Thursday January 27, 2022 2:00 P.M.	**Graduate Curriculum Committee Meeting**	**Zoom Meeting** Zoom link Password:

AGENDA

Herbert College of Agriculture

College of Architecture and Design

College of Arts and Sciences

Haslam College of Business

College of Communication and Information

College of Education, Health, and Human Sciences

Tickle College of Engineering

College of Law

College of Nursing

College of Social Work

College of Veterinary Medicine

~~Intercollegiate: Comparative and Experimental Medicine~~ No submissions

► **Indicates add or drop of Majors or Minors**

+ Indicates add or drop of Certificates

❖ **Indicates add or drop of Concentrations**

HERBERT COLLEGE OF AGRICULTURE

All Changes Effective Fall 2022

I. COURSE CHANGES

DEPARTMENT OF AGRICULTURAL LEADERSHIP, EDUCATION AND COMMUNICATIONS

(ALEC) Agricultural Leadership, Education and Communications

ADD

ALEC 536 Communicating Agriculture and Natural Resource Policy Issues (3) Focuses on policy issues in agriculture and natural resources. Designed to expose students to the various issues and a variety of methods used to communicate and inform policy decisions about these issues.

Rationale: The department would like to expand the graduate course electives to better meet the needs of our students in the graduate program. Impact on other units: None. Financial impact: None. This does support Program Learning Outcome 3 for the MS in Agricultural Leadership, Education and Communications. Support from assessment activities: The faculty member was hired to teach undergraduate/graduate courses in the areas of communications. Expected enrollment for this course is 35 students.

ALEC 537 Communication Strategies for Leaders (3) Effective leaders are able to implement communication strategies that inspire action. Through hands-on learning and presentations by current leaders from various fields (sport, industry, and education), students learn how to communicate clearly and persuasively. Will learn how to tailor communications to different audiences, apply the various strategic leadership principles in structuring communications, connect authentically with their audience through their unique leadership style, and create compelling, high-impact presentations and communications.

Rationale: The department would like to expand the graduate course electives to better meet the needs of our students in the graduate program. Impact on other units: None. Financial impact: None. This does support Program Learning Outcome 2 and 3 for the MS in Agricultural Leadership, Education and Communications. Support from assessment activities: The faculty member was hired to teach undergraduate/graduate courses in the areas of communications. Expected enrollment for this course is 35 students.

ALEC 541 Issues and Crisis Communications in Agriculture and Natural Resources (3) Focuses on strategic communication in agricultural and natural resources. Students will explore contemporary agricultural and natural resource issues and discuss the impact public opinion has on the agricultural industry. Through case studies and issues management plans students will address contemporary issues or challenges, defined as a topic that currently affects individuals' abilities to lead safe, fulfilling, healthy lives and to contribute to productive societies.

Rationale: The department would like to expand the graduate course electives to better meet the needs of our students in the graduate program. Impact on other units: None. Financial impact: None. This does support Program Learning Outcome 2 and 3 for the MS in Agricultural Leadership, Education and Communications. Support from assessment activities: The faculty member was hired to teach undergraduate/graduate courses in the areas of communications. Expected enrollment for this course is 35 students.

ALEC 548 Theory and Practice of Agricultural Public Relations (3) Focuses on the communications theory and practice of public relations between agricultural producers and consumers.

Rationale: The department would like to expand the graduate course electives to better meet the needs of our students in the graduate program. Impact on other units: None. Financial impact: None. This does support Program Learning Outcome 2 and 3 for the MS in Agricultural Leadership, Education and Communications. Support from assessment activities: The faculty member was hired to teach undergraduate/graduate courses in the areas of communications. Expected enrollment for this course is 35 students.

DEPARTMENT OF AGRICULTURAL AND RESOURCE ECONOMICS

(AREC) Agricultural and Resource Economics

ADD

AREC 599 Non-Thesis Research Project (3) Research project experience under the guidance of faculty. Students should arrange for the research project with faculty before enrolling in the course.
Comments: Course is limited to students in MS Agricultural Economics Concentration, Project Option, Dual MBA-MS in Agricultural and Resource Economics program, and Agricultural and Resource Economics Minor.

Rationale: Provide MS Agricultural Economic Concentration Project Option, Dual MBA-MS in Agricultural and Resource Economics, and Minor in Agricultural and Resource Economics students with a formal research experience in a graded course guided by faculty. Impact on other units: None. Financial impact: None, existing faculty will instruct the course.

REVISE DESCRIPTION

AREC 512 Advanced Agribusiness Finance (3) Financial and investment analysis tools and concepts and their application to business decisions. Topics include financial analysis and planning principles, working capital, capital budgeting, debt structure and financing, the Capital Asset Pricing Model, scenario analysis, Monte Carlo simulation, and discounted cash flow valuation.

Formerly: Financial and investment analysis tools and concepts and their application to decisions faced by agribusiness. Emphasis on financial analysis and planning principles, capital budgeting, debt structure and financing, present value concepts, and risk analysis.

Rationale: Revise course description to match current course content. Financial impact: None. Impact on other units: None.

DEPARTMENT OF BIOSYSTEMS ENGINEERING AND SOIL SCIENCES

(BSE) Biosystems Engineering

ADD

BSE 511 Mechanical Systems Engineering (3) Fundamentals of power delivery systems and simple mechanisms; selection and design of mechanical, hydraulic, and tractive power transmission systems. Emphasis on off-road vehicles and bioprocessing systems.
Credit Restriction: students cannot receive credit for both 411 and 511.
Recommended Background: undergraduate engineering coursework in statics, dynamics, and mechanics of materials.
Registration Restriction: Minimum student level – graduate.

DROP 400-LEVEL COURSE FOR GRADUATE CATALOG

BSE 411 Mechanical Systems Engineering (3)

Rationale: We want more flexibility to have graduate students take this without the prerequisites, and to have more graduate course possibilities. Students in 511 will be required to submit additional graduate-level literature reviews and design work. Impact on other units: None. Financial impact: None.

(ESS) Environmental and Soil Sciences

REVISE REGISTRATION RESTRICTION

ESS 603 Seminar (1)
Registration Restriction(s): Biosystems Engineering major, Biosystems Engineering Technology major, or Plant, Soil, and Environmental Science major – minimum student level, graduate.

Formerly: Registration Restriction(s): Biosystems Engineering major, Biosystems Engineering Technology major, or Environmental and Soil Science, major – minimum student level, graduate.

Rationale: Our ESS PhD students are listed as being in the Plant, Soil, and Environmental Science major, so the current restriction does not allow them in. Impact on other units: None. Financial impact: None.

DEPARTMENT OF ENTOMOLOGY AND PLANT PATHOLOGY

(EPP) Entomology and Plant Pathology

ADD

EPP 634 Statistical Genetics and Genomics Laboratory (1) Experiential learning of Basic UNIX scripting and R programming and analysis of real data sets to equip students for independent learning. Laboratory topics include data wrangling and visualization, Quality filtering NGS data, haplotype-based variant calling/filtering, metagenomic profiling, genetic linkage map construction, QTL analysis, genome-wide association analysis (GWAS), genomic prediction, and meta-analysis (phenotypic, genomic, and metagenomic data).

Rationale: There is a high demand for additional Bioinformatics courses. This course will increase bioinformatics knowledge across UTIA and UTK, and support the EPP graduate minor in Bioinformatics: Agriculture and Natural Resources. The proposed course compliments EPP 633, which is lecture format and is focused on statistical concepts, analytical methods, programming and -omics principles; however, these courses are not corequisites. The proposed course is designed specifically to provide students with more hands-on learning in data analysis with real data sets. An enrollment of 15 - 20 from Herbert College and Arts & Sciences is expected and most will be interested in fulfilling the course requirements for the EPP graduate minor in Bioinformatics: Agriculture and Natural Resources. Impact on other units: None; Financial Impact: Increased enrollment in EPP.

DROP

EPP 514 Phytobacteriology (3)

Rationale: Course has not been taught since 2017 due to lack of FTE. Course is not a requirement in EPP academic programs. If students need the information, variable title advance topic courses can be provided for individualized instruction. Impact on other units: None; Financial Impact: None.

REVISE GRADING OPTION (REVISING FROM A-F GRADING TO S/NC GRADING ONLY)

EPP 640 Seminar (1)
Grading Restriction: Satisfactory/No Credit grading only.

Formerly: A-F grading.

Rationale: Data on grades for 640 over the last several years indicate a large majority of students are well-prepared for seminar. For those who are not, it would be more beneficial for them to prepare better for the seminar and repeat the course, rather than take a low grade and not have the opportunity to improve their presentation skills. Impact on other units: None. Financial impact: None.

DEPARTMENT OF FOOD SCIENCE

(FDSC) Food Science

REVISE TITLE AND DESCRIPTION

FDSC 590 Special Topics in Food Science (1-3) Current topics can include critical review of current research and technology, and graduate resources and professionalism training.

Formerly:Special Topics in Food Technology and Science (1-3)
Critical reviews of current research and production concerns of food industry.

Rationale: The original description does not accurately reflect the intent and content of the class. The faculty approved the changes as noted above. Impact on other units: None; Financial Impact: None.

DEPARTMENT OF FORESTRY, WILDLIFE AND FISHERIES

(FORS) Forestry

ADD

FORS 525 Financial Accounting in Forestry (3) Principles of accounting, financial analysis of forest products company operations, timber taxation, and strategies involving forest assets in estate planning.

Rationale: There is a large need to provide graduate training in finance and accounting training to succeed in the forest industry. Impact on other units: This course will increase student credit hours in FWF. Financial impact: Cost will be one-eighth of a faculty member salary & benefits; sufficient revenue from students enrolled in the program is expected to cover the costs. Anticipated enrollment is up to 15-20 students/year once the program is established in Forest Business.

FORS 595 Internship in Forest Business (3) Supervised internship experience with appropriate forest management/investment or wood processing firm.

Rationale: There is a large need to provide graduate training in finance and accounting training to succeed in the forest industry. Impact on other units: This course will increase student credit hours in FWF. Financial impact: will increase enrollment. Anticipated enrollment is up to 15-20 students/year once the program is established in Forest Business.

DEPARTMENT OF PLANT SCIENCES

(PLSC) Plant Sciences

REVISE TITLE AND DESCRIPTION

PLSC 462 Perspectives on Internship and Career Preparation in the Turfgrass Industry (1-2) Interactive discussion course where students learn about important cutting-edge topics from those engaged in practicing in the field. A focus on available internship opportunities and techniques to improve potential job placement after graduation. Students will understand what skills and abilities are required to achieve success in the turfgrass science and management field.

Formerly: Professional Development in the Turfgrass Industry (1-2).
Exposure to career development opportunities in turfgrass science and management.

Rationale: Revisions to title and description are to bring course description into alignment with contemporary content and delivery of instruction relative to turfgrass science students studying under the Crop Science concentration. Impact on other units: none. Financial impacts: course is already taught by existing faculty.

REVISE DESCRIPTION AND ADD COMMENT

PLSC 634 Advanced Weed Science Principles (3) Principles of Weed Science with emphasis on herbicide chemistry, herbicide effects on plant physiology, the analysis of herbicide residues in soils and plants, weed biology, and methods to conduct research under field laboratory conditions.
Comment(s): Typically offered Fall semester in alternate years that end with an even number.

Formerly: PLSC 634 – Advanced Weed Science Principles (3). Principles of Weed Science with emphasis on herbicide chemistry, herbicide effects on plant physiology, the analysis of herbicide residues in soils and plants, weed biology, and methods to conduct research under field laboratory conditions. Offered in fall, alternate (even) years.

Rationale: Removes commentary material from course description. Adding this info as a comment will increase utility for course planning/curriculum scheduling by students and advisors and retains scheduling flexibility/efficiency of teaching by instructor of record. Impact on other units: none. Financial Impact: none.

REVISE COMMENT

PLSC 410 Nursery Management and Production (3)
Comment(s): Typically offered Spring semester in alternate years that end with an odd number.

Formerly: Comment(s): Offered Spring in alternate, odd-numbered years.

PLSC 430 Greenhouse Management (3)
Comment(s): Typically offered Spring semester in alternate years that end with an even number.

Formerly: Comment(s): Offered Spring in alternate, even-numbered years.

PLSC 511 Seed Biology and Physiology (1)
Comment(s): Typically offered Spring semester in alternate years that end with an even number.

Formerly: Comment(s): Will be taught Spring semester and then offered alternate, even-numbered years.

PLSC 532 Environmental Plant Ecophysiology (3)
Comment(s): Typically offered Fall semester in alternate years that end with an even number.

Formerly: Comment(s): Will be taught Fall semester and then offered alternate, even-numbered years.

PLSC 535 Field and Forage Crops (3)
Comment(s): Typically offered Fall semester in alternate years that end with an odd number.

Formerly: Comment(s): Offered Fall semester in alternate, odd numbered years.

PLSC 543 Turfgrass Entomology (2)
Comment(s): Typically offered Spring semester in alternate years that end with an even number.

Formerly: Comment(s): Spring semester. Alternate, even-numbered years.

Rationale: Revising comment will increase utility for course planning/curriculum scheduling by students and advisors and retains scheduling flexibility/efficiency of teaching by instructor of record. Impact on other units: none. Financial Impact: none.

PLSC 553 Introduction to Plant Breeding (3)
Comment(s): Typically offered Spring semester in alternate years that end with an odd number.

Formerly: Comment(s): Will be taught Spring semester and then offered alternate, odd-numbered years.

Rationale: Adding this comment will reduce student and advisor confusion and reflects a curricular revision made in the previous catalog change cycle and which was adopted in the Graduate Catalog (but not to the Undergraduate Catalog). Impact on other units: none. Financial Impact: none.

PLSC 556 Turfgrass Weed Science (2)
Comment(s): Typically offered Spring semester in alternate years that end with an odd number.

Formerly: Comment(s): Spring semester. Alternate, odd-numbered years.

Rationale: Revising comment will increase utility for course planning/curriculum scheduling by students and advisors and retains scheduling flexibility/efficiency of teaching by instructor of record. Impact on other units: none. Financial Impact: none.

II. PROGRAM CHANGES

DEPARTMENT OF AGRICULTURAL LEADERSHIP, EDUCATION AND COMMUNICATIONS

REVISE REQUIREMENTS - AGRICULTURAL LEADERSHIP, EDUCATION AND COMMUNICATIONS MAJOR, MS

In the 2022-23 Graduate Catalog, under the Thesis or Course Only with Comprehensive Exam, Agricultural Education Focus Area heading, then under the Required Courses, remove current list of courses and replace as follows:

Required Courses
Required courses for agricultural education teacher licensure (15 credit hours)
EDPY 501
SPEC 503
ETEC 586
ALEC 534
ALEC 545

Formerly:
EDPY 401
SPED 402
ETEC 586
ALEC 534
ALEC 545

DEPARTMENT OF AGRICULTURAL AND RESOURCE ECONOMICS

REVISE TEXT AND REQUIREMENTS- AGRICULTURAL AND RESOURCE ECONOMICS MAJOR, MS

In the 2022-23 Graduate Catalog, under the heading, Agricultural Economics Concentration, Project Option

1) Under Required Courses, 4th bullet, remove course AREC 593 (3 credit hours of non-thesis research project) and replace with new AREC 599 (non-Thesis Research Project). This is the only replacement of AREC 593 to 599.

RATIONALE: Correct errors introduced into program requirements when reformatting the program display for the reformatted Graduate Catalog implemented with the 2019-2020 catalog. Provide students a formal research experience in a graded course guided by faculty. Impact on other units: None. Financial impact: None, existing faculty will instruct the course.

REVISE REQUIREMENTS AGRICULTURAL AND RESOURCE ECONOMICS MINOR

In the 2022-23 Graduate Catalog, revise requirements for the Minor as shown below:

1) Revise Credit Hours: revise the hours required for the minor from 6 to 9.

2) Add two headings (Admissions Standards and Academic Standards) and text as shown below:

   Admissions Standards/Procedures
   The Agricultural and Resource Economics Minor is available to any student satisfying prerequisites.
   Students must notify the Director of Graduate Studies in Agricultural and Resource Economics of their intention to declare a minor on their Admission to Candidacy form.

   Academic Standards
   3.0 grade point average for graduate AREC courses

3) Under the Required Courses heading – delete current sentence and replace as shown below.

   Required Courses
   9 graduate credit hours in letter graded AREC courses with at least 6 credit hours in 500-level AREC courses.

Formerly: 6 graduate credit hours in AREC courses with at least 3 credit hours in 500-level courses.

4) Add heading and text as shown below:
   Suggested Emphasis:
   Agribusiness Finance Emphasis: AREC 412, AREC 512, and AREC 505 or AREC 524 or AREC 525.
   Agribusiness Management Emphasis: 6 hours of AREC 442, AREC 542, or AREC 550; 3 hours of AREC 505 or AREC 524 or AREC 525.
   International Trade/Agricultural Policy Emphasis: AREC 420, AREC 530, and AREC 505 or AREC 524 or AREC 525.
   Natural Resource Economics Emphasis: AREC 470, AREC 570, and AREC 505 or AREC 524 or AREC 525.

Rationale: Increase minimum credit hour requirement from 6 to 9 hours to be in line with the typical hours required in other UTK minors and to strengthen the academic requirements for the minor. Adding Admission Standards/Procedures, Academic Standards, Minimum GPA, and Suggested Emphasis statements will provide information to students and advisors about minor requirements and potential course options. Financial Impact: None.

DEPARTMENT OF BIOSYSTEMS ENGINEERING AND SOIL SCIENCE

REVISE REQUIREMENTS - BIOSYSTEMS ENGINEERING TECHNOLOGY MAJOR, MS

For the 2022-23 Graduate Catalog, under the Admissions Standards/Procedures heading, remove current text and replace with the following:

Admissions Standards / Procedures
To the Office of Graduate Admissions submit online application, application fee, and official transcripts. The Graduate Record Examination (GRE) is recommended but not required for admission to the program. Scores from the general GRE test are given different weights by various faculty advisors, so applicants are encouraged to directly contact their desired faculty advisor to determine the importance of this indicator to the success of their application. The online application procedure will also direct the applicant to submit an updated resume, three letters of reference (or three Graduate Rating Forms) from persons capable of assessing the applicant's suitability for graduate work, and a statement of professional goals, research interests, and reasons for applying (less than one page). Each applicant will be advised about any prerequisite courses before entering a program. The student's program of study must be approved by his/her advisory committee and must comply with the requirements of the Graduate Council.

Formerly: To the Office of Graduate Admissions submit online application, application fee, official transcripts, and scores from the general portion of the Graduate Record Examination (GRE). The online application procedure will also direct the applicant to submit an updated resume, three letters of reference (or three Graduate Rating Forms) from persons capable of assessing the applicant's suitability for graduate work, and a statement of professional goals, research interests, and reasons for applying (less than one page). Each applicant will be advised about any prerequisite courses before entering a program. The student's program of study must be approved by his/her advisory committee and must comply with the requirements of the Graduate Council.

REVISE REQUIREMENTS - BIOSYSTEMS ENGINEERING MAJOR, MS

For the 2022-23 Graduate Catalog, under the Admissions Standards/Procedures heading, remove current text and replace with the following:

Admissions Standards / Procedures
To the Office of Graduate Admissions submit online application, application fee, and official transcripts. The Graduate Record Examination (GRE) is recommended but not required for admission to the program. Scores from the general GRE test are given different weights by various faculty advisors, so applicants are encouraged to directly contact their desired faculty advisor to determine the importance of this indicator to the success of their application. The online application procedure will also direct the applicant to submit an updated resume, three letters of reference (or three Graduate Rating Forms) from persons capable of assessing the applicant's suitability for graduate work, and a statement of professional goals, research interests, and reasons for applying (less than one page). Each applicant will be advised about any prerequisite courses before entering a program. The student's program of study must be approved by his/her advisory committee and must comply with the requirements of the Graduate Council. Prerequisite courses are selected based on the standards described in the BESS Graduate Student Handbook (https://bess.tennessee.edu/wp-content/uploads/sites/20/2019/11/grad_handbook.pdf) .

Formerly: To the Office of Graduate Admissions submit online application, application fee, official transcripts, and scores from the general portion of the Graduate Record Examination (GRE). The online application procedure will also direct the applicant to submit an updated resume, three letters of reference (or three Graduate Rating Forms) from persons capable of assessing the applicant's suitability for graduate work, and a statement of professional goals, research interests, and reasons for applying (less than one page). Each applicant will be advised about any prerequisite courses before entering a program. The student's program of study must be approved by his/her advisory committee and must comply with the requirements of the Graduate Council.

