG 353 and will continue to do as SCED 472.

SPECIAL EDUCATION

SPED 303 Professional Studies for Special Education and Diverse Learners (3)

Rationale: To accommodate new cohorts of freshman & sophomores the course SPED 402 is being dropped to add SPED 303. It is required for all undergraduate teacher education students and is being required earlier now that TPTE has added UG internship programs. Impact on Other Units: This change will not have any adverse impact on other units or programs. All catalog showcases in which SPED 402 (being dropped) appears will need to be updated. Financial Impact: The course is already required for all teacher education students as SPED 402, which will be dropped, is being taught with current staffing. There will not be a financial impact with this change.

SPED 475 Internship Teaching Special Ed (1-6)

Rationale: SPED 420N was added as a prerequisite in error. Students taking SPED 475 (senior internship) would not have taken SPED 420N (senior practical teaching). The prerequisite was changed to a class (SPED 322N) that they should have taken prior to enrolling in 475.

Theory and Practice in Teacher Education

TPTE 435 Apprentice Teaching Mathematics and Science (6-9)

Rationale: This course is being added as a single course number to replace two courses, MEDU 435 and SCED 435 which are currently taught as a single course. Impact on Other Units: This change will not have any adverse impact on other units or programs. Financial Impact: This change does not have any financial impact.

TPTE 475 Professional Internship in Teaching (1-12)

Rationale: We are proposing 4-year Undergraduate teacher licensure programs in Teacher Education in all content areas. This is a required course for teacher licensure. This course mirrors the function of TPTE 575 at the graduate level. Impact on other units: This change should not have any impact on other units. Financial impact: None. This course will be taught by existing faculty in conjunction with TPTE 575.

TPTE 491 Clinical Studies (1-4)

Rationale: We are proposing 4-year Undergraduate teacher licensure programs in Teacher Education in all content areas. This is a required course for teacher licensure. This course mirrors the function of TPTE 591 at the graduate level. Impact

on other units: This change should not have any impact on other units. Financial impact: None. This course will be taught by existing faculty in conjunction with TPTE 591.

Add Program: Deaf Studies-Deaf Education Concentration (Elementary Education Specialization)

Rationale: At the request of the CEHHS Advising office for clarity and reduce confusion between the teaching licensure requirements for Elementary Education and Secondary Education within the current catalog listing and showcase for the Deaf Studies Major, BS in Education – Education of the Deaf and Hard of Hearing Concentration we are ending that listing and making two separate specializations in Elementary Education and Secondary Education. This one is for Elementary Education. This also includes the new Vol Core requirements. Also, a name change from Education of the Deaf and Hard of Hearing to the more commonly used term of Deaf Education. Impact on other Units; This will make it easier for CEHHS Advising Staff to help students register in appropriate coursework. No other impact. Financial Impact; None. No change in faculty or courses needed

Add Program: Deaf Education Concentration (Secondary Education Specialization)

Rationale: At the request of the CEHHS Advising office for clarity and to reduce confusion between the teaching licensure requirements for Elementary Education and Secondary Education within the current catalog listing and showcase for the Deaf Studies Major, BS in Education – Education of the Deaf and Hard of Hearing Concentration we are ending that listing and making two separate specializations in Elementary Education and Secondary Education. This one is for Secondary Education. This also includes the new Vol Core requirements. Also, a name change from "Education of the Deaf and Hard of Hearing" to the more commonly used term of "Deaf Education". Impact on other Units: This will make it easier for CEHHS Advising Staff to help students register in appropriate coursework. No other impact. Financial Impact: None. No change in faculty or courses needed

Add Program: Deaf Studies-Deaf Education Concentration (Elementary Education Specialization) Undergraduate Internship Program

Rationale: We are adding UG licensure options to appeal to more students and grow Deaf Education enrollment. Impact on other Units: We worked with ELED faculty members to prepare this program. No other impact. Financial Impact: None. No change in faculty or courses needed

Add Program: Deaf Education Concentration (Special Education Comprehensive Specialization) - Undergraduate Internship Program

Rationale: We are adding UG licensure options to appeal to more students and grow Deaf Education enrollment. Impact on other Units: We worked with SPED faculty members to prepare this program. No other impact. Financial Impact: None. No change in faculty or courses needed

Add Program: Deaf Education Concentration (Secondary Education Specialization) - Undergraduate Internship Program

Rationale: We are adding UG licensure options to appeal to more students and grow Deaf Education enrollment. Impact on other Units: No impact. Financial Impact: None. No change in faculty or courses needed

Add Program: Deaf Education Concentration (Art Education Specialization) - Undergraduate Internship Program

Rationale: We are adding UG licensure options to appeal to more students and grow Deaf Education enrollment. Impact on other Units: We worked with ARED faculty to prepare this program. No other impact. Financial Impact: None. No change in faculty or courses needed.