REVISE REQUIREMENTS - BIOSYSTEMS ENGINEERING MAJOR, PHD

For the 2022-23 Graduate Catalog, under the Admissions Standards/Procedures heading, remove current text and replace with the following:

Admissions Standards / Procedures
To the Office of Graduate Admissions submit online application, application fee, and official transcripts. The Graduate Record Examination (GRE) is recommended but not required for admission to the program. Scores from the general GRE test are given different weights by various faculty advisors, so applicants are encouraged to directly contact their desired faculty advisor to determine the importance of this indicator to the success of their application. The online application procedure will also direct the applicant to submit an updated resume, three letters of reference (or three Graduate Rating Forms) from persons capable of assessing the applicant's suitability for graduate work, and a statement of professional goals, research interests, and reasons for applying (less than one page). Each applicant will be advised about any prerequisite courses before entering a program. The student's program of study must be approved by his/her advisory committee and must comply with the requirements of the Graduate Council. Prerequisite courses are selected based on the standards described in the BESS Graduate Student Handbook (https://bess.tennessee.edu/wp-content/uploads/sites/20/2019/11/grad_handbook.pdf).

Students applying for admission into the doctoral program must submit evidence of ability to perform and report independent research to the satisfaction of the faculty of the department. An approved master's thesis will usually be acceptable for this purpose.

Formerly: To the Office of Graduate Admissions submit online application, application fee, official transcripts, and scores from the general portion of the Graduate Record Examination (GRE). The online application procedure will also direct the applicant to submit an updated resume, three letters of reference (or three Graduate Rating Forms) from persons capable of assessing the applicant's suitability for graduate work, and a statement of professional goals, research interests, and reasons for applying (less than one page). Each applicant will be advised about any prerequisite courses before entering a program. The student's program of study must be approved by his/her advisory committee and must comply with the requirements of the Graduate Council.

Students applying for admission into the doctoral program must submit evidence of ability to perform and report independent research to the satisfaction of the faculty of the department. An approved master's thesis will usually be acceptable for this purpose.

REVISE REQUIREMENTS – ENVIRONMENTAL AND SOIL SCIENCES MAJOR, MS

For the 2022-23 Graduate Catalog, under the Admissions Standards/Procedures heading, remove current text and replace with the following:

Admissions Standards / Procedures
Applicants having a bachelor's degree in fields that are related or unrelated to environmental and soil sciences may apply although acceptance may be contingent upon the completion of prerequisite coursework.

Submit online application, application fee, and official transcripts to the Office of Graduate Admissions. The Graduate Record Examination (GRE) is recommended but not required for admission to the program. Scores from the general GRE test are given different weights by various faculty advisors, so applicants are encouraged to directly contact their desired faculty advisor to determine the importance of this indicator to the success of their application.

The online application procedure will also direct the applicant to submit an updated resume, three letters of reference (or three Graduate Rating Forms) from persons capable of assessing the applicant's suitability for graduate work, and a statement of professional goals, research interests in environmental and soil sciences, and reasons for applying (less than one page).

Formerly: Applicants having a bachelor's degree in fields that are related or unrelated to environmental and soil sciences may apply although acceptance may be contingent upon the completion of prerequisite coursework.

Submit online application, application fee, official transcripts, and scores from the general portion of the Graduate Record Examination (GRE) to the Office of Graduate Admissions.

The online application procedure will also direct the applicant to submit an updated resume, three letters of reference (or three Graduate Rating Forms) from persons capable of assessing the applicant's suitability for graduate work, and a statement of professional goals, research interests in environmental and soil sciences, and reasons for applying (less than one page).

REVISE REQUIREMENTS – PLANT, SOIL, AND ENVIRONMENTAL SCIENCES MAJOR, ENVIRONMENTAL AND SOIL SCIENCES CONCENTRATION, PHD

For the 2022-23 Graduate Catalog, under the Admissions Standards/Procedures heading, remove current text and replace with the following:

Admissions Standards / Procedures
Admission
To the Office of Graduate Admissions submit
the online application,
application fee,
official transcripts, and
Optional - scores from the general portion of the Graduate Record Examination (GRE). The Graduate Record Examination (GRE) is recommended but not required for admission to the program. Scores from the general GRE test are given different weights by various faculty advisors, so applicants are encouraged to directly contact their desired faculty advisor to determine the importance of this indicator to the success of their application.

Formerly:
To the Office of Graduate Admissions submit
the online application,
application fee,
official transcripts, and
scores from the general portion of the Graduate Record Examination (GRE).

DEPARTMENT OF ENTOMOLOGY AND PLANT PATHOLOGY

REVISE REQUIREMENTS – ENTOMOLOGY AND PLANT PATHOLOGY MAJOR, MS

For the 2022-23 Graduate Catalog, under the Admissions Standards/Procedures heading, revise first bullet as follows:

Admissions Standards / Procedures
For admission to the Master of Science program, a student must meet all requirements of the Graduate School of the University of Tennessee, Knoxville, and must have completed at least 24 credit hours of biological and physical sciences at the undergraduate level or demonstrated relevant research or work experience.

Formerly: For admission to the Master of Science program, a student must meet all requirements of the Graduate School of the University of Tennessee, Knoxville, and must have completed at least 24 credit hours of biological and physical sciences at the undergraduate level.

Rationale: Successful students in the Bioinformatics concentration may have less than 24 credit hours of undergraduate coursework in the biological and physical sciences, but significant research or work experience in computer science and programming.

REVISE REQUIREMENTS – BIOINFORMATICS: AGRICULTURE AND NATURAL RESOURCES MINOR

For the 2022-23 Graduate Catalog, under the Admissions Standards/Procedures heading, revise first bullet as follows:

Admissions Standards / Procedures
The student must be accepted by the Office of Graduate Admissions and a department or program at the University of Tennessee, Knoxville. Graduate students in the Entomology and Plant Pathology department in concentrations that include bioinformatics are not eligible.

Formerly: The student must be accepted by the Office of Graduate Admissions and a department or program at the University of Tennessee, Knoxville. Graduate students in the Entomology and Plant Pathology department are not eligible

Rationale: Job opportunities for MS students often require some knowledge of bioinformatics. This eligibility change will give recognized training in bioinformatics to EPP students in concentrations that are organismal directed (i.e., Entomology or Plant Pathology). Impact on other units: None, there are no other minors offered on bioinformatics. Financial impact: Enrollment in EPP bioinformatics courses is expected to increase.

DEPARTMENT OF FORESTRY, WILDLIFE AND FISHERIES

❖ ADD CONCENTRATION – FORESTRY MAJOR, MS

Forest Business

In the 2022-23 Graduate Catalog, add new Forest Business concentration and requirements for the concentration.

Forest Business concentration
Coursework only with Comprehensive Exams
Campus Code: Knoxville Campus

The concentration in the Coursework Only with Comprehensive Exams, MS is designed to prepare students for careers in forest and timberland investment, forest industry, and wood processing.

Credit Hours Required: 35 graduate credit hours

Required Courses
14 credit hours must be in mandatory courses
AREC 512 – Advanced Agribusiness Finance (3)
FORS 511 – Problem Analysis in Forest Resources (3)
FORS 512 – Seminar (1 – 2) credits required
FORS 525 – Financial Accounting in Forestry (3)
FORS 595 – Internship in Forest Business (3)
21 credit hours of electives selected in consultation with major professor and/or graduate committee
12 credit hours of electives must be in FORS or FWF Classes

Additional Course Requirements
At least 28 graduate credit hours of the 35 credit hours must be earned in courses numbered at, or above the 500-level.

Non-Course Requirements
Each student must pass a final oral examination.

RATIONALE: The forestry environment has changed substantially in the past decade due to transformations in forest ownership and the demands of the wood processing industry. Currently, all sectors are struggling with filling positions within their firms and have reached out to several universities, including Tennessee to assist in providing skilled graduates. The proposed concentration is designed to address the needs of the industry and ensure that our graduates are competitive by providing the economics, finance, and accounting training necessary to succeed in the industry, while allowing the students to focus most of their training on the primary sectors: investment, data analytics, and procurement.

Impact on Other Units: Primary impact will be increased enrollments in existing graduate classes. FWF has worked with AREC to ensure that the potential enrollment would not exceed their capacity in select courses, most notably AREC 512 which will be cross-listed with the proposed FORS 535.

Financial Impact: the primary financial impact, under the new Budget Model, will be to increase student credit hours in FWF and AREC classes, as well as selected classes in other colleges. One new course, FORS 525, will be taught initially by an external expert who will be compensated with FWF funds. The new faculty member in Forest Economics and Management will likely become the instructor of record once established. This course also will be available to upper-division undergraduate students, increasing enrollment. All other courses in the program are already taught. Anticipated Enrollment: While enrollment may be small (<5) in the first few semesters, similar programs at peer institutions (University of Georgia, Mississippi State University) routinely have enrollments of 15-20 students per year. The program has not been advertised but informal discussions with recent graduates has resulted in four inquiries, and one planning to enroll in January to begin the program early.

The primary sources of students into this program will be recent graduates of forestry programs at UT and other schools in the region, as well as current employees of forestry firms (investment organizations, forest products manufacturers). We do not anticipate the program attracting many students from other programs, such as AREC, because of the forestry training required to be competitive in the job market. Room Capacity: Room capacity should not be an issue, as most of the courses are already being taught in classrooms that can accommodate the increased enrollment. FORS 525 is a new class and will require a classroom but can be offered in less popular times (e.g., late afternoon/early evening).

COLLEGE OF ARCHITECTURE AND DESIGN

All changes effective fall 2022.

I. COURSE CHANGES

SCHOOL OF ARCHITECTURE

Program Learning Outcomes for M. Architecture
Design Communication: Graduating students must demonstrate the ability to communicate effectively, using a diverse range of skills including writing, speaking, graphic representation, and modeling to convey architectural ideas.

Integrating Building Practices, Technical Skills and Knowledge: Graduating students must demonstrate a comprehension of the technical aspects of design, systems and materials, and be able to apply that comprehension in their coursework.

Leadership and Practice: Graduating students must have an understanding of the architect's role in managing and advocating for legal, ethical, and critical action for the good of the client, society and the public.

(ARCH) Architecture

REVISE TO ADD REGISTRATION RESTRICTION

ARCH 501 Introduction to the Built Environment (2)
Registration Restriction(s): College of Architecture and Design graduate students only or consent of instructor.

ARCH 508 Preservation Technology (3)
Registration Restriction(s): College of Architecture and Design graduate students only or consent of instructor.

ARCH 510 History and Theory of Urban Form (3)
Registration Restriction(s): College of Architecture and Design graduate students only or consent of instructor.

ARCH 511 History and Theory of Architecture (3)
Registration Restriction(s): College of Architecture and Design graduate students only or consent of instructor.

ARCH 514 Seminar in Ethical Imperatives (3)
Registration Restriction(s): College of Architecture and Design graduate students only or consent of instructor.

ARCH 518 Design Representation and Process I (2)
Registration Restriction(s): College of Architecture and Design graduate students only or consent of instructor.

ARCH 519 Design Representation and Process II (2)
Registration Restriction(s): College of Architecture and Design graduate students only or consent of instructor.

ARCH 527 Design Tactics (3)
Registration Restriction(s): College of Architecture and Design graduate students only or consent of instructor.

ARCH 538 Design Foundations (3)
Registration Restriction(s): College of Architecture and Design graduate students only or consent of instructor.

ARCH 543 Design Charrette (3)
Registration Restriction(s): College of Architecture and Design graduate students only or consent of instructor.

ARCH 557 Structural Principles in Architecture (4)
Registration Restriction(s): College of Architecture and Design graduate students only or consent of instructor.

ARCH 558 Materials and Methods in Architecture (4)
Registration Restriction(s): College of Architecture and Design graduate students only or consent of instructor.

ARCH 559 Building Systems in Architecture (4)
Registration Restriction(s): College of Architecture and Design graduate students only or consent of instructor.

ARCH 560 Seminar in Design Integration (3)
Registration Restriction(s): College of Architecture and Design graduate students only or consent of instructor.

ARCH 562 Professional Practice (3)
Registration Restriction(s): College of Architecture and Design graduate students only or consent of instructor.

ARCH 572 Design Integration (6)
Registration Restriction(s): College of Architecture and Design graduate students only or consent of instructor.

ARCH 580 Thesis Preparation (3)
Registration Restriction(s): College of Architecture and Design graduate students only or consent of instructor.

ARCH 583 Advanced Architectural Design: Urbanism (6)
Registration Restriction(s): College of Architecture and Design graduate students only or consent of instructor.

ARCH 586 Advanced Architectural Design: Sustainable Design (6)
Registration Restriction(s): College of Architecture and Design graduate students only or consent of instructor.

ARCH 587 Advanced Architectural Design: Conservation and Stewardship (6)
Registration Restriction(s): College of Architecture and Design graduate students only or consent of instructor.

ARCH 590 Advanced Architectural Design: Special Topics (6)
Registration Restriction(s): College of Architecture and Design graduate students only or consent of instructor.

Rationale: These courses are specific to the MArch and dual degree MArch/MLA programs. Currently they have no restrictions and registration is managed by permissions imposed in the timetable, presenting barriers to students who should be able to register. The new registration restrictions eliminate the need for these permissions, while still offering flexibility for graduate students in other colleges to take courses if interested and space is available. Impact to other units: None. These changes have been coordinated with the School of Landscape Architecture. Financial impact: None.

REVISE TO REMOVE REGISTRATION PERMISSION AND ADD REGISTRATION RESTRICTION

ARCH 515 Seminar in Urban Design Theory (3)
Registration Restriction(s): College of Architecture and Design graduate students only or consent of instructor.

Formerly: Registration Permission: Consent of instructor.

Rationale: 515 is a graduate level special topics course available as professional credit to all CoAD graduate students. The removal of permission and addition of registration restriction ensures that students can easily register and eliminates the need for instructor consent, while still offering flexibility for graduate students in other colleges to take courses if interested and space is available. Impact to other units: None. Financial impact: None.

ARCH 591 Foreign Study (1-9)
Registration Restriction: Graduate students only.

Formerly: Registration Permission: Consent of instructor and approval of graduate program in architecture.

ARCH 592 Off-Campus Study (1-9)
Registration Restriction: Graduate students only.

Formerly: Registration Permission: Consent of instructor and approval of graduate program in architecture.

Rationale: 591 and 592 were designed to be flexible and may include students from outside the college. To reduce barriers, the faculty have asked that they be restricted to graduate students only (undergraduate students typically have 4xx versions of the course), understanding that if we need to restrict enrollment, we can do so by adding it to the timetable. Impact to other units: None. Financial impact: None.

REVISE REGISTRATION RESTRICTION

ARCH 521 Principles of Architectural Form (3)
Registration Restriction(s): College of Architecture and Design graduate students only or consent of instructor.

Formerly: Registration Restriction(s): Master of Architecture – architecture major.

ARCH 522 Special Topics in Urban Design (3)
Registration Restriction(s): College of Architecture and Design graduate students only or consent of instructor.

Formerly: Registration Restriction(s): Architecture major or consent of instructor.

ARCH 523 Special Topics in Interior Architecture (3)
Registration Restriction(s): College of Architecture and Design graduate students only or consent of instructor.

Formerly: Registration Restriction(s): Architecture major or consent of instructor.

ARCH 524 Special Topics in Landscape Architecture (3)
Registration Restriction(s): College of Architecture and Design graduate students only or consent of instructor.

Formerly: Registration Restriction(s): Architecture major or consent of instructor.

ARCH 525 Special Topics in Architecture (3)
Registration Restriction(s): College of Architecture and Design graduate students only or consent of instructor.

Formerly: Registration Restriction(s): Architecture major or consent of instructor.

ARCH 550 Special Topics in History, Theory and Criticism (3)
Registration Restriction(s): College of Architecture and Design graduate students only or consent of instructor.

Formerly: Registration Restriction(s): Architecture major or consent of instructor.

ARCH 552 Special Topics in Sustainable Design (3)
Registration Restriction(s): College of Architecture and Design graduate students only or consent of instructor.

Formerly: Registration Restriction(s): Architecture major or consent of instructor.

ARCH 554 Special Topics in Materials and Construction (3)
Registration Restriction(s): College of Architecture and Design graduate students only or consent of instructor.

Formerly: Registration Restriction(s): Architecture major or consent of instructor.

ARCH 555 Special Topics in Digital Fabrication (3)
Registration Restriction(s): College of Architecture and Design graduate students only or consent of instructor.

Formerly: Registration Restriction(s): Architecture major or consent of instructor.

Rationale: These courses are specific to the MArch and dual degree MArch/MLA programs. The current restriction allows undergraduate architecture students to register, but prohibits registration by landscape architecture students. To address this, we have been adding registration permission requirements in the timetable, presenting further barriers to students who should be able to register. The new registration restrictions eliminate the need for these permissions, restricts undergraduate enrollment (they can register for the 4xx version of the course), and still offers flexibility for graduate students in other colleges to take courses if interested and space is available. Impact to other units: None. These changes have been coordinated with the School of Landscape Architecture. Financial impact: None.

DROP

ARCH 535 Presentation Design I (3)

ARCH 536 Presentation Design II (3)

Rationale: ARCH 535 and 536 were taught by a faculty member who has recently retired. Content from these courses are now taught as special topics in the School of Design by graphic design instructors. Impact to other units: None. Financial impact: None.

INFORMATIONAL ITEM – ADD: SCHOOL OF INTERIOR ARCHITECTURE

Program Learning Outcomes for BS in Interior Architecture.
Professional: Independent Thinking and Self Initiative: Graduating students have awareness and demonstrate the presentation of alternative viewpoints, being curious, and applying "self-generated" standards and criteria within the design process.

Practice: Creativity, Critical Thinking, and Representation: Graduating students demonstrate the ability to build abstract relationships and explore and develop original ideas with their imagination. They understand the impact of design based on applied research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts to the reaction of architectural interiors.

Project: Integrated Design, Technical Skills, and Knowledge: Graduating students demonstrate a comprehension of the technical aspects of interior architectural environments, systems, furnishing and materials, and be able to apply that comprehension to their coursework.

Professional: Leadership, Practice, and Collaboration: Graduating students have an understanding of the designer's role in managing and advocating for legal, and critical action for the good of the client, society, and the public and demonstrate the ability to collaborate with a diverse array of people.

- **ADD NEW ACADEMIC DISCIPLINE AND COURSES**

(IARC) Interior Architecture

IARC 522 Inclusive and Exclusive Design (3) An analysis of why design is important, how to engage community members in the design process, and design beyond aesthetics. Focus on empathy, collaboration, and community development as critical design competencies.
Registration Restriction(s): Minimum student level – graduate.
Schedule type: Seminar (SEM)

Rationale: Inclusive and Exclusive Design was previously taught as a special topics course, using ARCH 523 Special Topics in Interior Architecture so it could receive approved graduate credit. It is being submitted as 422 at the undergraduate level as a more consistent offering by the School of Interior Architecture and will continue to offer it, with a higher level of instruction, to graduate students. Impact to other units: None. Financial impact: None.

IARC 564 Research Methods for Designers (3) Exploration of design-related research methodologies. Topics cover the full life cycle of the research process, including identifying a research question, evaluating significance, developing a conceptual framework, implementing a work plan, gathering, managing, and analyzing data, prototyping an argument, communicating research through writing as well as visualization and/or fabrication, presenting and publishing work.
Registration Restriction(s): Minimum student level – graduate.
Schedule type: Seminar (SEM)

Rationale: Research Methods for Designers was previously taught as a special topics course, using ARCH 523 Special Topics in Interior Architecture so it could receive approved graduate credit.. It is being submitted as 464 at the undergraduate level as a more consistent offering by the School of Interior Architecture and will continue to offer it, with a higher level of instruction, to graduate students. Impact to other units: None. Financial impact: None.

SCHOOL OF LANDSCAPE ARCHITECTURE

Program Learning Outcomes for M. Landscape Architecture.
Communicate effectively through multiple modes and media including visual/graphic, textual, and oral.
Awareness of contemporary and historical landscape architecture professional projects, designers, and contexts.
Awareness of, and intermediate to advanced practical skills necessary to perform technical aspects of the profession such as grading, drainage, material construction, and construction documentation.
Working knowledge of commonly used plant materials and regional ecological systems.

(LAR) Landscape Architecture

REVISE TO ADD (RE) PREREQUISITE

LAR 500 Thesis (1-15)
(RE) Prerequisite(s): LAR 580.

Rationale: The prerequisite ensures that students pursuing thesis have taken the necessary preparatory course. Impact to other units: None. Financial impact: None.

REVISE REGISTRATION RESTRICTION AND ADD CREDIT RESTRICTION

LAR 521 Design Communication I (3)

Registration Restriction: College of Architecture and Design graduate students or consent of instructor.
Credit Restriction: Students may not receive credit for both LAR 521 and LAR 421.

Formerly: Registration Restriction(s): Landscape architecture major or consent of instructor.

Rationale: This course is specific to the MLA and dual degree MArch/MLA programs. The current registration restriction requires an override for dual degree student registration. The new registration restrictions eliminate the need for an override, while still offering flexibility for graduate students in other colleges to take courses if interested and space is available. The credit restriction prohibits students who have matriculated from the 5+1 B. Architecture + MLA or 4+2 BS Interior Architecture + MLA Accelerated Programs from taking the course for both undergraduate and graduate credit. Impact to other units: None. This change has been coordinated with the School of Architecture. Financial impact: None.

REVISE TO REMOVE REGISTRATION RESTRICTION AND ADD CREDIT RESTRICTION

LAR 522 Design Communication II (3)

Credit Restriction: Students may not receive credit for both LAR 522 and LAR 422.

Formerly: Registration Restriction(s): Landscape architecture major or consent of instructor.

Rationale: Registration is controlled by a prerequisite and the additional restriction is not necessary. The credit restriction prohibits students who have matriculated from the 5+1 B. Architecture + MLA or 4+2 BS Interior Architecture + MLA Accelerated Programs from taking the course for both undergraduate and graduate credit. Impact to other units: None. Financial impact: None.

LAR 535 Operative Landscape Tactics (3)

Credit Restriction: Students may not receive credit for both LAR 535 and LAR 435.

Formerly: Registration Restriction(s): Landscape architecture major or consent of instructor.

Rationale: Registration is controlled by a prerequisite and the additional restriction is not necessary. The credit restriction prohibits students who have matriculated from the 5+1 B. Architecture + MLA or 4+2 BS Interior Architecture + MLA Accelerated Programs from taking the course for both undergraduate and graduate credit. Impact to other units: None. Financial impact: None.

REVISE TO ADD CREDIT RESTRICTION AND REGISTRATION RESTRICTION

LAR 523 Visual Communication for Non-Designers (3)

Credit Restriction: Students may not receive credit for both LAR 523 and LAR 423.
Registration Restriction(s): Minimum student level - graduate.

Rationale: 523 is designed for graduate students outside the College. The credit restriction prohibits students from taking the course for both undergraduate and graduate credit. Impact to other units: None. Financial impact: None.

LAR 530 Plants in the Landscape I (3)

Credit Restriction: Students may not receive credit for both LAR 530 and LAR 432.
Registration Restriction(s): College of Architecture and Design graduate students or consent of instructor.

Rationale: 530 is specific to the MLA and dual degree MArch/MLA programs. Without a restriction, undergraduate students are able to register, taking seats from graduate students. To address this, we have been adding registration permission requirements in the timetable, presenting barriers to students who should be able to register. The new registration restrictions eliminate the need for these permissions, restricts undergraduate enrollment (they can register for the 4xx version of the course), and still offers flexibility for graduate students in other colleges to take courses if interested and space is available. The credit restriction prohibits students who have matriculated from the 5+1 B. Architecture + MLA or 4+2 BS Interior Architecture + MLA Accelerated Programs from taking the course for both undergraduate and graduate credit. Impact to other units: None. This change has been coordinated with the School of Architecture. Financial impact: None.

LAR 587 Contemporary Landscape Architecture (3)

Credit Restriction: Students may not receive credit for both LAR 587 and LAR 487.
Registration Restriction(s): College of Architecture and Design graduate students or consent of instructor.

LAR 588 Contemporary Landscapes: Problems and Potentials (3)

Credit Restriction: Students may not receive credit for both LAR 588 and LAR 488.
Registration Restriction(s): College of Architecture and Design graduate students or consent of instructor.

Rationale: 587 AND 588 are specific to the MLA and dual degree MArch/MLA programs. Without a restriction, undergraduate students are able to register, taking seats from graduate students. To address this, we have been adding registration permission requirements in the timetable, which present barriers to students who should be able to register. The new registration restrictions eliminate the need for these permissions, restricts undergraduate enrollment (they can register for the 4xx version of the course), and still offers flexibility for graduate students in other colleges to take courses if interested and space is available. The credit restriction prohibits students who have matriculated from the 5+1 B. Architecture + MLA or 4+2 BS Interior Architecture + MLA Accelerated Programs from taking the courses for both undergraduate and graduate credit. Impact to other units: None. This change has been coordinated with the School of Architecture. Financial impact: None.

REVISE CREDIT HOURS AND ADD REGISTRATION RESTRICTION

LAR 525 Special Topics (3)

Registration Restriction(s): College of Architecture and Design graduate students or consent of instructor.

Formerly: (1-6).

Rationale: 525 provides professional elective credit for landscape architecture, architecture, and dual degree students. Without a restriction, undergraduate students to register, taking seats from graduate students. To address this, we have been adding registration permission requirements in the timetable, presenting barriers to students who should be able to register. The new registration restrictions eliminate the need for these permissions, restricts undergraduate enrollment (they can register for the 4xx version of the course), and still offers flexibility for graduate students in other colleges to take courses if interested and space is available. When initially designed, faculty wanted to offer variable credit for flexibility. However, the course has always been taught as 3 credit hours. The default is 1 credit hour when students register, causing need for additional communication and corrections. Impact to other units: None. This change has been coordinated with the School of Architecture. Financial impact: None.

REVISE TO ADD REGISTRATION RESTRICTION

LAR 533 Plants in the Landscape II (3)

Registration Restriction(s): College of Architecture and Design graduate students or consent of instructor.

Rationale: 533 is specific to the MLA and dual degree MArch/MLA programs. Without a restriction, undergraduate students are able to register, taking seats from graduate students. To address this, we have been adding registration permission requirements in the timetable, presenting barriers to students who should be able to register. The new registration restrictions eliminate the need for these permissions, restricts undergraduate enrollment, and still offers flexibility for graduate students in other colleges to take courses if interested and space is available. The credit restriction prohibits students who have matriculated from the 5+1 B. None. This change has been coordinated with the School of Architecture. Financial impact: None.

REVISE (RE)PREREQUISITE AND REGISTRATION RESTRICTION; ADD CREDIT RESTRICTION

LAR 534 Operative Landscapes (3)

Credit Restriction: Students may not receive credit for both LAR 534 and LAR 434.
(RE) Prerequisite(s): Geology 590 or LAR 432.
Registration Restriction(s): College of Architecture and Design graduate students or consent of instructor.

Formerly: (RE) Prerequisite(s): Geology 590.
Registration Restriction(s): Landscape architecture major or consent of instructor.

Rationale: While Geology 590 is an appropriate prerequisite for most degree paths, it taken as a corequisite in one of the accelerated programs. LAR 432 is more appropriate for that degree path. This course is specific to the MLA and dual degree MArch/MLA programs. The current registration restriction requires an override for dual degree student registration. The new registration restriction eliminates the need for an override, while still offering flexibility for graduate students in other colleges to take courses if interested and space is available. The credit restriction prohibits students who have matriculated from the 5+1 B. Architecture + MLA or 4+2 BS Interior Architecture + MLA Accelerated Programs from taking the course for both undergraduate and graduate credit. Impact to other units: None. This change has been coordinated with the School of Architecture. Financial impact: None.

REVISE TO REMOVE CREDIT RESTRICTION

LAR 551 Design Studio I (6)

Formerly: Credit Restriction: Students may not receive credit for both Landscape Architecture 551 and Architecture 474.

Rationale: This credit restriction was put in place when there was a 5+2 accelerated program and students matriculating from the B. Architecture program entered into the 2nd-year of the MLA program. This is now a 5+1 accelerated program and students matriculate into the 3rd-year of the MLA program. These students do not take LAR 551 and there is no concern about repetition of course content. Impact to other units: None. Financial impact: None.

REVISE (RE)PREREQUISITE; REMOVE CREDIT RESTRICTION AND REGISTRATION RESTRICTION

LAR 552 Design Studio II (6)

(RE) Prerequisite(s): LAR 551, ARCH 541, or IARC 475.

Formerly: (RE)Prerequisite(s): 551.
Credit Restriction: Students may not receive credit for both Landscape Architecture 552 and Architecture 475.
Registration Restriction(s): Landscape architecture major.

Rationale: This credit restriction was put in place when there was a 5+2 accelerated program and students matriculating from the B. Architecture program entered into the 2nd-year of the MLA program. This is now a 5+1 accelerated program and students matriculate into the 3rd-year of the MLA program. These students do not take LAR 552 and there is no concern about repetition of course content. The multiple prerequisites recognize the various programs students are in – traditional MLA, dual degree MLA+MArch, and 4+2 BSIA + MLA Accelerated Program. With these prerequisites, the registration restriction is no longer necessary. Impact to other units: None. Financial impact: None.

REVISE TO ADD CREDIT RESTRICTION

LAR 553 Design Studio III (6)

Credit Restriction: Students may not receive credit for both Landscape Architecture 553 and Architecture 474.

LAR 554 Design Studio IV (6)

Credit Restriction: Students may not receive credit for both Landscape Architecture 554 and Architecture 475.

Rationale: The credit restriction prohibits students who have matriculated from the 5+1 B. Architecture + MLA or 4+2 BS Interior Architecture + MLA Accelerated Programs from taking the courses for both undergraduate and graduate credit. Impact to other units: None. Financial impact: None.

REVISE (RE)PREREQUISITE

LAR 555 Design Studio V (6)

(RE) Prerequisite(s): LAR 554 or ARCH 475.

Formerly: (RE) Prerequisite(s): 554.

LAR 580 Thesis Preparation/Programming (3)

(RE) Prerequisite(s): LAR 554 or ARCH 475.

Formerly: (RE) Prerequisite(s): 555 or consent of instructor.

Rationale: The multiple prerequisites recognize the various programs students are in – traditional MLA and dual degree MLA+MArch, and 5+1 BArch + MLA Accelerated Program. Impact to other units: None. Financial impact: None.

REVISE TO REMOVE REGISTRATION RESTRICTION

LAR 556 Design Studio VI (6)

Formerly: Registration Restriction(s): Landscape architecture major or consent of instructor.

LAR 572 Design and Construction I (3)

Formerly: Registration Restriction(s): Landscape architecture major or consent of instructor.

LAR 573 Design and Construction II (3)

Formerly: Registration Restriction(s): Landscape architecture major or consent of instructor.

Rationale: Registration is controlled by prerequisites and the additional restriction is not necessary. Impact to other units: None. Financial impact: None.

REVISE REGISTRATION RESTRICTION

LAR 571 Landform and Hydrology (4)

Registration Restriction(s): College of Architecture and Design graduate students or consent of instructor.

Formerly: Registration Restriction(s): Landscape architecture major or consent of instructor.

LAR 581 Histories and Theories I (3)

Registration Restriction(s): College of Architecture and Design graduate students or consent of instructor.

Formerly: Registration Restriction(s): Landscape architecture major or consent of instructor.

LAR 582 Professional Practice (3)

Registration Restriction(s): College of Architecture and Design graduate students or consent of instructor.

Formerly: Registration Restriction(s): Landscape architecture major or consent of instructor.

LAR 583 Design Theory and Methods I (3)

Registration Restriction(s): College of Architecture and Design graduate students or consent of instructor.

Formerly: Registration Restriction(s): Landscape architecture major or consent of instructor.

Rationale: The above courses are specific to the MLA and dual degree MArch/MLA programs. The current registration restriction requires an override for dual degree student registration. The new registration restriction eliminates the need for an override, while still offering flexibility for graduate students in other colleges to take courses if interested and space is available. Impact to other units: None. This change has been coordinated with the School of Architecture. Financial impact: None.

REVISE TO REMOVE (DE)PREREQUISITE AND ADD REGISTRATION RESTRICTION

LAR 584 Histories and Theories II (3)

Registration Restriction(s): College of Architecture and Design graduate students or consent of instructor.

Formerly: (DE) Prerequisite(s): 581.

Rationale: Students enrolled in the 5+1 B.Arch + MLA and 4+2 BSIA + MLA have taken a course equivalent to LAR 581 as undergraduate students. By eliminating the prerequisite and adding a registration restriction, we are able to maintain the greatest flexibility for students of various program paths. Impact to other units: None. This change has been coordinated with the School of Architecture. Financial impact: None.

REVISE TO REMOVE REGISTRATION PERMISSION AND ADD REGISTRATION RESTRICTION

LAR 591 International Study (1-9)

Registration Restriction(s): Graduate students only.

Formerly: Registration Permission: Consent of instructor and approval of graduate program in architecture.

LAR 592 Off-Campus Study (1-9)

Registration Restriction(s): Graduate students only.

Rationale: 591 and 592 were designed to be flexible and may include students from outside the college. To reduce barriers, the faculty have asked that they be restricted to graduate students only (undergraduate students typically have 4xx versions of the course), understanding that if we need to restrict enrollment, we can do so by adding it to the timetable. Impact to other units: None. Financial impact: None.

DROP COURSES

LAR 526 Directed Readings in Landscape Architecture (3)

Rationale: 526 used to serve as a prerequisite to thesis, but now LAR 580 serves this role. Impact to other units: None. This change has been coordinated with the School of Architecture. Financial impact: None.

LAR 532 Plants in Design (3)

Rationale: Content from 532 has been dispersed in other areas of the curriculum and are no longer part of any of the landscape architecture or dual degree program curricula. Impact to other units: None. This change has been coordinated with the School of Architecture. Financial impact: None.

LAR 570 Capstone Studio (3)

Rationale: Students in multiple landscape architecture programs have the option of pursuing thesis (LAR 500) or Master of Landscape Architecture Project (LAR 598). The school no longer offers a capstone studio. Impact to other units: None. Financial impact: None.

II. PROGRAM CHANGES

SCHOOL OF ARCHITECTURE

REVISE ADMISSION REQUIREMENTS – ARCHITECTURE MAJOR, MARCH

In the 2022-23 Graduate Catalog, revise Admissions Requirements to remove the GRE.

1) Under the Admissions Standards/Procedures heading, remove 2nd bullet referencing GRE.

Formerly: The general portion scores of the Graduate Record Examination. Applicants should take the GRE at least six weeks in advance of application for admission.

2) Under the heading: For all applicants to MArch 3G and MArch 2G, revise as follows:

A minimum 3.00 undergraduate GPA, and minimum 3.25 graduate GPA. Standardized test scores can be weighted differently in the admissions process depending on an applicant's strengths.

Formerly: A minimum 3.00 undergraduate GPA, minimum 3.25 graduate GPA, minimum GRE scores: 147 QV and 3.0 analytical. Standardized test scores can be weighted differently in the admissions process depending on an applicant's strengths.

3) Revise Dual MArch-MLA Program, to remove GRE requirement. Under the Admissions Standards/Procedures heading, remove 3rd bullet referencing GRE requirement.

Formerly: The general portion scores of the Graduate Record Examination. Applicants should take the GRE at least six weeks in advance of application for admission.

4) Revise 2nd and 3rd paragraphs, as shown below.

A minimum 3.00 undergraduate GPA, and minimum 3.25 graduate GPA. Standardized test scores can be weighted differently in the admissions process depending on an applicant's strengths.

Formerly: A minimum 3.00 undergraduate GPA, minimum 3.25 graduate GPA, minimum GRE scores: 147 QV and 3.0 analytical. Standardized test scores can be weighted differently in the admissions process depending on an applicant's strengths.

After the MArch application deadline of February 1, applications by United States citizens and permanent residents will still be considered as space allows. Additional information is required and different application dates are established by Graduate and International Admissions for international students. Students are encouraged to contact the Director of the School of Architecture or Gale Fulton (gfulton@utk.edu), Director of the School of Landscape Architecture, with any questions.

Formerly: After the MArch application deadline of February 1, applications by United States citizens and permanent residents will still be considered as space allows. Additional information is required and different application dates are established by Graduate and International Admissions for international students. Students are encouraged to contact Jason Young (Jason.young@utk.edu), Director of the School of Architecture or Gale Fulton (gfulton@utk.edu), Director of the School of Landscape Architecture, with any questions.

Rationale: The current application process requires a completed form, transcripts and, for international students, a TOEFL score. The School of Architecture requires in addition a statement of purpose, a portfolio letters of recommendations and a GRE score. Applicants

are also required to have completed the following courses: Humanities (12 Hours) Physics (1 course) Pre-calculus (1 course). The GRE is a useful introduction to quantitative thinking, which is crucial in many courses in the curriculum. However, requiring the GRE privileges applicants who have the time and the money to do so. In addition, this requirement put the School of Architecture at a disadvantage compared to many of its peers who do not require it. The School proposes erring on the side of inclusivity and dropping the GRE requirement. Impact to other units: None. Financial impact: None.

REVISE CREDIT HOURS – DUAL MARCH-MLA, THESIS OR PROJECT

In the 2022-23 Graduate Catalog, for the Dual MArch-MLA Program, Thesis or Project Option, revise to reduce credit hours from 137 to 134.

Credit Hours Required: 134

Formerly: Credit Hours Required: 137

1) Under the Required Courses Heading, remove last bullet.

Formerly: 3 credit hours of Landscape Architecture Practicum

2) Under the Additional Information heading, remove bullet: SUMMER and course LAR 561[1]

Formerly:
SUMMER
LAR 561[1] (3 credit hours)

3) Continued under Additional Information heading, revise next to last bullet and remove last bullet as follows:

- Total credit hours = 134

Formerly:
Total credit hours = 137
[1]LAR 561 can occur in Summer of Second or Third Year. The internship report must be completed before the end of the semester of registration.

REVISE CREDIT HOURS – MARCH 2G-MLA DUAL DEGREE, THESIS OR PROJECT

In the 2022-23 Graduate Catalog, for the March 2G-MLA Dual Degree, Thesis or Project Option, revise to reduce credit hours from 94 to 91.

Credit Hours Required: 91

Formerly: Credit Hours Required: 94

1) Under the Required Courses Heading, remove last bullet.

Formerly: 3 credit hours of Landscape Architecture Practicum

2) Under the Additional Information heading, remove bullet: SUMMER and course LAR 561[1]

Formerly:
SUMMER
LAR 561[1] (3 credit hours)

3) Continued under Additional Information heading, revise next to last bullet and remove last bullet as follows:

- Total credit hours = 91

Formerly:
Total credit hours = 94
[1]LAR 561 can occur in Summer of First or Second Year. The internship report must be completed before the end of the semester of registration.

Rationale: LAR 561 is effectively a (mostly) summer internship in a design office or another landscape-related organization, which allows students to gain professional design office experience or research-oriented experiences in a non-academic setting. While the

school will continue to value and support this experience, the size of the school has made this requirement a burden for the director to manage and the source of unneeded stress on the part of students who are unable to find a suitable office or organization to complete the requirement. This change will apply to all of the MLA pathways, including the dual MArch/MLA, and the BArch/MLA and BSIA/MLA AP tracks. The course will remain in the catalog and available for students to take in place of a required elective if desired. Impact to other units: None. Financial impact: None.

INFORMATIONAL ITEM

- **ADD NEW SCHOOL OF INTERIOR ARCHITECTURE AND FACULTY**

School of Interior Architecture

Milagros Zingoni Phielipp, Director

Professor
Matthews, David, MArch – Miami University

Associate Professors
Teston, Liz, MArch – Georgia Institute of Technology
Zingoni Phielipp, Milagros,MS – Arizona State University, March, Universidad de Flores, Argentina

Assistant Professors
Abudayyeh, Rana, MArch – University of New Mexico
Dean, Felicia, MFA, – University of North Carolina (Greensboro)
Saldaña, Marie, Ph.D., – University of California (Los Angeles)

Lecturers
Couch, Justin, MS, Rhode Island School of Design
Dolan, Tim, MS, – East Tennessee State University
Kim, Hochung, MArch – Yale University

Fellow
Patel, Misri, MS – University of Michigan

Designers imagine and create the spaces in which we work, play, and live. They are part of teams that shape the hospitality experiences in restaurants and hotels, wellness and healing in hospitals and clinics, deepen learning in museums and schools, enrich teamwork and collaboration in offices, and intensify personal and familial significance in our homes. Design tools are used by designers to enhance and strengthen human relationships and build cultural meaning in lives by shaping space and light, applying color theory, as well as selecting materials and furnishings in interior environments. Students at the University of Tennessee study the elements and principles of interior architecture and are provided enhanced studies of interior architectural space.