Add Program: Deaf Studies- ASL Education Undergraduate Internship Program

Rationale: We are adding UG licensure options to appeal to more students and grow ASL Education enrollment. Impact on other Units: No impact. Financial Impact: None. No change in faculty or courses needed

Add Program: AS: Education Concentration (Deaf Education Specialization) - Undergraduate Internship Program

Rationale: We are adding UG licensure options to appeal to more students and grow ASL Education enrollment. Impact on other Units: No impact. Financial Impact: None. No change in faculty or courses needed

Add Program Concentration: BS in Education – Education Major – Secondary Social Science Education Concentration:

Rationale: As a land grant university, we are proposing to develop a four-year undergraduate teaching licensure program to increase access, enrollment, and meet increasing state needs for more certified teachers. The development of a 4-year program will also be more cost efficient to students pursuing a teaching career, and allow our program to be competitive with other initial licensure programs across the state and country (as most teacher education programs offer 4-year licensure degrees). Additionally, we need our teacher preparation program to offer a stronger variety of coursework across multiple social science content areas. Currently, the state of TN (and many other states) requires independent licensure exams to teach each social science content area (i.e. 6-12 History, 6-12 Economics, 6-12 Geography, 6-12 Government, 9-12 Psychology, and 9-12 Sociology). As nearly all secondary social studies teachers are required to teach multiple classes across these disciplines, it becomes increasingly necessary for our program to do a better job providing students with a balanced undergraduate program of study that will help them to pass the required content exams necessary to work in contemporary schools. For example, recent graduates of our 5th year internship program needed to pass the economics and psychology exams to secure a teaching position. As a history major, the students had no issue passing the history praxis, but failed both the economics and psychology exams. The students expressed a lack of preparation for content exams outside of history. This is of course just one of several examples, as our students consistently do very well on the history praxis exam, but routinely struggle to pass the other content area exams. The new proposed 4-year program builds off what we are already doing well, with large potential history coursework, but it allows for more content preparation courses in each of the other aforementioned social science areas. This degree program will also make the pathway to teacher licensure much more efficient for students from majors outside of history (economics, government, political science, psychology, geography, etc.). Internal data demonstrates that we, and other EPPs, produce more teacher candidates identified as BIPOC via our 4-year programs than 5-year programs. Finally, as a result of feedback from our school partners and key stakeholders, we designed the 4-year program to give students greater access to school-based experiences earlier in their college careers in order to allow them to make a more informed career decision.

In summary, the rationale for the SSCE major is because allows us to address the following:

- 1. Increased accessibility and reduced financial barriers to become a 6-12 social studies teacher;*
 - 2. Attended to employer input, feedback and hiring needs;*
 - 3. Increased student diversity;*
 - 4. Attended to alumni input and feedback;*
 - 5. Increased future employment opportunities;*
 - 6. Offered a more balanced and interdisciplinary program;*
 - 7. Increased experiential and clinical experience learning opportunities;*
 - 8. More effectively address required knowledge, skills, practices and standards: the National Standards for the Preparation of Social Studies Teachers (NCSS) standards, InTASC standards, TN Standards, and the Council for the Accreditation of Educator Preparation (CAEP) standards.*
 - 9. To allow students access to CEHHS scholarships that are restricted to students who major in teacher education*
- Impact on Other Units: This major will impact other units or programs in the College of Arts & Science. Financial Impact: These courses will be taught as part of the normal course load of existing EHHS faculty; College of Arts & Science will be impacted financially; however, we are not certain to what extent. CEHHS' 5th year Professional Internship pathway is still a viable option for students and so there will likely continue to be A&S majors. Additional Documentation: This is the base major and needs to be reported to SACSCOC. Other concentrations do not. Additional Approvals: THEC has approved.*

Add Program Concentration: BS in Education – Education Major – STEM Secondary Concentration – VolsTeach 6-12 Biology Specialization