Through our mission, we:

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

The School of Interior Architecture offers professional undergraduate degree tracks – the Bachelor of Science in Interior Architecture, the BSIA - Master of Architecture Preparatory Track, and the BSIA - Master of Landscape Architecture Preparatory Track. Operating within the College of Architecture and Design, it supports graduate students in all disciplines of the university with special topics electives focused on the broad realm of interiors and its relationship to our built environment.

Rationale: The School of Interior Architecture offers a BS Interior Architecture, but no master program. However, if ever it offers a special topics course, disciplinary content is applicable to graduate students in the College of Architecture and Design. In order to gain graduate credit, as section is offered under the course number ARCH 523 Special Topics in Interior Architecture. In order to offer these courses with the IARC subject code, the School of Interior Architecture must have presence in the graduate catalog. Impact to other units: None. Financial impact: None.

SCHOOL OF LANDSCAPE ARCHITECTURE

REVISE CREDIT HOURS – LANDSCAPE ARCHITECTURE MAJOR, MLA, TRACK 1, (FIRST PROFESSIONAL DEGREE) PATH A, THESIS OR PROJECT

In the 2022-23 Graduate Catalog, revise to reduce credit hours from 88 to 85.

Credit Hours Required: 85 Graduate Credit Hours

Formerly: Credit Hours Required: 88 graduate credit hours

1) Under the Required Courses Heading, revise 1st bullet, to reduce the LAR coursework from 67 to 64.

Landscape Architecture (LAR) coursework (64 graduate credit hours)

Formerly: Landscape Architecture (LAR) coursework (67 graduate credit hours)

2) Under the Additional Information Heading, remove bullets: SUMMER YEAR 1 and course LAR 561[1]

Formerly:
SUMMER YEAR 1
LAR 561[1] (3 credit hours)

3) Continuing under Additional Information heading, remove footnote as shown below.

Formerly:
[1]LAR 561 can occur in summer of first or second year. The internship report must be completed before the end of the semester of registration.

Rationale: LAR 561 is effectively a (mostly) summer internship in a design office or another landscape-related organization, which allows students to gain professional design office experience or research-oriented experiences in a non-academic setting. While the school will continue to value and support this experience, the size of the school has made this requirement a burden for the director to manage and the source of unneeded stress on the part of students who are unable to find a suitable office or organization to complete the requirement. This change will apply to all of the MLA pathways, including the dual MArch/MLA, and the BArch/MLA and BSIA/MLA AP tracks. The course will remain in the catalog and available for students to take in place of a required elective if desired. Impact to other units: None. Financial impact: None.

REVISE CREDIT HOURS – LANDSCAPE ARCHITECTURE MAJOR, MLA, TRACK 1, (FIRST PROFESSIONAL DEGREE) PATH B, ADVANCED PLACEMENT OPTION, THESIS OR PROJECT

In the 2022-23 Graduate Catalog, revise to reduce credit hours from 64 to 61.

Credit Hours Required: 61 Graduate Credit Hours

Formerly: Credit Hours Required: 64 graduate credit hours

1) Under the Additional Course Requirements Heading, revise 1st bullet, to reduce the LAR coursework from 61 to 58.

Landscape Architecture (LAR) coursework (58 graduate credit hours)

Formerly: Landscape Architecture (LAR) coursework (61 graduate credit hours)

2) Under the Additional Information Heading, remove bullets: SUMMER YEAR 1 and course LAR 561[1]

Formerly:
SUMMER YEAR 1
LAR 561[1] (3 credit hours)

3) Continuing under Additional Information heading, remove footnote as shown below.

Formerly:
[1]LAR 561 can occur in summer of first or second year. The internship report must be completed before the end of the semester of registration.

Rationale: See rationale above. Impact to other units: None. Financial impact: None.

REVISE CREDIT HOURS – LANDSCAPE ARCHITECTURE MAJOR, MLA, TRACK 1, (FIRST PROFESSIONAL DEGREE) PATH C, THESIS OR PROJECT

In the 2022-23 Graduate Catalog, revise to reduce credit hours from 34 to 31.

Credit Hours Required: 31 Graduate Credit Hours

Formerly: Credit Hours Required: 34 graduate credit hours

1) Under the Required Courses Heading, revise 1st bullet, to reduce the LAR coursework from 31 to 28.

Landscape Architecture (LAR) coursework (28 graduate credit hours)

Formerly: Landscape Architecture (LAR) coursework (31 graduate credit hours)

2) Under the Additional Information Heading, remove first two bullets: SUMMER YEAR 1 and course LAR 561[1]

Formerly:
SUMMER YEAR 1
LAR 561[1] (3 credit hours)

3) Continuing under Additional Information heading, remove footnote as shown below.

Formerly:
[1]LAR 561 can occur in summer before or after first year. The internship report must be completed before the end of the semester of registration.

Rationale: See rationale above. Impact to other units: None. Financial impact: None.

REVISE CREDIT HOURS – DUAL MLA-MARCH PROGRAM, LANDSCAPE ARCHITECTURE – ARCHITECTURE

In the 2022-23 Graduate Catalog, under the heading, MLA-March 3G Dual Degree, Thesis or Project Option, revise to reduce required credit hours from 137 to 134.

Credit Hours Required: 134 Graduate Credit Hours

Formerly: Credit Hours Required: 137

1) Under the Required Courses Heading, remove last bullet.

Formerly: 3 credit hours of Landscape Architecture Practicum

2) Under the Additional Information heading, remove bullet: SUMMER and course LAR 561[1]

Formerly:
SUMMER
LAR 561[1] (3 credit hours)

3) Continuing under Additional Information heading, revise next to last bullet and remove last bullet as follows:

- Total graduate credit hours = 134

Formerly:
Total graduate credit hours = 137
[1]LAR 561 can occur in Summer of Second or Third Year. The internship report must be completed before the end of the semester of registration.

Rationale: See rationale above. Impact to other units: None. Financial impact: None.

In the 2022-23 Graduate Catalog, under the heading, MLA-MArch 2G Dual Degree, Thesis or Project Option, revise to reduce required credit hours from 94 to 91.

Credit Hours Required: 91 Graduate Credit Hours

Formerly: Credit Hours Required: 94

1) Under the Required Courses Heading, remove last bullet.

Formerly: 3 credit hours of Landscape Architecture Practicum

2) Under the Additional Information heading, remove bullet: SUMMER and course LAR 561[1]

Formerly:
SUMMER
LAR 561[1] (3 credit hours)

3) Continuing under Additional Information heading, revise next to last bullet and remove last bullet as follows:

- Total graduate credit hours = 91

Formerly:
Total graduate credit hours = 94
[1]LAR 561 can occur in Summer of First or Second. The internship report must be completed before the end of the semester of registration.

Rationale: See rationale above. Impact to other units: None. Financial impact: None.

COLLEGE OF ARTS AND SCIENCES

All changes effective Fall 2022

I. COURSE CHANGES

INTERDISCIPLINARY PROGRAMS

Women, Gender, and Sexuality (WGS)

ADD 400 LEVEL SECONDARY CROSS-LISTED COURSES FOR GRADUATE CREDIT

WGS 425 Black Feminist Theory Course (3) Will explore the intersections of race, gender, sexuality, and class as it pertains to African American women. Explores Black feminist theory across time (from the nineteenth century to the present-day) and genre (nonfiction, novels, poetry, music, and media) with a particular emphasis on contemporary criticism. Students will critically examine a variety of material on the positionality and priorities of African American women and cover topics including, but not limited to, family, political activism, self-care, intellectualism, and womanism. Such material include work by Anna Julia Cooper, Audre Lorde, bell hooks, Toni Morrison, and Tressie McMillan Cottom.
Africana Studies
Cross-listed: (See Africana Studies 425.)

Rationale: approved by WGS as applicable to their program. Impact on other units: AFST approved. Financial impact: none.

WGS 444 Black Masculinities (3) Will introduce students to the major sociological, historical, and cultural perspectives on African American masculine identity, paying special attention to race and ethnicity. For some, race and/or ethnicity is an inescapable fact of life. For others, race and/or ethnicity is virtually invisible and does not seem to affect their daily experiences. Students will be engaged with critical texts that range from slave narratives and autobiographies to speeches, writings and other contemporary works in a quest to investigate African American masculine identity at different historical points. For instance, we will attempt to answers questions such as: How has masculinity been defined and displayed throughout the African American experience? What forces have impacted these definitions and perceptions? And, how do African American men communicate, recall, and make meaning from these experiences? Upon successful completion of this course, students should be familiar with the social and cultural importance that identity plays in everyday life and how African American men have navigated how they are (re)positioned within American society.
Cross-listed: (See Africana Studies 444.)

Rationale: approved by WGS as applicable to their program. Impact on other units: AFST approved. Financial impact: none

INFORMATIONAL ITEM

- **ADD NEW DEPARTMENT - DEPARTMENT OF AFRICANA STUDIES**

MOVE THE AFRICANA STUDIES ACADEMIC DISCIPLINE/SUBJECT CODE (AFST) FROM UNDER INTERDISCIPLINARY PROGRAMS (INPG) AND PLACE UNDER THE NEW AFRICANA STUDIES DEPARTMENT

AFST 413 Music and the African Diaspora

AFST 421 Comparative Studies in African and African-American Societies

AFST 443 Topics in Black Literature

AFST 450 Issues and Topics in African-American Studies

AFST 452 The Politics of Sub-Saharan Africa

AFST 456 Race, Ethnicity, Crime and Justice

AFST 464 Art of Southern and Eastern Africa

AFST 465 Art and Archaeology of Ancient Africa

AFST 466 Arts of the African Diaspora

AFST 471 African-American Art

AFST 484 African-American Women in American Society

AFST 510 Special Topics

Rationale: With Provost Office approval, Africana Studies is now an active independent department.

(AFST) Africana Studies

ADD 400-LEVEL COURSE FOR GRADUATE CREDIT

AFST 415 Black American Politics (3) Introduces the development, structure, and functioning of Black American politics from the latter 19th century to present. The class explores the construction of blackness, black racial identification, black consciousness, black intragroup relations, black intergroup relations, black political thought, black ideologies, black political preferences, black struggles for political incorporation and representation, the relationship(s) of African Americans to the American political system, and the political development of African Americans. Course builds on a breadth of literature from history, psychology, sociology, and most importantly, political science.

Rationale: The course introduces Black American politics, and it is not currently offered. Impact on other units: none. Financial impact: none.

ADD 400-LEVEL COURSES FOR GRADUATE CREDIT - PRIMARY CROSS-LISTED COURSES

AFST 425 Black Feminist Theory Course (3) Explores the intersections of race, gender, sexuality, and class as it pertains to African American women. Explores Black feminist theory across time (from the nineteenth century to the present-day) and genre (nonfiction, novels, poetry, music, and media) with a particular emphasis on contemporary criticism. Students will critically examine a variety of material on the positionality and priorities of African American women and cover topics including, but not limited to, family, political activism, self-care, intellectualism, and womanism. Such material include work by Anna Julia Cooper, Audre Lorde, bell hooks, Toni Morrison, and Tressie McMillan Cottom.
Africana Studies
Cross-listed: (Same as Women, Gender, and Sexuality 425)

Rationale: Currently, Black Feminist Theory is not offered as a standalone course across the University. Impact on other units: cross list with WGS. Financial impact: none.

AFST 444 Black Masculinities (3) Will introduce students to the major sociological, historical, and cultural perspectives on African American masculine identity, paying special attention to race and ethnicity. For some, race and/or ethnicity is an inescapable fact of life. For others, race and/or ethnicity is virtually invisible and does not seem to affect their daily experiences. Students will be engaged with critical texts that range from slave narratives and autobiographies to speeches, writings and other contemporary works in a quest to investigate African American masculine identity at different historical points. For instance, we will attempt to answers questions such as: How has masculinity been defined and displayed throughout the African American experience? What forces have impacted these definitions and perceptions? And, how do African American men communicate, recall, and make meaning from these experiences? Upon successful completion of this course, students should be familiar with the social and cultural importance that identity plays in everyday life and how African American men have navigated how they are (re)positioned within American society.
Cross-listed: (Same as Sociology 444 and Women, Gender, and Sexuality 444).

Rationale: No department or program currently offers a course specifically related to exploring these topics. Impact on other units: cross listed with SOCI and WGS. Financial impact: none.

DEPARTMENT OF ANTHROPOLOGY

(ANTH) Anthropology

ADD 400-LEVEL COURSES FOR GRADUATE CREDIT

ANTH 418 Ethnographies of Trauma (3) The concept of trauma has played a central role in many public discussions, especially those having to do with violence and suffering. With psychoanalytic roots, various political uses, connections to language and memory, and steeped in narratives of pain and suffering, trauma is something around and about which anthropologists consistently write. In this course, we will investigate trauma ethnographically, studying the ways in which the concept has been approached and written about (sometimes the ways in which as a concept/word it is left out although we might have expected it), and what this tells us about the human condition, politics, power, and life-worlds today. This course is a foray into psychological anthropology, making sense of the space and connections between collective social life and personal/emotional/psychic experience.

Rationale: Much of cultural anthropology today is an investigation of events, experiences, and practices that involve trauma in one way or another. Spaces of trauma have formed geographies - or what Diddier Fassin and Richard Rechtman call an “empire” - of their own. This course is essential for understanding these new emergent areas that are solidifying into “green” and “red” zones, global North and South, and free and unfree places. Impact on other units: none. Financial impact: none.

ANTH 424 Queer Anthropology (3) Queer anthropology, a field that was established out of various older fields in the discipline – anthropology of gender, anthropology of sexuality, lesbian and gay anthropology – emerged as a response to calls in other disciplines to move beyond binaries and dichotomies, identities, categories, and assumptions of fixity in order to study gender and sexuality in ways that can establish new understandings of the relationship between the two concepts as well as their relation to wider fields – the political, the social, the cultural, and the economic. Within this response was an emergence of many queer ethnographies that detailed the worlds of queerness in multiple spaces, places, and locales. In this course, we will be reading and discussing queer ethnographic texts as well as samples from other genres and disciplines in order to think queerly about the world.

Rationale:"Queer" is now a part of the contemporary canon of anthropology and separate from other related categories and frameworks within the discipline: namely gender and sexuality. This course provides students the opportunity to survey not only queer ethnographies that investigate queer life, practice, and experience, but allow students to understand how a "queer" framework of analysis differs from other frameworks. Impact on other units: none. Financial impact: none.

ADD

ANTH 575 Deconstructing Eugenics (3) Focuses on understanding the circumstances, individuals, and ideas that brought about eugenics and its implementation from its roots in the 18th century to the present. Based on a flawed application of biological thinking, and fueled by preexisting cultural, racial, socioeconomic, and philosophical biases, the eugenic movement resulted in widespread social engineering, sterilization laws, & ethnic cleansing and genocide. Students will consider its contributions to race science, as well as highlight the ways in which these continue to influence modern cultures. Effects on anthropology, psychology, and biological sciences are discussed. A central argument in the course is that eugenic ideals comprised a belief system that operated apart from biological realities in order to satisfy the desires of those who instigated and carried out its aims.
(RE) Corequesite(s): Anthropology 590.
Recommended Background: Anthropology 596.

Rationale: Eugenics was part of the foundation of all of anthropology and continues to influence the discipline as anthropologists reconcile modern perspectives and ethics with the attitudes and actions of the field's founders. Course provides students with an opportunity for critical analysis of the history, ideas, and legacy of the eugenics movement, a foundation increasingly necessary for academics in the discipline. Impact on other units: none. Financial impact: none.

REVISE TITLE AND REPEATABILITY, ADD DESCRIPTION, AND REMOVE COMMENT

ANTH 690 Selected Topics in Biological Anthropology (3) For doctoral students in biological anthropology concentration.
Repeatability: May be repeated. Maximum 12 hours.

Formerly: Selected Topics in Physical Anthropology (3)
Repeatability: May be repeated. Maximum 6 hours.
Comment(s): For doctoral students in biological anthropology concentration.

Rationale: Update course title. Allow students to repeat using course number an additional time as this number is typically used with undergraduate specialty courses that have a graduate component, so there maybe more than two times this course number is needed. Impact on other units: none. Financial impact: none.

SCHOOL OF ART

(ART) Art

ADD

ART 540 Topics in Post-Production (3) Content varies. Selected topics in film/video post-production with a shared emphasis on technical skills, creative approaches, and theoretical underpinnings. Topics may include, but are not limited to: editing, sound design, sound mixing, visual effects, color grading.
Repeatability: May be repeated: Maximum 6 hours.

Rationale: There are currently no graduate courses in the College dedicated to post-production. We have piloted this course as a 400-level special topics courses. Impact on other units: none. Financial impact: none.

(ARTH) Art History

ADD 400-LEVEL COURSES FOR GRADUATE CREDIT

ARTH 421 Greek Art (3) Achievements of Greek art in architectural decoration, sculpture, minor arts, and painting from their beginnings in the Geometric period, through the Classical periods of the fifth century BC, to their dissemination during the Hellenistic period across the Mediterranean, Europe, and the Near East. Special emphasis on stylistic developments, the contributions of known artists, and the relationship between art and various aspects of Greek life and thought.

ARTH 422 Roman Art (3) Architecture, sculpture, and painting during the 1000+ years of Rome's cultural dominance from the hyper-realism of the Republic, to Classical beauty of the Augustan age, and abstract symbolism in Late Antiquity. Considers how adaptations of earlier traditions such as the Greek and Etruscan and the diverse artistic heritages encompassed within the empire fused into something new and substantially different than what had come before.

Rationale: This is a correction of an oversight. All other Art History 400-level courses are available for graduate credit, with specific graduate-level assignments and requirements. Impact on other units: none. Financial impact: none.

DEPARTMENT OF BIOCHEMISTRY AND CELLULAR AND MOLECULAR BIOLOGY

(BCMB) Biochemistry and Cellular and Molecular Biology

ADD

BCMB 563 Principles and Applications of Optical Microscopes in Biology (3) Theoretical and practical approaches to imaging biological samples with light-based microscopes. Physical underpinnings of different imaging modalities with an emphasis on different contrasting techniques and modern approaches in fluorescence microscopy. Basics in quantitative image analysis. Students will apply selected techniques to their research project during the semester.
Contact Hour Distribution: 1 hour lecture, 4 hours lab.
Comment: Requires instructor approval.

Rationale: Light microscopy is a fundamental technique in biological research, the importance of which has only increased in recent years with the development of new sophisticated approaches and instruments. Graduate students in many biological subdisciplines will benefit from thorough introduction of physical principles as well as the hands-on training of different imaging modalities used in modern biological microscopy. Impact on other units: none. Financial impact: none.

ADD AS A SECONDARY CROSS-LISTED COURSE

BCMB 590 Introduction to Membrane Biology (3)
Cross-listed: (See Microbiology 590.)

Rationale: The course is needed as a core course for students being trained in the newly awarded Integrated Membrane Program T32, which will bring together many core research areas and disciplines that pertain to membrane biology. However, it should have broad appeal for students from several departments.

DROP

BCMB 517 Physical Biochemistry (517 was also marked to drop on the Courses Not Taught in 4 or More Years)

BCMB 564 Introduction to Electron Microscopy-Scanning Electron Microscope

Rationale: not taught in four or more years with no plans to offer. Impact on other units: none. Financial impact: none.

DEPARTMENT OF CHEMISTRY

DROP SECONDARY CROSS-LISTED COURSE

CHEM 581 Radiation Measurements Laboratory 4
Cross-listed: (See Nuclear Engineering 550.)

Rationale: not taught in four or more years with no plans to offer. Impact on other units: none. Financial impact: none.

DEPARTMENT OF EARTH AND PLANETARY SCIENCES

(GEOL) Geology

ADD

GEOL 532 Geochemical Modeling (3) Petrogenetic modeling provides a framework for interpreting igneous processes that operate in the Earth and planets. End-member petrogenetic models make fundamentally different assumptions about the physics of partial melting, melt extraction and melt migration. In this course we will review and critically evaluate models for partial melting of planetary interiors. Students will build a suite of MATLAB programs to apply to data from real samples. Development of these codes will provide a foundation in the fundamentals of coding and data analysis in MATLAB. Course will culminate in a research project; the codes themselves will remain a valuable package of tools that each student can apply in real research.
Contact Hour Distribution: 2-hour lecture and 2-hour lab.
Repeatability: May be repeated. Maximum 6 hours.

Rationale: This is course teaches foundations of petrogenetic modeling, which is critical for the study of magmatic processes relevant to the Earth and planets. Students gain experience computer programming in the MATLAB language, which is widely used across scientific fields, and develop a suite of codes they can apply in real research. The course was developed and taught at the 490/590 level in Spring 2019. This application is to request that it be formally added to the Undergraduate and Graduate catalogs, so students can more easily find it and so the official course name is listed on their transcripts. Impact on other units: none. Financial Impact: none.

GEOL 536 Volcanology (3) Designed to provide an in-depth study of volcanic processes, both terrestrial and on other planets. Classes will focus on the basic geologic principles necessary to understand the location of volcanic features, varieties of magma compositions, and the effects these variations may have on eruptive styles and landforms. In addition, we will consider the risks people take by living near active volcanoes and what governments can do and are doing to mitigate those risks. By the end of this semester students should be able to discuss knowledgably the formation and eruption mechanisms of volcanoes, understand how composition effects volcanic output, recognize risks, both volcanic and non-volcanic, to populations living in the vicinity of volcanoes, and discuss ways to monitor and mitigate those risks.

Rationale: previously taught under special topics and will now be taught regularly. Impact on other units: none. Financial impact: none.

DEPARTMENT OF ECOLOGY AND EVOLUTIONARY BIOLOGY

DROP

EEB 583 Advanced Biogeography

Rationale: not taught in four or more years with no plans to offer. Impact on other units: none. Financial impact: none.

DEPARTMENT OF ENGLISH

ADD

ENGL 595 Digital Humanities (3) Overview of the theory and methodologies of digital humanities.
Registration Restriction(s): Minimum student level – graduate.

Rationale: Many of our peer and aspirational peer institutions offer a course on digital humanities. Our English faculty members have taught digital humanities courses before, including in fall 2021 as a 500-level special topics course that is filled to capacity. English 595 will form the centerpiece of UT's newly-approved Graduate Certificate in Digital Humanities program and offers graduate students the opportunity to study from an interdisciplinary perspective and add a technological component to their research. This will allow students to gain a wide variety of methodological skills and perspectives that will improve their chances for academic and non-academic employment. Impact on other units: none. Financial Impact: none.

DEPARTMENT OF GEOGRAPHY

ADD

GEOG 520 Geovisualization and Geographic Information for Researchers and Professionals (3) Concepts and methods of geovisualization and geographic information science, including properties, sources, uses, design, and production of maps and basic spatial analysis functions. Emphasis on applications of geovisualization and geographic information science in graduate student research and projects.
Credit Restriction: Students who have received a grade of C or better in GEOG 311 or GEOG 411 may not subsequently receive credit for GEOG 520.

Rationale: Geospatial technology including Geographic Information Science (GIS) is an integral component of a wide variety of research and career paths. However, there are currently no introductory courses for graduate students in geospatial technology in Arts and Sciences that are designed for students from across the College and focused on helping students learn to use this technology in their own graduate student research and projects. This course will provide foundational knowledge in geospatial technology for students pursuing a graduate degree emphasizing other areas of science.

GEOG 671 Seminar in Feminist Geographies (3) Exploration of the relationship between gender and place and introduces feminist approaches to key geographical concepts. The course discusses how the places that we live in shape our gender identities and how gender relations affect our worlds. Theoretical frameworks emphasize the affective, performative, dynamic, and contingent character of gender, and gender's complex relationships to sexuality, race, class, nation, and other vectors of difference.

Rationale: The course represents the critical study of gender and feminist thought that has been established in and transformed the discipline of geography over the last 40+ years and the broader understanding of space and place. While the course has not been taught before, it captures the research interests of past and current graduate students. Impact on other units: none. Financial impact: none.

GEOG 673 Seminar in Places of Memory (3) Exploration of narrative, material, emotional, and social justice dimensions of places of memory, heritage, and public commemoration; role of geography in cultural, political, and economic uses of and struggles over the past.

Rationale: Version of this course taught in Department of Geography as special topics seminar for several semesters, attracting enrollment across campus and helping inform a number of graduate theses and dissertations. Memory studies is an established focus in geography and growing interdisciplinary field across social sciences and humanities. Critical study of geographies of memory warranted in light of past and ongoing struggles over memorials, monuments, named places and heritage tourism as society reckons with racism, settler colonialism, patriarchy, and other legacies of oppression. Impact on other units: none. Financial impact: none.

DEPARTMENT OF HISTORY

(HIST) History

REVISE REPEATABILITY

HIST 532 Topics in Modern Europe (3)
Repeatability: May be repeated. Maximum 24 hours.

Formerly: May be repeated. Maximum 15 hours.

Rationale: Students may wish to repeat the course more than 5 times. Impact on other units: none. Financial Impact: none.

HIST 621 Directed Readings (3)
Repeatability: May be repeated. Maximum 24 hours.

Formerly: May be repeated. Maximum 6 hours.

Rationale: Students may wish to repeat the course more than 5 times. Impact on other units: none. Financial Impact: none.

DEPARTMENT OF MATHEMATICS

(MATH) Mathematics

DROP

MATH 516 Analytical Applied Mathematics II (3)

Rationale: not taught in four or more years with no plans to offer. Impact on other units: none. Financial impact: none.

DEPARTMENT OF MICROBIOLOGY

(MICR) Microbiology

ADD AS PRIMARY CROSS-LISTED COURSE

MICR 590 Introduction to Membrane Biology (3) Introduction to major concepts in membrane biology including structures and classes of lipids, and different approaches to studying membrane biology: genetic model systems, analytical chemistry, biophysical approaches, and computational modeling approaches.
Cross-listed: (Same as Biochemistry, Cellular, and Molecular Biology 590.)

Rationale: Course 590: is needed as a core course for students being trained in the newly awarded Integrated Membrane Program T32, which will bring together many core research areas and disciplines that pertain to membrane biology. However, it should have broad appeal for students from several departments. Impact on other units: cross listed with BCMB 590. Financial impact: none.

ADD

MICR 608 Journal Club in Foundations of Microbiology (1) Readings and discussions based on current literature.
Repeatability: May be repeated. Maximum 18 hours.
Registration Restriction(s): Minimum student level – graduate.

Rationale: We need a journal club offering that provides flexibility in the content/theme. Impact on other units: none. Financial impact: none.

MICR 694 Advanced Topics in Microbiology (1-3) Selected topics of current research in the field of microbiology, including but not limited to host immune systems; microbial pathogenesis; host-parasite interactions; microbial symbioses; molecular genetics and physiology; and environmental microbiology.
Repeatability: May be repeated. Maximum 15 hrs.
Registration Restriction(s): Minimum student level – graduate.

Rationale: Multidisciplinary approach in studying and understanding microbes is becoming a mainstream in microbiology. Currently our existing courses are focusing on special topics in the subject. It is now necessary to add a course to capture the broad spectrum of microbiology. Impact on other units: none. Financial Impact: none.

DEPARTMENT OF MODERN FOREIGN LANGUAGES AND LITERATURES

(GERM) German

REVISE TO ADD REPEATABILITY ON THE FOLLOWING 400 LEVEL COURSES

GERM 411 Advanced Language III (3)
Repeatability: May be repeated if content differs. Maximum 6 hours.

Rationale: Allowing repeatability will benefit students who need more language work at the advanced level. For example, students who study abroad often receive transfer credit for German 411 and this change will make it possible to also take German 411 at UT. Repeatability is only allowed if the course content is different. Impact on other units: none. Financial impact: none.

GERM 412 Advanced Language IV (3)
Repeatability: May be repeated if content differs. Maximum 6 hours.

Rationale: Allowing repeatability will benefit students who need more language work at the advanced level. For example, students who study abroad often receive transfer credit for German 412 and this change will make it possible to also take German 412 at UT. Repeatability is only allowed if the course content is different. Impact on other units: none. Financial impact: none.

(MFLL) Modern Foreign Languages and Literatures

ADD

MFLL 550 Special Topics Module (1) Selected topics in international literature, linguistics, cinema, culture, and professional development. Taught in English.
Repeatability: May be repeated if topic is different. Maximum 5 hours.

Rationale: MFLL is introducing one-credit hour modules on the graduate level to make our students' progress toward degree more efficient and to allow them exposure to a wider variety of international cultural production. The courses may be taught by tenure-line faculty in any language.

SCHOOL OF MUSIC

(MUEN) Music Ensemble

ADD

MUEN 516 Electroacoustic Ensemble (1)
Repeatability: May be repeated. Maximum 10 hours.

Rationale: This course add will give MUEN 515 Chamber Music (Electroacoustic Ensemble) course an individual course number and title. Impact on other units: none. Financial impact: none.

MUEN 519 Saxophone Ensemble (1)
Repeatability: May be repeated. Maximum 6 hours.

Rationale: This course add will give MUEN 515 Chamber Music (saxophone section) an individual course number. Giving the ensemble its own course number will help clarify its place in the MM curriculum. Impact on other units: none. Financial impact: none.

MUEN 521 Flute Choir (1)
Repeatability: May be repeated. Maximum 10 hours.

Rationale: This course add will give MUEN 515 Chamber Music (flute section) an individual course number & title. Giving the ensemble its own course number and title will help clarify its place in the BM curriculum. Impact on other units: none. Financial impact: none.

MUEN 522 Clarinet Choir (1)
Repeatability: May be repeated. Maximum 6 hours.

Rationale: This course add will give MUEN 515 Chamber Music (clarinet section) an individual number & title. Giving the ensemble its own course number and title will help clarify its place in the MM curriculum. Impact on other units: none. Financial impact: none.

(MUKB) Music Keyboard

ADD NEW 400-LEVEL COURSE FOR GRADUATE CREDIT

MUKB 440 Piano Pedagogy (3) A study of piano teaching materials, pedagogical composers, methods of teaching music reading, rhythm, technique, and business practices in piano teaching.

Rationale: Having the 400-level course available for graduate credit would be helpful for those graduate students who do not have sufficient piano pedagogy background to take MUKB 540, Advanced Piano Pedagogy, which is part of the curriculum for the M.M. degree in piano performance. Impact on other units: none. Financial impact: none.

REVISE CREDIT HOURS

MUKB 540 Advanced Piano Pedagogy (3)

Formerly: (2)

Rationale: In order to adequately cover essential material, MUKB 540 needs to be a substantial course like other MUKB 500 level courses such as MUKB 520, Piano Literature Seminar, which is a 3- credit hour course. Two 60-minute classes per week do not allow enough time to cover the material. In the past, the class has run for two 75-minute periods per week and included substantial assignments, but the students have only received 2 credit hours. Revising the class to 3 credit hours would more accurately reflect the amount of work the students are doing. Impact on other units: none. Financial impact: none.

(MUVC) MUSIC VOICE

ADD

MUVC 501 Vocal Coaching (0)
Repeatability: May be repeated. Maximum 4 times.

Rationale: so both students and instructor can have representation of vocal coaching work, which they already do, on their record. Also enables the instructor to receive student evaluations at the end of each semester. Impact on other units: none. Financial impact: none.

DEPARTMENT OF PHYSICS

ADD

PHYS 645 Advanced Topics in Interdisciplinary Physics (3)
Repeatability: May be repeated with consent of department. Maximum 9 hours.
Comment(s): Intended for all graduate students.
Registration Restriction(s): Minimum student level – graduate.

Rationale: The Department is expanding and has taught 600-level courses in astrophysics, biophysics, and quantum information science under the PHYS 642 wildcard (Advanced Topics in Modern Physics). In light of the increased demand for these courses, the department started offering multiple sections of PHYS 642 in a given semester with each section covering a different topic. This is creating problems, however, for students interested in taking multiple PHYS 642 classes in a given semester because they can only enroll in one PHYS 642 section per semester. To alleviate this problem, the new PHYS 645 course, Advanced Topics in Interdisciplinary Physics, is being created. Impact on other units: none. Financial impact: none.

DROP

PHYS 506 Experimental Methods (3)

PHYS 507 Contemporary Optics (3)

Rationale: not taught in four or more years with no plans to offer. Impact on other units: none. Financial impact: none

DEPARTMENT OF PSYCHOLOGY

ADD

PSYC 531 Teaching Online (1) Didactic seminar on essential pedagogical concepts and best practices for online teaching at the college and/or university level.
Repeatability: May be repeated. Maximum 3 hours.
Recommended Background: PSYC 528 or similar.
Registration Permission: Consent of instructor.

Rationale: The online teaching and learning environment carries unique opportunities and challenges. This course will provide formal training to our graduate students, equipping them to be excellent instructors across modalities and enhancing their professional development and employability. Impact on other units: none. Financial impact: none.

DEPARTMENT OF SOCIOLOGY

(SOCI) Sociology

ADD EXISTING 400-LEVEL COURSE FOR GRADUATE CREDIT

SOCI 415 Visual Criminology (3) Will explore 1) the power and spectacle of crime and punishment and how its representation shapes our popular knowledge of and policy in criminal justice; 2) the key dimensions of visual criminology, its key theories, tools, and methods; and 3) the usefulness of digital research and advocacy skills for careers in media and social justice.

Rationale: appropriate to be used for graduate credit and fits in well with the Digital Humanities Certificate program. Impact on other units: none. Financial impact: none.

ADD 400 LEVEL COURSE FOR GRADUATE CREDIT, AS A SECONDARY CROSS-LISTED COURSE

SOCI 444 Black Masculinities (3) Will introduce students to the major sociological, historical, and cultural perspectives on African American masculine identity, paying special attention to race and ethnicity. For some, race and/or ethnicity is an inescapable fact of life. For others, race and/or ethnicity is virtually invisible and does not seem to affect their daily experiences. Students will be engaged with critical texts that range from slave narratives and autobiographies to speeches, writings and other contemporary works in a quest to investigate African American masculine identity at different historical points. For instance, we will attempt to answers questions such as: How has masculinity been defined and displayed throughout the African American experience? What forces have impacted these definitions and perceptions? And, how do African American men communicate, recall, and make meaning from these experiences? Upon successful completion of this course, students should be familiar with the social and cultural importance that identity plays in everyday life and how African American men have navigated how they are (re)positioned within American society.
Cross-listed: (See Africana Studies 444.)

Rationale: approved by SOCI as applicable to their program. Impact on other units: AFST approved. Financial impact: none.

ADD

SOCI 546 Practicum and Action Research (6) Course based on student's participation in a practicum placement negotiated between the student and the department. The practicum placement will be in a social change-oriented organization (e.g., thinktank, nonprofit, social movement organization, community organization, etc.), which will form the experiential basis for the student's thesis in the new Applied Sociology MA concentration. The research component of the practicum will be guided by a faculty member.

Rationale: This new class is needed because it provides both a practicum placement and research guidance for students pursuing the new Applied Sociology MA concentration. The format will include working in the organizational field of the selected workplace, in addition to regular discussions with a faculty mentor to guide the research. Impact on other units: none. Financial impact: none.

SOCI 561-Environmental Justice (3) Examines how inequalities based on race, gender, sexual orientation, class, national origin, and other intersectionalities are connected to environmental degradation and climate change, and how environmental justice movements worldwide respond to these injustices.

Rationale: There is no current graduate course at UT or within the Department of Sociology that is specifically designed to examine the social and structural factors that contribute to environmental degradation, climate change, and environmental injustice. SOCI 561 is designed to help fulfill learning objectives of the department and its environmental concentration. This new graduate course offering will also be a key component of the new emphasis on environmental justice, communities and the global environment within the undergraduate and graduate concentration in Environmental Sociology and will complement and extend our new and existing undergraduate course by the same name (SOCI 361). Impact on other units: none. Financial impact: none.

SOCI 664-Political Economy of Natural Resources and the Environment (3) Examines social structural and environmental aspects of power, poverty and inequality across multiple scales of analysis in relation to patterns of resource extraction, production and consumption, environmental degradation, climate change and globalization.

Rationale: There is no current graduate course at UT or within the Department of Sociology that is specifically designed to examine the social and structural factors that contribute to poverty, inequality, environmental degradation, and climate change. This course (SOCI 664), is designed to help fulfill learning objectives of the department and its environmental concentration. This new graduate course offering will also be a key component of the new emphasis on environmental justice, communities and the global environment within the undergraduate and graduate concentration in Environmental Sociology and will complement and extend our proposed undergraduate course by the same name (SOCI 464). Impact on other units: none. Financial impact: none.

DROP

SOCI 562 Sociology of Environmental Policy

Rationale: not taught in four or more years with no plans to offer. Impact on other units: none. Financial impact: none.

REVISE CREDIT HOURS AND REPEATABILITY

SOCI 628 Supplementary Readings in Major Area (1-9)
Repeatability: May be repeated. Maximum 18 hours.

Formerly: (3)
Repeatability: May be repeated. Maximum 12 hours.

Rationale: Course is needed to accommodate preparation for new Major Area Paper, which replaced all other PhD qualifying (comprehensive) exams in Sociology. Students benefit from the flexibility in credit hours per semester and credit hours capacity. Impact on other units: none. Financial impact: none.

DEPARTMENT OF THEATRE

(THEA) Theatre

ADD 400 LEVEL COURSES FOR GRADUATE CREDIT

THEA 415 Theatre for Every Body: Plays by and about underrepresented people (3) Examine plays by and about members of underrepresented groups to understand and articulate the relevance of meaningful representation of all people on stage.

Rationale: New BIPOC faculty have interest in presenting this topic. This will greatly help bring diversity to our program. Impact on other units: none. Financial impact: none.

THEA 460 Advanced Lighting Design (3) Lighting design beyond theater. We will explore lighting for music, opera, industrials, cooperate events, and themed entertainment.
(RE) Prerequisite: THEA 362.

Rationale: Most of our design courses have an advanced option. We want to include this to make it similar to the other design mediums. Impact on other units: none. Financial impact: none.

THEA 462 Dance Concert Lighting (3) Lighting techniques for specific dance styles including Ballet, Modern, Jazz, and Hip Hop.

Rationale: This course was meant to be for graduate and undergraduates. This is to correct the form that was submitted last year that omitted the inclusion into the graduate catalog.

THEA 463 Programming for Lighting Consoles (3) Programming techniques for various lighting control consoles used in theatre and live entertainment.

Rationale: This course has been taught as a special topics for 3 cycles. It is time to make it a regular course. Impact on other units: none. Financial impact: none.

ADD

THEA 570 Master Class in Sound and Media Design (3) Theory, practice, and technique.
Repeatability: May be repeated. Maximum 18 hours.

Rationale: For consistency along all Theatre MFA concentrations, this will become the core course for all sound and media design students. Variable content. This removes most independent studies from the graduate design program.

THEA 573 Projects in Sound and Media Design (1-3) Conception and completion of major projects, both hypothetical and actual, in Sound, Composition, Projection, and Media Design.
Repeatability: May be repeated. Maximum 18 hours.
Registration Permission: Consent of instructor.

Rationale: For consistency with all areas of design, and the MFA design concentrations, and to limit the use of independent studies. Primarily, this is our grading and accountability function of graduate students designing for the Clarence Brown Theatre.

REVISE TO ADD REPEATABILITY OF 400-LEVEL COURSE

THEA 473 - Advanced Sound Design (3)
Repeatability: May be repeated. Maximum 12 hours.

Rationale: This course is taken multiple times by graduates in sound design. Projects are different every time the course is taught.

PART II PROGRAM CHANGES

INTERDISCIPLINARY PROGRAMS

REVISE LINGUISTICS GRADUATE CERTIFICATE

In the 2022-23 Graduate Catalog, revise required courses. Under the Required Courses heading, first sub-bullet add the following 3 courses to the list.

SPAN 410
SPAN 432
MFLL 400

Rationale: These are new course introduced by MFLL/ Hispanic studies program recently; all are appropriate for Linguistics students of all levels (and in the past were taught under Topics course numbers, but counted for Linguistics students). Impact on other units: permission from departments received. Financial impact: none.

DEPARTMENT OF AFRICANA STUDIES

- **INFORMATIONAL ITEM: NEW DEPARTMENT – AFRICANA STUDIES**

With Provost Office official letter of approval, Africana Studies is now an active independent department.

MOVE THE AFRICANA STUDIES GRADUATE CERTIFICATE FROM UNDER INTERDISCIPLINARY PROGRAMS TO UNDER THE AFRICANA STUDIES DEPARTMENT

No revisions to the program requirements of the certificate.

DEPARTMENT OF ANTHROPOLOGY

- **DROP CONCENTRATION – ANTHROPOLOGY MAJOR, MA**

Zooarcaheology

REVISE ANTHROPOLOGY MAJOR, MA

In the 2022-23 Graduate Catalog, revise paragraph to remove the dropped concentration, as shown below.