Rationale: As a land grant university, we are proposing to develop a four-year undergraduate teaching licensure program to increase access, enrollment, and meet increasing state needs for more certified teachers. The development of a 4-year program will also be more cost efficient to students pursuing a teaching career and allow our program to be competitive with other initial licensure programs across the state and country (as most teacher education programs offer 4-year licensure degrees). The new proposed 4-year program builds off what we are already doing well, with 30 hours of Biology (and related) coursework, but it allows for more pedagogical, and clinical preparation courses as requested by our external stakeholders. Internal data demonstrates that we produce more teacher candidates identified as BIPOC when the major is housed in the College of Education, Health in Human Sciences. Finally, as a result of feedback from our school partners and key stakeholders, we designed the 4-year program to give students greater access to school-based experiences earlier in their college careers, additional pedagogical content knowledge, as well as educational technology, students with disabilities, teaching diverse learners, social/emotional needs of P-12 learners, and literacy instruction in order to allow them to day 1 ready in an ever-changing educational landscape. Impact on Other Units: This major will impact other units or programs in the College of Arts & Science. Financial Impact: These courses will be taught as part of the normal course load of existing EHHS faculty; College of Arts & Science maybe impacted financially. Additional Documentation: This is the base major and needs to be reported to SACSCOC. Other concentrations do not. Additional Approvals: THEC has approved.

Add Program Concentration: BS in Education – Education Major – STEM Secondary Concentration – VolsTeach 6-12 Chemistry Specialization

Rationale: As a land grant university, we are proposing to develop a four-year undergraduate teaching licensure program to increase access, enrollment, and meet increasing state needs for more certified teachers. The development of a 4-year program will also be more cost efficient to students pursuing a teaching career and allow our program to be competitive with other initial licensure programs across the state and country (as most teacher education programs offer 4-year licensure degrees). The new proposed 4-year program builds off what we are already doing well, with 30 hours of Chemistry (and related) coursework, but it allows for more pedagogical, and clinical preparation courses as requested by

our external stakeholders. Internal data demonstrates that we produce more teacher candidates identified as BIPOC when the major is housed in the College of Education, Health in Human Sciences. Finally, as a result of feedback from our school partners and key stakeholders, we designed the 4-year program to give students greater access to school-based experiences earlier in their college careers, additional pedagogical content knowledge, as well as educational technology, students with disabilities, teaching diverse learners, social/emotional needs of P-12 learners, and literacy instruction in order to allow them to day 1 ready in an ever-changing educational landscape. *Impact on Other Units:* This major will impact other units or programs in the College of Arts & Science. *Financial Impact:* These courses will be taught as part of the normal course load of existing EHHS faculty; College of Arts & Science maybe impacted financially. *Additional Documentation:* This is the base major and needs to be reported to SACSCOC. Other concentrations do not. *Additional Approvals:* THEC has approved.

Add Program Concentration: BS in Education – Education Major – STEM Secondary Concentration – VolsTeach 6-12 Earth Science Specialization

Rationale: As a land grant university, we are proposing to develop a four-year undergraduate teaching licensure program to increase access, enrollment, and meet increasing state needs for more certified teachers. The development of a 4-year program will also be more cost efficient to students pursuing a teaching career and allow our program to be competitive with other initial licensure programs across the state and country (as most teacher education programs offer 4-year licensure degrees). The new proposed 4-year program builds off what we are already doing well, with 30 hours of Earth Science (and related) coursework, but it allows for more pedagogical, and clinical preparation courses as requested by our external stakeholders. Internal data demonstrates that we produce more teacher candidates identified as BIPOC when the major is housed in the College of Education, Health in Human Sciences. Finally, as a result of feedback from our school partners and key stakeholders, we designed the 4-year program to give students greater access to school-based experiences earlier in their college careers, additional pedagogical content knowledge, as well as educational technology, students with disabilities, teaching diverse learners, social/emotional needs of P-12 learners, and literacy instruction in order to allow them to day 1 ready in an ever-changing educational landscape. *Impact on Other Units:* This major will impact other units or programs in the College of Arts & Science. *Financial Impact:* These courses will be taught as part of the normal course load of existing EHHS faculty; College of Arts & Science maybe impacted financially. *Additional Documentation:* This is the base major and needs to be reported to SACSCOC. Other concentrations do not. *Additional Approvals:* THEC has approved.