1) Revise introductory paragraph

The Department of Anthropology offers the Master of Arts with a major in anthropology and concentrations in archaeology, biological anthropology, cultural anthropology, and Mediterranean archaeology. Additional information on the anthropology graduate program may be obtained from the department's website or by contacting the department.

Formerly:
The Department of Anthropology offers the Master of Arts with a major in anthropology and concentrations in archaeology, biological anthropology, cultural anthropology, Mediterranean archaeology, and zooarchaeology. Additional information on the anthropology graduate program may be obtained from the departmental brochure (see the department's website) or by contacting the department.

2) Revise Admissions Standards/Procedures. Remove current text and replace with the following.

Have a bachelor's degree from an accredited university with a major in anthropology. Applicants with a major in a related field (such as biology, sociology, geology, classics, history, historic preservation, or geography) will be considered only if they have a formal minor in anthropology or its equivalent (introductory courses in archaeology, cultural anthropology, and biological anthropology plus 5 additional upper-division courses in Anthropology).

Have an undergraduate GPA of 3.50 in the major, 3.30 overall.

If applying to the concentration in Mediterranean archaeology, have completed appropriate undergraduate courses in archaeology or anthropology, with an anthropology minor preferred.

Make formal online application to the University of Tennessee, Knoxville, Office of Graduate Admissions. Transcripts should be sent directly to Graduate Admissions. Instructions for submitting three letters of recommendation, which are required, can be found in the online application. In addition, the prospective student should upload a letter of intent indicating career goals and reasons for selecting the University of Tennessee, Knoxville, and one sample of his or her written work (a class paper or research report).

Applications for admission must be submitted complete by 1 December for consideration for admission the following year.

Specify that they are applying for admission to the MA program, and state the concentration (archaeology, biological anthropology, cultural anthropology, Mediterranean archaeology) they will pursue and the advisor they prefer to work with.

Formerly:
Have a bachelor's degree from an accredited university with a major in anthropology. Applicants with a major in a related field (such as biology, sociology, geology, classics, history, historic preservation, or geography) will be considered only if they have a formal minor in anthropology or its equivalent.
Have an undergraduate GPA of 3.5 in the major, 3.3 overall.
Have completed appropriate undergraduate courses in archaeology or anthropology, with an anthropology minor preferred, if applying to the concentration in Mediterranean archaeology.
Make formal online application to the University of Tennessee, Knoxville, Office of Graduate Admissions. Transcripts and GRE scores should be sent directly to Graduate Admissions. Instructions for submitting three letters of recommendation, which are required, can be found in the online application. In addition, the prospective student should upload a letter of intent indicating career goals and reasons for selecting the University of Tennessee, Knoxville, and one sample of his or her written work (a class paper or research report).
Applications for admission must be submitted complete by 1 December for consideration for admission the following year.
Specify that they are applying for admission to the MA program, and state the concentration (archaeology, biological anthropology, cultural anthropology, Mediterranean archaeology, zooarchaeology) they will pursue.

3) Under Non-Course requirements - remove the first bullet.

Formerly: During the first year, comprehensive Graduate Evaluation Examinations (GEEs) are required of all MA students and are based on the content of the core courses.

Rationale: These changes are to bring the Graduate Catalog in line with the current department requirements and practice. Impact on other units: none. Financial impact: none.

- **DROP CONCENTRATION – ANTHROPOLOGY MAJOR, PHD**

  Zooarcaheology

REVISE ANTHROPOLOGY MAJOR, PHD

In the 2022-23 Graduate Catalog, revise paragraph to remove the dropped concentration, as shown below.

1) Revise introductory paragraph

The Department of Anthropology offers the Doctor of Philosophy with a major in anthropology and concentrations in archaeology, biological anthropology, and cultural anthropology. Additional information on the anthropology graduate program may be obtained from the department's website or by contacting the department.

Formerly:
The Department of Anthropology offers the Doctor of Philosophy with a major in anthropology and concentrations in archaeology, biological anthropology, cultural anthropology, and zooarchaeology. Additional information on the anthropology graduate program may be obtained from the departmental brochure (see the department's website) or by contacting the department.

2) Revise Admissions Standards/Procedures. Remove current text and replace with the following.

Have a BA or MA degree in anthropology or a minor in anthropology and a degree in a related field such as biology, sociology, geology, classics, history, historic preservation, or geography.

Have a GPA above 3.30 overall in undergraduate or graduate work.

Make formal online application to the University of Tennessee, Knoxville, Office of Graduate Admissions. Transcripts should be sent directly to Graduate Admissions. Instructions for submitting three letters of recommendation, which are required, can be found in the online application. In addition, the prospective student should upload a letter of intent indicating career goals and reasons for selecting the University of Tennessee, Knoxville, and one sample of their written work (a class paper or research report).

The online application must specify that the applicant is applying for admission to the PhD program, and state the concentration (archaeology, biological anthropology, cultural anthropology) the student will pursue, and the advisor they prefer to work with.

Master's thesis candidates in anthropology at the University of Tennessee, Knoxville, who apply and are conditionally accepted into the PhD program can enroll as doctoral students the semester following conferral of the MA.

All other students with a BA or MA must apply by December 1 for admission the following fall and, due to the requirements of the program, must begin their studies in the fall semester

Formerly:
Have a BA or MA degree in anthropology or a minor in anthropology and a degree in a related field such as biology, sociology, geology, classics, history, historic preservation, or geography.
Have a GPA above 3.30 overall in undergraduate or graduate work.
Furnish the department and Graduate School the same materials as applicants for the MA program (see Admission under Master of Arts). The online application must specify that the applicant is applying for admission to the PhD program, and state the concentration (archaeology, biological anthropology, cultural anthropology, zooarchaeology) the student will pursue.
Master's thesis candidates in anthropology at the University of Tennessee, Knoxville, who apply and are conditionally accepted into the PhD program can enroll as doctoral students the semester following conferral of the MA.
All other students with a BA or MA must apply by December 1 for admission the following fall and, due to the requirements of the program, must begin their studies in the fall semester.

3) Under the Non-Course Requirements, insert the following sentence as bullet 2. There will now be 4 bullets.

- Written comprehensive exams followed by an oral defense

Formerly:
A formal performance review of each PhD graduate student's progress will take place each year.
A formal dissertation proposal or equivalent publication or document must be orally defended.
The successful completion and final oral presentation and defense of a dissertation.

Rationale: These changes are to bring the Graduate Catalog in line with the current department requirements and practice. Impact on other units: none. Financial impact: none.

REVISE DISASTERS, DISPLACEMENT, AND HUMAN RIGHTS GRADUATE CERTIFICATE

In the 2022-23 Graduate Catalog, under the Required Courses heading, add course ANTH 459 as an option.

Choose three courses - 9 credit hours
ANTH 419
ANTH 420
ANTH 459
ANTH 489 (or the 500- and 600-level equivalents)

Formerly:
9 credit hours
ANTH 419
ANTH 420
ANTH 489 (or the 500- and 600-level equivalents)

Rationale: Add Public Heritage and Community Archaeology (ANTH 453) to DDHR Graduate Certificate Required courses. The course adds an archaeology option (in addition to ANTH 419 (Human Rights), ANTH 420 (Disasters), and ANTH 489 (Forensic Science and Human Rights). Impact on other units: none. Financial impact: none.

DEPARTMENT OF CHEMISTRY

REVISE PROGRAM REQUIREMENTS: CHEMISTRY MAJOR, MS

In the 2022-23 Graduate Catalog, remove "Additional Course Requirements" section from all concentrations in the MS program.

Formerly:
Additional Course Requirements
Prescribed courses based on performance on diagnostic examinations.
Analytical: CHEM 210, CHEM 510, CHEM 511 or CHEM 513
Inorganic: CHEM 330, CHEM 530 or CHEM 531
Organic: CHEM 260, CHEM 360, CHEM 450, CHEM 550 or CHEM 551
Physical: CHEM 370, CHEM 570, CHEM 572 or CHEM 573

Rationale: We are proposing to remove the requirement that entering chemistry graduate students must take diagnostic entrance exams, the results from which have been used to prescribe additional courses as a breadth requirement. Our experience and data indicate that these entrance exams are not a good indicator of student performance in the graduate program. This change will provide our graduate students greater flexibility to select coursework that will be most beneficial for their career, particularly with the growth in interdisciplinary research. Impact on other units: none. Financial impact: none.

REVISE PROGRAM REQUIREMENTS: REVISE CHEMISTRY MAJOR, PHD

In the 2022-23 Graduate Catalog, remove “Additional Course Requirement” section from all concentrations in the PhD program.

Formerly:
Additional Course Requirements
Prescribed courses based on performance on diagnostic examinations.
Analytical: CHEM 210, CHEM 510, CHEM 511 or CHEM 513
Inorganic: CHEM 330, CHEM 530 or CHEM 531
Organic: CHEM 260, CHEM 360, CHEM 450, CHEM 550 or CHEM 551
Physical: CHEM 370, CHEM 570, CHEM 572 or CHEM 573

Rationale: We are proposing to remove the requirement that entering chemistry graduate students must take diagnostic entrance exams, the results from which have been used to prescribe additional courses as a breadth requirement. Our experience and data indicate that these entrance exams are not a good indicator of student performance in the graduate program. This change will provide our graduate students greater flexibility to select coursework that will be most beneficial for their career, particularly with the growth in interdisciplinary research. Impact on other units: none. Financial impact: none.

DEPARTMENT OF ENGLISH

REVISE REQUIREMENTS: DIGITAL HUMANITIES GRADUATE CERTIFICATE

In the 2022-23 Graduate Catalog, revise certificate requirements as shown below.

1) Under Required courses, replace ENGL 590 with ENGL 595.

   ENGL 595

Formerly:
ENGL 590

2) Under headings below, remove current lists and replace with the following.

   Six (6) credit hours chosen from:
   CLAS 562
   CLAS 439
   CLAS 444
   CLAS 446
   CNST / WGS 469
   ENGL 412
   ENGL 462
   ENGL 466
   ENGL 494
   ENGL 508
   ENGL 531
   ENGL 594
   ENGL 610
   ENGL 640
   ENGL 680
   GERM 556
   GERM / CNST 423
   GRDS 444
   HIST 530

HIST 630
HIST 642
REST 581
SOCI 415

Special topics courses when approved by the DH program chair
ENGL 443
ENGL 470
ENGL 483
ENGL 484
ENGL 485
ENGL 486
ENGL 489
ENGL 688
HIST 541
MRST 510

Formerly:
CLAS 562
CLAS 436
CLAS 444
CNST 469 / WGS 469
ENGL 412
ENGL 462
ENGL 466
ENGL 494
ENGL 508
ENGL 531
ENGL 594
ENGL 610
ENGL 640
ENGL 680
GERM 556
GERM 423 / CNST 423
HIST 530
HIST 630
HIST 642

Special topics courses as approved by the DH program chair:
ENGL 470
ENGL 688
ENGL 489 / CNST 489
HIST 541
MRST 510

Rationale: One of the main courses for the program has become a permanent course, and thus its new course number needed to be added to the program requirements. Additional courses have been added that fulfill program requirement II. Impact on other units: none. Financial impact: none.

REVISE REQUIREMENTS: ENGLISH MAJOR, PHD

In the 2022-23 Graduate Catalog, revise program requirements as shown below.

1) Under Creative Writing concentration, Non-Course requirements heading, revise third bullet:

A comprehensive examination which may be divided as the department directs (see the English Department Graduate Studies web pages). The comprehensive examination is given twice a year, normally in February and September. Before a student may take it, they must have completed all required coursework. A student must also have met all requirements for foreign languages before beginning the first part of the examination.

Formerly:
A comprehensive examination which may be divided as the department directs (see the English Department Graduate Studies web pages). The comprehensive examination is given twice a year, normally in February and September. Before a student may take it, he/she must have completed all required coursework. A student must also have met all requirements for foreign languages before beginning the first part of the examination.

2) Under Literature, Criticism, and Textual Studies concentration, Non-Course requirements, revise third bullet

A comprehensive examination which may be divided as the department directs (see the English Department Graduate Studies web pages). The comprehensive examination is given twice a year, normally in February and September. Before a student may take it, they must have completed all required coursework. A student must also have met all requirements for foreign languages before beginning the first part of the examination.

Formerly: A comprehensive examination which may be divided as the department directs (see the English Department Graduate Studies web pages). The comprehensive examination is given twice a year, normally in February and September. Before a student may take it, he/she must have completed all required course work. A student must also have met all requirements for foreign languages before beginning the first part of the examination.

3) Under Rhetoric, Writing, and Linguistics concentration, Non-Course requirements heading, revise third bullet

A comprehensive examination which may be divided as the department directs (see the English Department Graduate Studies web pages). The comprehensive examination is given twice a year, normally in February and September. Before a student may take it, they must have completed all required coursework. A student must also have met all requirements for foreign languages before beginning the first part of the examination.

Formerly:
A comprehensive examination which may be divided as the department directs (see the English Department Graduate Studies web pages). The comprehensive examination is given twice a year, normally in February and September. Before a student may take it, he/she must have completed all required coursework. A student must also have met all requirements for foreign languages before beginning the first part of the examination.

Rationale: updating catalog language to be more inclusive. Impact on other units: none. Financial impact: none.

DEPARTMENT OF MATHEMATICS

REVISE EXAM REQUIREMENT: MATHEMATICS MAJOR, MS – COURSEWORK ONLY WITH COMP EXAM OPTION

In the 2022-23 Graduate Catalog, for the Coursework Only with Comprehensive Exam Option, under the Non-Course Requirements heading revise as follows:

The student must pass one written examination (from the set of those required for the PhD) with a PhD level passing score.

Formerly: The student must pass two written examinations with a PhD level passing score as required in the PhD program.

Rationale: It is not uncommon for students to re-evaluate their goals after the first year in the PhD program and decide to graduate with a M.S. degree instead. This curricular change would facilitate that process. The two-exam requirement is appropriate for the PhD program. This change was approved by the Mathematics faculty and department head. Impact on other units: none. Financial impact: none.

+ ADD CERTIFICATE

Mathematics

In the 2022-2023 Graduate Catalog, add heading, text, and requirements for new certificate:

Mathematics Graduate Certificate
The graduate certificate in Mathematics is intended for new and currently admitted students seeking to development foundational math content knowledge at the graduate level. Coursework in this certificate consists of a subset of courses required for the Master of Mathematics degree program. All graduate courses in this certificate are delivered online through Distance Education. By taking the required 18 graduate credit hours of math content courses to complete this certificate, candidates fulfill a common minimum qualification for secondary education math teachers to teach dual enrollment math courses. Dual enrollment courses are defined to be ones that can count for both high school and college credit. Because dual enrollment qualifications vary, candidates should first check with their own institutions and state requirements to ensure that this certificate is sufficient.

Campus Code
Distance Education
Knoxville Campus

Graduate Certificate Type
Add-On
Stand-Alone

Admissions Standards/Procedures
Applicants can be currently admitted to the Master of Mathematics degree program at UTK or can apply solely for the Graduate Certificate in Mathematics program through the Graduate Admissions Office. Admissions standards are the same for the Master of Mathematics degree program as for the Graduate Certificate in Mathematics:

Before admission to the Graduate Certificate in Mathematics, preference will be given to applicants who have either

- Certification for teaching secondary mathematics in at least one state, or
- Three years of elementary school, secondary school, or community college teaching experience. In exceptional circumstances, part of this admission requirement might be satisfied concurrently with coursework, or
- The three years of teaching experience might be satisfied concurrently with coursework
- Applicants must have successfully completed one year of calculus (141-142 or equivalent) and a mathematics course beyond the calculus sequence.

Application Entry Term(s): fall, spring, and summer

Academic Standards
Students must maintain a cumulative GPA of at least 3.0 on all graduate courses in the program. All courses must be completed at UTK within five years of admission to the certificate program.

Credit Hours Required: 18 graduate credit hours

Required Courses:
Choose 6 of the following graduate MATH courses:

MATH 503
MATH 504
MATH 505
MATH 506
MATH 507
MATH 508
MATH 510
MATH 530
MATH 550

Non-Course Requirements:
To receive the certificate, students must
1) complete the Graduate Certificate Course Verification Form (located on the Graduate School webpage under the Forms Central tab) and
2) through MyUTK, apply to graduate from the certificate program.

Rationale: Currently, some Master of Mathematics (MM) students do not need a master's degree for their career goals of teaching dual enrollment courses, but they end up applying for the MM because this is the most feasible way to take these graduate math courses. Adding a certificate with a common minimum qualification for teaching dual enrollment courses allows these students and future applicants to meet their career needs without applying for a master's program that they do not intend to finish. Additionally, they can list the completion of a graduate certificate as part of their credentials instead of an incomplete master's degree. Impact on other units: none. Financial impact: none. **CIP Code 27.0101.**

DEPARTMENT OF MICROBIOLOGY

REVISE ADMISSION STANDARDS: MICROBIOLOGY MAJOR, MS

In the 2022-2023 Graduate Catalog, under the Admissions heading, revise 3rd bullet as follows:

- Optional (not required) the general portion of the Graduate Record Examination.

Formerly: The department also requires the general portion of the Graduate Record Examination.

Rationale: GRE requirement for graduate admission is not necessary. Impact on other units: none. Financial impact: none.

DEPARTMENT OF MODERN FOREIGN LANGUAGES AND LITERATURES

REVISE REQUIREMENTS – FRENCH MAJOR, MA

In the 2022-2023 Graduate Catalog, revise as follows:

1) Revise description

The Master of Arts in French is a two-year program designed to provide students with an intensive overview of Francophone culture, history, literature, film, and more. Students are encouraged to pursue an additional field of interest in consultation with their adviser, such as Linguistics, Africana Studies, Gender Studies, etc. We offer tuition waivers and GTA stipends on a competitive basis. Students receive teaching training during the first year in the program and teach lower-division French courses their second year.

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

2) Under Thesis Option heading, revise description.

Thesis Option
Students who choose the thesis option demonstrate their research skills by (i) submitting a thesis and defending it during an oral examination or (ii) successfully completing a project and defending it during an oral examination. The student will work closely with a French faculty member who specializes in their field of interest. Additional information can be found in the MFLL Graduate Handbook available on the department's webpage.

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

3) Under Thesis Option heading, revise bullet under the Additional Course Requirements

- MFLL 512 (pedagogical theory) is required for all new GTAs who have not already taken a similar course.

Formerly: MFLL 512 is required for all new GTAs.

4) Under Thesis Option heading, remove current text under the Non-Course Requirements and replace as follows:

- The thesis or project director must be established, and a formal proposal approved by the end of the second semester of coursework.
- The thesis or project must be completed and defended by the end of the fourth semester of course work.
  - The thesis will be 70-100 pages in length.
  - The project may be presented in written or other form for the defense.
- A final oral examination (defense) covering the thesis or project is required.

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

5) Under Coursework Only with Comp Exam heading, replace text under the Required Courses heading as follows:

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

Formerly:
Completion of at least 30 graduate credit hours of coursework
A maximum of 9 credit hours at the 400-level (only those 400-level courses that appear in the Graduate Catalog may be usedThe remainder at the 500-level
Under certain conditions, the student may take 600-level seminars.
If the student chooses to have a minor (such as Italian or Portuguese), at least 24 credit hours must be taken in the major and 6 credit hours in the minor.

6) Under Coursework Only with Comp Exam heading, remove bullet and text under the Non-Course Requirements

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

Rationale: French is reformulating the MA to include a project in the thesis option, in order to expand students' abilities to pursue their interests by doing a stand-alone MA, and to respond to changes in the field that would improve the students' chances of joining a PhD program. Impact on other units: none. Financial impact: none.

REVISE REQUIREMENTS – GERMAN MAJOR, MA

In the 2022-2023 Graduate Catalog, for the Thesis Option, revise as follows:

1) Under the Required Courses heading, remove the 3rd bullet (first sub-bullet) as shown below.

Formerly:
Only one of which may be chosen from GERM 411-GERM 412 or GERM 485.

2) Under the Non-Course Requirements heading, revise 3rd bullet and remove last (5th) bullet.

- A standardized German language exam at the B2-level (CEFR) /Advanced Low-level (ACTFL), or higher.

Formerly:
A standardized language exam, such as the Zentrale Mittelstufenprüfung
A maximum of 3 credit hours of GERM 595 can be counted towards the degree requirements.

3) Under the Coursework Only with Comprehensive Exam Option heading, remove current description and replace as follows:

The Coursework Only with Comprehensive Exam Option requires more coursework than the Thesis Option.

Formerly:
In this option students demonstrate their research capability by submitting to their three-person graduate committee a dossier consisting of two research papers, the first a seminar paper written in a 600-level German course and the second a paper previously written for another graduate course in German. Additional information on this option can be found in the MFLL Graduate Handbook available on the department's webpage.

4) Under the Coursework Only Option, under the Required Courses heading, revise sub-bullets as follows.

- Graduate courses in other programs may be counted with permission of the graduate advisor in German.
- A maximum of three 400-level courses (only those 400-level courses that appear in the Graduate Catalog may be applied) may be counted toward the 24 credit hours of graduate coursework.
- MFLL 512 is required for all new GTAs.
- Enrollment in GERM 595 for 1 credit hour per semester for the duration of the degree whenever GERM 595 is offered. A maximum of 3 credit hours of GERM 595 can be counted towards the degree.

Formerly:
At least one 600-level course for which a seminar paper is required.
Only one course may be chosen from GERM 411-GERM 412 or GERM 485
Graduate courses in other programs may be counted with permission of the graduate advisor in German.
MFLL 512 is required for all students and may be taken only one.
A maximum of three 400-level courses (taken for graduate credit) may be counted toward the 30 credit hours of graduate course work.
Enrollment in GERM 595 for 1 credit hour per semester for the duration of the degree, whenever GERM 595 is offered.

5) Under the Coursework Only Option, under the Non-Course Requirements heading, remove current bullets and replace as follows:

- A common written exam over the designated reading list
- A standardized German language exam at the B2-level (CEFR) /Advanced Low-level (ACTFL), or higher.
- Each non-thesis MA candidate will have a committee of three faculty members in German.

Formerly:
A common written exam over the designated reading list
A standardized language exam, such as the Zentrale Mittelstufenprüfung
Each non-thesis MA candidate will have a committee of three faculty members in German to whom the student will submit a dossier consisting of
the seminar paper (see first bullet under Required Courses) and
one paper previously submitted in a graduate course; the length and type of the papers is described in greater detail in the Manual for Graduate Students in German.
A maximum of 3 credit hours of GERM 595 can be counted towards the degree requirements.

Rationale: The proposed changes:
<u>Thesis option changes</u>:
1.) will give students more flexibility with regard to German courses at the 400-level that can be taken for graduate credit. The limitation that a "maximum of three 400-level courses (taken for graduate credit) may be counted toward the 24 credit hours of graduate course work" remains in place.
2.) clarify that MFLL 512 is only a mandatory course for new GTAs,

3.) specify under "Required Courses" (instead of under "Non-Course Requirements") that a maximum of 3 credit hours of GERM 595 can count towards the degree.
4.) specify more clearly the expectations with regard to the proficiency level of the standardized German language exam listed under "Non-Course Requirements

Course only with comprehensive exam changes
1.) align this degree option more closely with "Course Only with Comprehensive Exam" degree options at the M.A. level in other subject areas by highlighting that additional course work is the main difference as compared to the "Thesis Option" (see for example Spanish, French, History)
2.) will give students more flexibility with regard to German courses at the 400-level that can be taken for graduate credit. The limitation that a "maximum of three 400-level courses (taken for graduate credit) may be counted toward the 24 credit hours of graduate course work" remains in place.
3.) clarify that MFLL 512 is only a mandatory course for new GTAs,
4.) specify under "Required Courses" (instead of under "Non-Course Requirements") that a maximum of 3 credit hours of GERM 595 can count towards the degree.
5.) specify more clearly the expectations with regard to the proficiency level of the standardized German language exam listed under "Non-Course Requirements
Impact on other units: none. Financial impact: none.

- **ADD TWO CONCENTRATIONS – SPANISH MAJOR, MA**

  Literary and Cultural Studies

  Applied Linguistics & Second Language Studies

REVISE REQUIREMENTS – SPANISH MAJOR, MA

In the 2022-2023 Graduate Catalog, revise to remove current description and requirements and replace with text and requirements for the two new concentrations.

1) Replace existing options and requirements with the two new concentration options and requirements.

The Spanish MA degree is a two-year program that offers two concentrations. One is a concentration in Literary and Cultural Studies that focuses on the literatures and cultures of Spain, Latin America, and the Caribbean. Students receive training in cultural studies, literary analysis, and basic techniques of criticism, and are exposed to a wide variety of works and authors from different cultural areas, periods, and genres. The second is a concentration in Applied Linguistics & Second Language Studies, which provides students with foundational coursework in Spanish and Applied Linguistics, especially Second Language Studies, as well as offering options for cultural studies relevant to the Hispanic world and other linguistics coursework.

Formerly: The MA degree in Spanish is a two-year program that focuses on the literatures and cultures of Spain, Latin America, and the Caribbean. Students receive training in cultural studies, literary analysis, and basic techniques of criticism, and are exposed to a wide variety of works and authors from different cultural areas, periods, and genres.

2) Under Options Available heading, revise as follows:

Literary and Cultural Studies – Thesis Option, Coursework Only with Comprehensive Exam Option
Applied Linguistics & Second Language Studies - Thesis Option, Coursework Only with Comprehensive Exam Option

Formerly:
Thesis Option
Coursework Only with Comprehensive Exam Option

3) Replace all text currently under Thesis and Coursework only with Comprehensive Exam option to show options and requirements for the two new concentrations.

Literary and Cultural Studies Concentration, Thesis Option

The thesis option provides more focus on in-depth research.

Credit Hours Required
Minimum of 30 graduate credit hours

Required Courses
- SPAN 500, minimum 6 credit hours
- A minimum of 24 credit hours in graduate coursework

- A maximum of 6 credit hours may be taken at the 400-level (only those 400-level courses that appear in the Graduate Catalog may be applied)
- The remaining 18 credit hours at the 500-level
- Under certain conditions, the student may take 600-level seminars
- MFLL 512 is required for all students and may be taken only once

Non-Course Requirements

- A thesis with a minimum of 6 credit hours of SPAN 500
- A written examination covering the coursework and selected items from a master reading list
- A final oral examination covering the thesis

Literary and Cultural Studies Concentration, Course Only with Comprehensive Exam

The Course Only with Comprehensive Exam option requires more coursework than the Thesis option.

Credit Hours Required
Minimum of 30 graduate credit hours

Required Courses

- Completion of at least 30 credit hours of graduate coursework with
  - A maximum of 6 credit hours may be taken at the 400-level (only those 400-level courses that appear in the Graduate Catalog may be applied)
  - The remaining 24 credit hours at the 500-level
  - Under certain conditions, the student may take 600-level seminars
  - MFLL 512 is required for all students and may be taken only once

Non-Course Requirements

- A written examination covering the course work and selected items from a master reading list.

Applied Linguistics & Second Language Studies Concentration, Thesis

The thesis option provides more focus on in-depth research.

Credit Hours Required
Minimum of 30 graduate credit hours

Required Courses

- SPAN 500, minimum 6 credit hours
- A minimum of 24 credit hours in graduate coursework
  - A maximum of 9 credit hours may be taken at the 400-level (only those 400-level courses that appear in the Graduate Catalog may be applied)
  - The remaining 15 credit hours at the 500-level
  - Under certain conditions, the student may take 600-level seminars
  - At least 12 credit hours must be in courses taught in Spanish
  - At least 18 credit hours must be Linguistics-related courses
    - **Required courses:**
    - MFLL 512
    - SPAN 529
    - SPAN 530
    - Statistics course - one of the following, or other approved course
      - EDPY 577
      - PSYC 521
  - Remaining hours (beyond required courses) may be selected from the Elective courses list, or other courses approved in consultation with the Graduate Advisor and Linguistics Faculty

Non-Course Requirements

- A thesis with a minimum of 6 credit hours of SPAN 500.
- A written examination covering the course work and selected items from a master reading list.
- A final oral examination covering the thesis.

Thesis:

- The thesis committee should consist of a faculty mentor (from MFLL) with two additional committee members (from MFLL or outside of the department).
- Students will take 6 hours of thesis preparation, preferably 3 hours in the fall and 3 hours in the spring of the final year.
- Thesis topics may include areas such as linguistics, applied linguistics, second language acquisition or teaching of language and/or culture.
- The thesis may be an experimental research proposal with pilot data or a state-of-the-art literature review.
- The thesis should be approximately 50 pages in length (excluding bibliography) written in APA style.

Thesis defense:

- Consists of a presentation to committee members and an oral defense of the thesis.
- The thesis will be sent to committee members at least 2 weeks in advance of the defense.

Applied Linguistics & Second Language Studies Concentration, Coursework Only with Comprehensive Exam

The Course Only with Comprehensive Exam option requires more coursework than the Thesis option.

Credit Hours Required
Minimum of 30 graduate credit hours

Required Courses

- Completion of at least 30 credit hours of graduate course work with
  - A maximum of 9 credit hours at the 400-level (taken for graduate credit)
  - The remaining 21 credit hours at the 500-level
  - Under certain conditions, the student may take 600-level seminars.
  - At least 12 credit hours must be in courses taught in Spanish.
  - At least 18 credit hours must be Linguistics-related courses.
  - **Required courses**:
    - MFLL 512
    - SPAN 529
    - SPAN 530
    - Statistics course - one of the following, or other approved course:
- EDPY 577
- PSYC 521
  - Remaining hours (beyond required courses) may be selected from the Elective courses list, or other courses approved in consultation with the Graduate Advisor and Linguistics Faculty.

Non-Course Requirements
A written examination covering the coursework and selected items from a reading list.

Comprehensive exams
Students in the non-thesis option will be required to take comprehensive exams during their final semester based on the core courses below (i.e., course materials, articles, etc. from each course).

Applied Linguistics & Second Language Studies Elective Courses
Linguistics courses:

SPAN 531
SPAN 551
SPAN 621
SPAN 410
SPAN 420
SPAN 430
SPAN 432
SPAN 551
MFLL 400
LING 471
LING 472
LING 474
LING 476
LING 425
LING 423
LING 426
LING 421

Psychology and Educational Psychology Courses:

PSYC 400
PSYC 521
PSYC 570
PSYC 580

Cultural course taught in Spanish:

SPAN 434
SPAN 461
SPAN 461
SPAN 462
SPAN 484
SPAN 489
SPAN 553

SPAN 581
SPAN 587

Language courses:
If the student decides to complete a minor in another language, they can take a sequence of two courses in another language at an appropriate level.

Formerly:
Thesis
The thesis option provides more focus on in-depth research.
Credit Hours Required
Minimum of 30 graduate credit hours
Required Courses
SPAN 500, 6 credit hours
A minimum of 24 credit hours in graduate course work
A maximum of 6 credit hours may be taken at the 400-level (for graduate credit)
The remaining 18 credit hours at the 500-level
Under certain conditions, the student may take 600-level seminars.
MFLL 512 is required for all students and may be taken only one.
Non-Course Requirements
A thesis with a minimum of 6 credit hours of SPAN 500
A written examination covering the course work and selected items from a master reading list.
A final oral examination covering the thesis.

Course Only with Comprehensive Exam
The Course Only with Comprehensive Exam option requires more coursework than the Thesis option.
Credit Hours Required
Minimum of 30 graduate credit hours
Required Courses
Completion of at least 30 credit hours of graduate course work with
A maximum of 6 credit hours at the 400-level (taken for graduate credit)
The remaining 24 credit hours at the 500-level.
Under certain conditions, the student may take 600-level seminars.
MFLL 512 is required for all students and may be taken only one.
Non-Course Requirements
A written examination covering the course work and selected items from a master reading list.

Rationale: Revising the MA degree to add 2 concentrations. Revise to show options for two concentrations: Literary and Cultural Studies - Thesis, Course Only with Comprehensive Exam and Applied Linguistics & Second Language Studies - Thesis, Course Only with Comprehensive Exam. Impact on other units: none. Financial impact: none.

REVISE REQUIREMENTS – MODERN FOREIGN LANGUAGES MAJOR, PHD

In the 2022-2023 Graduate Catalog, revise description, admission standards, required courses, and non-course requirements.

1) Revise introductory paragraph as follows.

The PhD with a major in modern foreign languages requires advanced training in a major language (French, German, or Spanish) and either a second language, applied linguistics, or Latin American Studies. Students may also choose to take courses in a cognate field.

Formerly: The PhD with a major in modern foreign languages requires advanced training in a major language (French, German, Spanish) and either a second language (French, German, Italian, Portuguese, Russian, Spanish), applied linguistics or Latin American Studies.

2) Under the Admissions Standards/Procedures heading, revise paragraph as follows:

Generally, applicants will have completed an MA in French, German, or Spanish to be accepted into this program, but consideration will also be given to those with significant graduate training in any of these areas. Both graduates of institutions in the United States and those with graduate degrees from institutions outside the United States must have a grade point average of at least 3.00.

Formerly: Generally, applicants must have completed a BA in French, German or Spanish to be accepted into this program. Consideration will also be given to applicants who do not have an undergraduate degree in one of the three foreign languages but do have the equivalent of an undergraduate major in one of them. Both graduates of institutions in the United States and those with undergraduate degrees from institutions outside the United States must have a grade point average of at least 3.00.

3) Under the Required Courses, remove existing text and replace with new text as follows:

First Concentration in French, German, or Spanish: A minimum of 39 graduate credit hours in the chosen field (45 if the student chooses not to do a cognate field) beyond the bachelor's degree, distributed as follows:

- 400-level-A maximum of 6 graduate credit hours of 400-level classes taken for the MA may be applied.
- 500-level-A minimum of 27 credit hours. These must include MFLL 512 and MFLL 584. Thesis credit hours are excluded. If MFLL 512 is used as part of a second concentration in applied linguistics, another course must be substituted in the first concentration.
- 600-level-6 credit hours must be taken at the 600-level, exclusive of dissertation hours.
- FREN 600, GERM 600, or SPAN 600 (dissertation): minimum of 24 credit hours.

Second Concentration
A minimum of 18 graduate credit hours beyond the bachelor's degree, taken in the field of Latin American Studies, Applied Linguistics, or a second language, either French, German, Italian, Portuguese, Russian, or Spanish. 12 of these credit hours must be at the 500-level or above.

- Second concentration in applied linguistics in French, German, or Spanish:
  - French: students must take French FREN 421; FREN 425; MFLL 512; and 9 credit hours of appropriate electives in English or French. The student's graduate advisor must approve the electives chosen.
  - German: students must take GERM 425, GERM 435 or GERM 510, MFLL 512, 3 credit hours of German linguistics, such as GERM 426, GERM 631, or GERM 632, and 6 credit hours of linguistics electives in English or German. The student's graduate advisor must approve the electives chosen.
  - Spanish: students must take SPAN 421, SPAN 425; MFLL 512; and 9 credit hours of appropriate electives in English or Spanish. The student's graduate advisor must approve the electives chosen.
- Second concentration in Latin American Studies. Students choosing Latin American Studies as their second concentration will take 6 graduate credit hours in an appropriate language area that is outside their primary concentration (either French, Portuguese, or Spanish), and in addition 12 graduate credit hours in Latin American Studies classes outside of the primary concentration. This combination reinforces a student's first concentration that requires 45 graduate credit hours beyond the BA degree in the primary language and literature area. Although the principal target audience consists of doctoral students in Spanish, and especially those with a Latin American specialization, the second concentration in Latin American Studies is available to all PhD students in Modern Foreign Languages. The 18-credit hour concentration in Latin American Studies consists of the following requirements:
  - Two courses (6 credit hours) at the 400- or 500-level in French, Portuguese, or Spanish, but outside of the student's first concentration language. Both classes must be taken in the same language area and need to be conducted in the target language.
  - A graduate course (3 credit hours) with Latin American content offered by a unit outside of MFLL (preferably History). This course must be approved by the student's graduate advisor.
  - Three additional graduate courses in at least 2 disciplines outside of the student's primary concentration. (e.g., Anthropology, Cinema Studies, French, History, Political Science, Portuguese, Sociology, Spanish). These courses must be approved by the student's graduate advisor, and at least one of these three courses (a minimum of three graduate credit hours) must be taken at the 500-level. Consult with the Chari of Latin American Studies for course selection.

Optional Cognate Field.
A maximum of 6 hours. With the approval of their advisors, students may choose to take six credit hours in graduate courses numbered 400 and above in a field outside the department or language family of the first concentration but related to the student's principal area of research. Students choosing applied linguistics as a second concentration are strongly urged to take their cognate work in a second language; students choosing Latin American Studies do not have the option of taking courses in a cognate field.

Formerly:
Required Courses:
For candidates with French or Spanish as a first concentration, two tracks are available.

Track I. The coursework for Track I must be distributed as follows: at least 39 credit hours in the first concentration; at least 18 credit hours in the second concentration; and at least 6 credit hours in a cognate field or in either the first or second concentration as approved by the student's graduate committee.

Track II. The coursework for Track II must be distributed in this way: at least 45 credit hours in the first concentration; at least 12 credit hours in the second concentration; and at least 6 credit hours in a cognate field or in either the first or second concentration as approved by the student's graduate committee. Students choosing Latin American Studies as their second concentration will take 6 graduate credit hours in an appropriate language area that is outside their primary concentration (either French, Portuguese, or Spanish), and in addition 12 graduate credit hours in Latin American Studies classes outside of the primary concentration.

Track II, please note: Graduate students who select Track II and do not combine their cognate field (6 credit hours) and the field of the second concentration (12 credit hours) will normally not be eligible to teach their field of the second concentration at institutions which follow Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) guidelines for college foreign language teaching. SACSCOC requires a minimum of 18 graduate credit hours for eligibility to teach a given field at the college level. Students who choose to combine the second concentration (Track II) with the 6 credit hours in the cognate field will have a minimum of 18 credit hours in the field of the second concentration, and they will therefore be eligible to teach the field of the second concentration at institutions that follow SACSCOC guidelines.

The course work for all concentrations must be distributed as follows:
First Concentration: German. A minimum of 39 credit hours of German courses beyond the bachelor's degree, distributed as follows.
400-level – A maximum of 6 graduate credit hours of 400-level classes taken for the MA may be applied.
500-level – A minimum of 21 credit hours must be taken. These must include MFLL 512, MFLL 584, GERM 519, and GERM 595. Whenever GERM 595 is offered, students must enroll for a minimum of 1 credit hour per semester until the degree is earned. Thesis credit hours are excluded, and a maximum of 3 credit hours of GERM 595 can be counted towards the degree requirements. If MFLL 512 is used as part of a second concentration in applied linguistics, another course must be substituted in the first concentration.
600-level – A minimum of 12 credit hours must be taken, exclusive of dissertation credit hours.

First Concentration: French or Spanish. A minimum of either 39 (Track I) or 45 (Track II) credit hours of French or Spanish courses beyond the bachelor's degree, distributed as follows.
400-level – A maximum of 6 graduate credit hours of 400-level classes taken for the MA may be applied.
500-level – A minimum of 21 (Track I) or 27 (Track II) credit hours must be taken. These must include MFLL 512 and MFLL 584 for students with a first concentration in French, or MFLL 512 for students with a concentration in Spanish. Thesis credit hours are excluded. If MFLL 512 is used as part of a second concentration in applied linguistics, another course must be substituted in the first concentration.
600-level – A minimum of 12 credit hours must be taken, exclusive of dissertation credit hours.
FREN 600, GERM 600, or SPAN 600, minimum of 24 credit hours

Additional Course Requirements
Second Concentration. A minimum of 18 (German or Track I) or 12 (Track II) credit hours beyond the bachelor's degree, taken in the field of Latin American Studies, applied linguistics or in a second language, either French, German, Italian, Portuguese, Russian or Spanish. For Track I and German, 12 of these credit hours must be at the 500-level or above. For Track II, 3 of these credit hours must be at the 500-level or above.

Cognate Field. Six credit hours in graduate courses numbered 400 and above in a field outside the department or language family of the first concentration but related to the student's principal area of research. Students choosing applied linguistics as a second concentration are strongly urged to take their cognate work in a second language, and students choosing Latin American Studies as a second concentration are required to take 6 graduate credit hours outside their primary concentration in French, Portuguese or Spanish in lieu of the cognate area. Students who select applied linguistics, French, German, Italian, Portuguese, Russian, and Spanish as their area of second concentration may seek the approval of their graduate committee to substitute the 6 credit hours in the cognate field by 6 credit hours in either the first or second concentration.