Add Program Concentration: BS in Education – Education Major – STEM Secondary Concentration – VolsTeach 6-12 Math Specialization

Rationale:

1. To respond to and to more effectively meet industry/community partner needs;
2. To more effectively prepare professionals for students' chosen career;
3. To increase diversity, access, and inclusion;
4. To deliver educational opportunities that are responsive to the needs of learners
5. To allow students access to CEHHS scholarships that are restricted to student who major in teacher education.

The new proposed 4-year program builds off what we are already doing well, with 30 hours of potential Math coursework, but it allows for more pedagogical, and clinical preparation courses as requested by our external stakeholders. Finally, as a result of feedback from our school partners and key stakeholders, we designed the 4-year program to give students greater access to school-based experiences earlier in their college careers, additional pedagogical content knowledge, as well as educational technology, students with disabilities, teaching diverse learners, social/emotional needs of P-12 learners, and literacy instruction in order to allow them to day 1 ready in an ever-changing educational landscape. *Impact on Other Units:* This major will impact other units or programs in the College of Arts & Science. *Financial Impact:* These courses will be taught as part of the normal course load of existing EHHS faculty; College of Arts & Science maybe impacted financially. *Additional Documentation:* This is the base major and needs to be reported to SACSCOC. Other concentrations do not. *Additional Approvals:* THEC has approved.

Add Program Concentration: BS in Education – Education Major – STEM Secondary Concentration – VolsTeach 6-12 Physics Specialization

Rationale: As a land grant university, we are proposing to develop a four-year undergraduate teaching licensure program to increase access, enrollment, and meet increasing state needs for more certified teachers. The development of a 4-year program will also be more cost efficient to students pursuing a teaching career and allow our program to be competitive with other initial licensure programs across the state and country (as most teacher education programs offer 4-year licensure degrees). The new proposed 4-year program builds off what we are already doing well, with 30 hours of Physics coursework, but it allows for more pedagogical, and clinical preparation courses as requested by our external stakeholders. Internal data demonstrates that we produce more teacher candidates identified as BIPOC when the major is housed in the College of Education, Health in Human Sciences. Finally, as a result of feedback from our school partners and key stakeholders, we designed the 4-year program to give students greater access to school-based experiences earlier in their college careers, additional pedagogical content knowledge, as well as educational technology, students with disabilities, teaching diverse learners, social/emotional needs of P-12 learners, and literacy instruction in order to allow them to day 1 ready in an ever-changing educational landscape. *Impact on Other Units:* This major will impact other units or programs in the College of Arts & Science. *Financial Impact:* These courses will be taught as part of the normal

course load of existing EHHS faculty; College of Arts & Science maybe impacted financially. Additional Documentation: This is the base major and needs to be reported to SACSCOC. Other concentrations do not. Additional Approvals: THEC has approved.

Add Program Concentration: BS in Education – Education Major – Second Language Education Concentration – World Language Specialization

Rationale: As a land grant university, we are proposing to develop a four-year undergraduate teaching licensure program to increase access, enrollment, and meet increasing state needs for more certified teachers. The development of a 4-year program will also be more cost-effective to students pursuing a teaching career, without sacrificing preparation quality, and allow our program to be competitive with other initial licensure programs across the state and country (as most teacher education programs offer 4-year licensure degrees). The new proposed 4-year program builds off what we are already doing well, with up to 36 hours of potential World Language coursework, while allowing for more pedagogical and clinical preparation courses, as requested by our external stakeholders and employers. Internal data demonstrate that we produce more teacher candidates identified as BIPOC when the major is housed in the College of Education, Health, and Human Sciences. As a result of feedback from our school partners and key stakeholders, we designed the 4-year program to give students greater access to school-based experiences earlier in their college careers, additional pedagogical content knowledge, as well as deeper experiences with educational technology, students with disabilities, teaching diverse learners, social/emotional needs of P-12 learners, and literacy instruction. Our goal is to prepare teachers who are Day 1 Ready in an ever-changing educational landscape. Lastly, this proposal will align with Course Plan of Study requirements and allow students who are majoring in education to access CEHHS scholarships. Impact on Other Units: This major will impact other units or programs in the College of Arts & Science. Financial Impact: These courses will be taught as part of the normal course load of existing EHHS faculty; College of Arts & Science maybe impacted financially. Additional Documentation: This is the base major and needs to be reported to SACSCOC. Other concentrations do not. Additional Approvals: THEC has approved.