Non-Course Requirements.
See information given below.
Second Concentration
- Applied Linguistics
- French
- German
- Italian
- Latin American Studies
- Portuguese
- Russian
- Spanish

Credit Hours Required
A minimum of 87 graduate credit hours (a minimum of 63 credit hours of graduate course work beyond the bachelor's degree in addition to 24 credit hours of doctoral research and dissertation)

Required Courses
A minimum of 18 (German or Track I) or 12 (Track II) credit hours beyond the bachelor's degree, taken in the field of Latin American Studies, applied linguistics or in a second language, either French, German, Italian, Portuguese, Russian or Spanish. For Track I and German, 12 of these credit hours must be at the 500-level or above. For Track II, 3 of these credit hours must be at the 500-level or above.

French students choosing applied linguistics must take French FREN 421; FREN 425; MFLL 512; and 9 (Track I) or 3 (Track II) credit hours of appropriate electives in English or French. The student's graduate advisor must approve the electives chosen.

German students choosing applied linguistics must take GERM 425, GERM 435 or GERM 510, MFLL 512, 3 credit hours of German linguistics, such as GERM 426, GERM 631, or GERM 632, and 6 credit hours of linguistics electives in English or German. The student's graduate advisor must approve the electives chosen.

Spanish students choosing applied linguistics must take SPAN 425; MFLL 512; and 9 (Track I) or 3 (Track II) credit hours of appropriate electives in English or Spanish. The student's graduate advisor must approve the electives chosen.

Second concentration in Latin American Studies. The second concentration in Latin American Studies combines the current second concentration of Track II (12 credit hours) and the cognate area (6 credit hours). Students choosing Latin American Studies as their second concentration will take 6 graduate credit hours in an appropriate language area that is outside their primary concentration (either French, Portuguese, or Spanish), and in addition 12 graduate credit hours in Latin American Studies classes outside of the primary concentration. This combination reinforces a student's first concentration that requires 45 credit hours beyond the BA degree in the primary language and literature area. Although the principal target audience consists of doctoral students in Spanish, and especially those with a Latin American specialization, the second concentration in Latin American Studies is available to all Ph.D. Students in Modern Foreign Languages. The 18 credit hour concentration in Latin American Studies consists of the following requirements:

Two courses (6 credit hours) at the 400- or 500-level in French, Portuguese, or Spanish, but outside of the student's first concentration language. Both classes must be taken in the same language area and need to be conducted in the target language.

A graduate course (3 credit hours) with Latin American content offered by a unit outside of MFLL (preferably History). This course must be approved by the student's graduate advisor.

Three additional graduate courses in at least 2 disciplines outside of the student's primary concentration. (e.g., Anthropology, Cinema Studies, French, History, Political Science, Portuguese, Sociology, Spanish). These courses must be approved by the student's graduate advisor, and at least one of these three courses (a minimum of three graduate credit hours) must be taken at the 500-level. Consult with the Chair of Latin American Studies for course selection.

Additional Course Requirements
Cognate Field. Six credit hours in graduate courses numbered 400 and above in a field outside the department or language family of the first concentration but related to the student's principal area of research. Students choosing applied linguistics as a second concentration are strongly urged to take their cognate work in a second language, and students choosing Latin American Studies as a second concentration are required to take 6 graduate credit hours outside their primary concentration in French, Portuguese or Spanish in lieu of the cognate area. Students who select applied linguistics, French, German, Italian, Portuguese, Russian, and Spanish as their area of second concentration may seek the approval of their graduate committee to substitute the 6 credit hours in the cognate field by 6 credit hours in either the first or second concentration.

4) Under the Non-Course Requirements, revise as follows:

Remove the first bullet and sub-bullet

Formerly:
For any languages taken as a first or second concentration, a student must demonstrate competence by taking a test. The test will include reading, writing, listening, and speaking, and should be completed by the time the student reaches 40 credit hours of study beyond the bachelor's degree. Standardized examinations that may be used for this purpose include applicable portions of the National Teachers Examination, the MLA Examination for Teachers and Advanced Students, or the proficiency standards of the United States Foreign Service Institute (FSI).

For students choosing applied linguistics as an area of second concentration, reading competence in a second language is required. Competence will be determined by translation of a text from the foreign language into English, the test will be administered by the department.

Rationale: Our MFLL PhD program is unwieldy and difficult for the students to follow. The new version resolves all differences among the three main language fields and streamlines the program. Impact on other units: none. Financial impact: none.

SCHOOL OF MUSIC

+ ADD CERTIFICATE

Artist Certificate in Percussion Performance

In the 2022-2023 Graduate Catalog, add heading, text, and requirements for new certificate.

Artist Certificate in Percussion Performance

Campus Code
Knoxville

Graduate Certificate Type
Stand-Alone

Admissions Standards/Procedures
- Applicants to this graduate certificate must hold a minimum of the bachelor's degree or equivalency and follow the procedures and regulations for applying for admission to graduate study at the University of Tennessee, Knoxville, and the Graduate Division of the School of Music. Required credentials for admission to the School of Music include:
- A completed online application submitted to the Graduate Admissions Office
- University admissions application fee
- Official transcripts of all post-secondary studies
- Two letters of recommendation, and a repertoire list
- Applicants whose native language is not English are required to take and pass the Test of English as a Foreign Language (TOFEL) or the International English Language Testing System (IELTS). Passing marks are 550, 80, and 6.5 for paper-based, internet-based (IBT) TOEFL, and IELTS respectively.
- In addition to applying to the University of Tennessee, Knoxville Graduate School, applicants must apply to the School of Music through the Accepted portal on the School of Music website.

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

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

Academic Standards
Cumulative graduate GPA of 3.00 or better

Credit Hours Required:
23 graduate credit hours

Required Courses
- Private Instruction 8 credit hours
- [1] MUSC 503 (Solo Class) (0)
- Music Ensemble (4)
  - Any MUEN (2)
  - Chamber Music (2)
- [3] Percussion Pedagogy and Literature (3)
- [2] Music Electives (4)
- Graduate Recitals (2 credit hours each, 4 credit hours total)

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

Non-Course Requirements
To receive the certificate, students must:
1) complete the Graduate Certificate Course Verification Form (located on the Graduate School webpage under the Forms Central tab) and
2) through MyUTK, apply to graduate from the certificate program.

Rationale: This certificate targets changes pertaining to the evolving needs of students entering the field of music who may not need the traditional Master of Music degree to pursue a career in music. An Artist Certificate in Percussion expands our curriculum and the attractiveness of graduate study in percussion for those students. Inquiries and requests for this program have consistently been received by percussion faculty in past years. We anticipate keeping this certificate to a select group of students with high professional promise. Impact on other units: none. Financial impact: none. **CIP Code: 30.50.09**

+ ADD CERTIFICATE

Artist Certificate in Woodwind Performance

In the 2022-2023 Graduate Catalog, add heading, text, and requirements for new certificate.

Artist Certificate in Woodwind Performance

Campus Code
Knoxville

Graduate Certificate Type
Stand-Alone

Admissions Standards/Procedures
Applicants to this graduate certificate must hold a minimum of the bachelor's degree or equivalency and follow the procedures and regulations for applying for admission to graduate study at the University of Tennessee, Knoxville, and the Graduate Division of the School of Music. Required credentials for admission to the School of Music include:
- A completed online application submitted to the Graduate Admissions Office
- University admissions application fee
- Official transcripts of all post-secondary studies
- Two letters of recommendation, and a repertoire list
- Applicants whose native language is not English are required to take and pass the Test of English as a Foreign Language (TOFEL) or the International English Language Testing System (IELTS). Passing marks are 550, 80, and 6.5 for paper-based, internet-based (IBT) TOEFL, and IELTS respectively.
- In addition to applying to the University of Tennessee, Knoxville Graduate School, applicants must apply to the School of Music through the Accepted portal on the School of Music website.

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

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

Academic Standards
Cumulative graduate GPA of 3.00 or better

Credit Hours Required:
23 graduate credit hours

Required Courses
- Private Instruction (8)
- [1] MUSC 503 (Solo Class) (0)
- Music Ensemble (4)
  - Any MUEN (2)
  - Chamber Music (2)
- [3] Woodwind Pedagogy and Literature (3)
- [2] Music Electives (4)
- Graduate Recitals (2 credits each, 4 credits total)

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

Non-Course Requirements
To receive the certificate, students must:
1) complete the Graduate Certificate Course Verification Form (Located on the Graduate School webpage under the Forms Central tab) and
2) through MyUTK, apply to graduate from the certificate program.

Rationale: This certificate targets changes pertaining to the evolving needs of students entering the field of music who may not need the traditional Master of Music degree to pursue a career in music. An Artist Certificate in Woodwinds expands our curriculum and the attractiveness of graduate study in woodwinds for those students. Inquiries and requests for this program have consistently been received by percussion faculty in past years. We anticipate keeping this certificate to a select group of students with high professional promise. Impact on other units: none. Financial impact: none. **CIP Code: 30.50.09**

DEPARTMENT OF PHILOSOPHY

REVISE DESCRIPTION: FIVE-YEAR BA/MA PROGRAM – PHILOSOPHY MAJOR, MA

In the 2022-2023 Graduate Catalog, revise the introductory paragraph and bullets as follows:

The Department of Philosophy offers a program in which qualified students may earn both a BA and MA in philosophy in five years. This is accomplished by applying 9 credit hours of approved graduate courses to both the BA and MA. Interested students typically apply for conditional admission to the program during, or immediately following, their third year of undergraduate study. A student will be conditionally admitted to the program only if they:

- Are a declared Philosophy major;
- Have completed at least 90 credit hours overall with a minimum GPA of 3.25; and
- Have completed at least 15 credit hours in Philosophy with a minimum GPA of 3.50.

Formerly:
The Department of Philosophy offers a program in which qualified students may earn both a BA and MA in philosophy in five years. This is accomplished by applying 9 credit hours of approved graduate courses to both the BA and MA. Interested students typically apply for conditional admission to the program during, or immediately following, their third year of undergraduate study. A student will be conditionally admitted to the program only if he or she:
Is a declared Philosophy major;
Has completed at least 90 credit hours overall with a minimum GPA of 3.25; and
has completed at least 15 credit hours in Philosophy with a minimum GPA of 3.50.

Rationale: updating the description as part of the College's catalog changes to reflect inclusive language. Impact on other units: none. Financial impact: none.

DEPARTMENT OF PSYCHOLOGY

REVISE REQUIRED COURSES: PSYCHOLOGY MAJOR, MA (EXPERIMENTAL PSYCHOLOGY CONCENTRATION)

In the 2022-2023 Graduate Catalog, under Experimental Psychology-Thesis, required courses, revise as follows:

Required Courses

- PSYC 515 (2 credit hours)
- PSYC 509 (3 credit hours)
- PSYC 577 (3 credit hours)
- Six graduate credit hours from at least 2 of the 3 experimental areas:
  Neuroscience and Behavior
  - PSYC 527
  - PSYC 546
  - PSYC 547

  Cognitive and Developmental Science (CDS)
  - PSYC 510
  - PSYC 524
  - PSYC 601 taught by a CDS faculty member

  Social
  - PSYC 550
  - PSYC 530
- PSYC 521-PSYC 522 or STAT 531-STAT 532 (6 credit hours)
- PSYC 580 (3 credit hours)
- One 600-level course (3 credit hours)
- PSYC 500 Thesis (6 credit hours)

Formerly:
PSYC 515 (2 credit hours)
PSYC 509 (3 credit hours)
PSYC 527 or PSYC 546 or PSYC 547 (3 credit hours)
PSYC 511 or PSYC 524 (3 credit hours)
PSYC 530 or PSYC 550 (3 credit hours)
PSYC 521-PSYC 522 or STAT 531-STAT 532 (6 credit hours)
PSYC 420 (for graduate credit) or PSYC 565 or PSYC 580 (3 credit hours)
One 600-level course (3 credit hours)
PSYC 500 Thesis (6 credit hours)

Rationale: Increase curriculum flexibility to meet the varied course/training demands unique to each of our 3 program areas (Behavior & Neuroscience, Cognitive & Developmental Science, Social), and increase research hours. Impact on other units: none. Financial impact: none.

REVISE REQUIRED COURSES: PSYCHOLOGY MAJOR, PHD (EXPERIMENTAL PSYCHOLOGY CONCENTRATION)

In the 2022-2023 Graduate Catalog, under Experimental Psychology concentration, required courses, revise as follows:

Required Courses

- PSYC 600 (24 credit hours).
- Nine credit hours of quantitative coursework, including:
  - 6 credit hours of PSYC 521-PSYC 522, STAT 531-STAT 532, STAT 537-STAT 538, or equivalent (consult with the major professor and/or doctoral guidance committee).
  - 3 credit hours of Research Design PSYC 580 or equivalent (consult with the major professor and/or doctoral guidance committee).
- Six graduate credit hours from at least 2 out of the 3 experimental core area offerings:
  Neuroscience and Behavior
  - PSYC 527
  - PSYC 546
  - PSYC 547

  Cognitive and Developmental Science (CDS)
  - PSYC 524

  Social
  - PSYC 550
  - PSYC 530
- Three additional graduate credit hours from any course taught by experimental faculty members.
- PSYC 577.
- Six additional credit hours from any 500- or 600-level courses chosen in consultation with the major professor and/or doctoral guidance committee.

- And completion of the following:
  - 9 credit hours of PSYC 509
  - Two semesters of PSYC 515
  - PSYC 528
  - Two 600-level graduate seminars inside or outside of psychology chosen in consultation with the major professor and/or doctoral guidance committee.
  - 3 credit hours of graduate level courses outside the Psychology Department.
  - A Pre-dissertation research project involving the collection of original data or the original analysis of existing data reported in publishable form and accepted by the student's advisory committee.

Formerly:
PSYC 600 (24 credit hours)
Twelve credit hours of quantitative course work, including:
6 credit hours of PSYC 521-PSYC 522, STAT 531-STAT 532, STAT 537-STAT 538, or equivalent (consult with the major professor and/or doctoral guidance committee).
3 credit hours of Research Design PSYC 580 or equivalent (consult with the major professor and/or doctoral guidance committee).
3 additional credit hours of statistics course work (as enumerated in current experimental handbook and chosen in consultation with the major professor and/or doctoral guidance committee).
Nine credit hours comprised of one course from each of the 3 core area offerings:
Biological
PSYC 527
PSYC 546
PSYC 547
Developmental
PSYC 524
Social
PSYC 550
PSYC 530
Six additional credit hours from any of the core course offerings, but that may also include:
PSYC 565 (or PSYC 420 for graduate credit).
And completion of the following:
6 credit hours of PSYC 509
Two semesters of PSYC 515
PSYC 528
Two 600-level graduate seminars inside or outside of psychology chosen in consultation with the major professor and/or doctoral guidance committee.
6 credit hours of graduate level courses outside the Psychology Department
A Pre-dissertation research project involving the collection of original data or the original analysis of existing data reported in publishable form and accepted by the student's advisory committee.

Rationale: Increase curriculum flexibility to meet the varied course/training demands unique to each of our 3 program areas (Behavior & Neuroscience, Cognitive & Developmental Science, Social), and increase research hours. Impact on other units: none. Financial impact: none.

DEPARTMENT OF SOCIOLOGY

+ ADD CERTIFICATE

Global Studies

In the 2022-2023 Graduate Catalog, add heading, text, and requirements for new certificate.

Global Studies Graduate Certificate
The Graduate Certificate in Global Studies (GLBS) offers graduate students the opportunity to study global subjects from an interdisciplinary perspective. By learning from faculty across departments, their graduate studies in their home discipline will be enriched. This interdisciplinary curriculum lies at the intersection of social sciences and humanities, with interdisciplinary approaches to pressing global issues, including (but not limited to) political economy, regional integration, migration, human rights, climate change, public health, racial formations, global cultures, diasporas, ecological conservation, and development. Methodological approaches are also diverse ranging from quantitative to field-based and ethnographic. The GLBS program will allow students to broaden their perspectives and methodological skills across these domains and enhance their chances for academic and non- academic employment.

Campus Code
Knoxville Campus

Graduate Certificate Type
Add-On

Admissions Standards/Procedures
Application to the Global Studies (GLBS) graduate certificate must be made through the Office of Graduate Admissions and by submitting a letter of application and copies of relevant transcripts to the GLBS program chair. The GLBS certificate is intended as additional study for graduate students who are concurrently enrolled in a master's or doctoral program in another discipline at the University of Tennessee.

Students are generally admitted to the program prior to completing six graduate credit hours toward the certificate and are required to be admitted by the beginning of the semester in which they will complete the required coursework for the certificate. Students will select their graduate coursework in conjunction with the Director of Global Studies, who must approve each student's curriculum.

Academic Standards
Students must maintain a minimum 3.00 graduate grade point average throughout the program.

Credit Hours Required
12 graduate credit hours

The Global Studies Graduate Certificate consists of a minimum of 12 graduate credit hours in interdisciplinary coursework. As Global Studies is organized into two broad sub-fields: "politics & economy" (usually courses in Forestry, Wildlife and Fisheries; Political Science; and Sociology, as well as some Geography) and "society & culture" (usually courses in Anthropology, Geography, History, MFLL, and Religious Studies). While students can choose any interdisciplinary approach, they are encouraged to integrate these two broad sub-fields. Final selections should be made in consultation with the Director of Global Studies and other Global Studies faculty,

1. A maximum of six graduate credit hours can overlap between the GLBS certificate and the student's home discipline, as approved by the GLBS program chair.
2. At least nine credit hours toward the GLBS Graduate Certificate must be taken at the 500-level or above.
3. As part of the non-course requirement, students will write a research paper for evaluation to a faculty review committee consisting of two GLBS faculty members from different departments and present this work at a colloquium, either in a department of one of the faculty committee members or organized by Global Studies. The paper will integrate scholarly research and/or methods in the classes taken toward the GLBS Certificate.

Required Courses
Twelve (12) graduate credit hours from the following list, of which six (6) graduate credit hours must be from department(s) outside a student's degree program and preferably outside the student's broad area of the field of Global Studies (i.e., politics & economy or society & culture).

College of Arts & Sciences
Anthropology
ANTH 414
ANTH 415
ANTH 421
ANTH 422
ANTH 425
ANTH 432
ANTH 510
ANTH 511
ANTH 523
ANTH 531

Literature and Film
ENGL 423
ENGL 439
ENGL 443
ENGL 452
ENGL 453
ENGL 454
ENGL 456
ENGL 459
ENGL 483
ENGL 552
ENGL 560
EGNL 560
ENGL 590
ENGL 594
ENGL 661
ENGL 671

Geography
GEOG 441
GEOG 444

GEOG 445
GEOG 446
GEOG 451
GEOG 462
GEOG 509
GEOG 521
GEOG 541
GEOG 545
GEOG 641
GEOG 649
GEOG 663

History
HIST 529
HIST 530
HIST 517
HIST 551
HIST 561
HIST 562
HIST 563
HIST 585
HIST 629
HIST 630
HIST 632

MFLL
MFLL 582
PORT 430
PORT 501
SPAN 563
SPAN 585
SPAN 587

Musicology and Music Ensemble
MUCO 412
MUCO 413
MUCO 414
MUCO 587
MUCO 590
MUEN 512
MUCO 595

Political Science
POLS 572
POLS 580
POLS 574
POLS 673
POLS 687
POLS 688

Sociology
SOCI 446
SOCI 504
SOCI 541
SOCI 636
SOCI 638
SOCI 644
SOCI 694
SOCI 645

Herbert College of Agriculture
FWF 520
AGNR 480
AGNR 491
AREC 420
ALEC 585
ALEC 588
PLSC 591

Note: courses that may fulfill a GLBS requirement have been submitted by faculty in these Departments and include the above. Due to possible changes in course staffing, variable topics, and periodic creation of new classes, it is recommended that students confirm program approval of courses in advance with the GLBS chair.

Only 400-level courses listed in the Graduate Catalog may be taken for graduate credit and be applied toward the certificate.

Non-Course Requirements
To receive the certificate, students must
complete the Graduate Certificate Course Verification Form (located on the Graduate School webpage under the Forms Central tab) and
through MyUTK, apply to graduate from the certificate program.

Rationale: Global Studies is an interdisciplinary and methodologically diverse field of study that fosters collaboration across departments and colleges. Global Studies is a fast-growing field of inquiry dedicated to understanding pressing global issues such as conflict, inequality, migration, human rights, climate change, health, racial formations, global cultures, diasporas, and development from an interdisciplinary perspective. UT's interdisciplinary program in Global Studies was created close to 2 decades ago as a strictly undergraduate major and minor with two areas of focus – politics & economy and society & culture – and it is timely to create a graduate level opportunity. As an emerging field, there are some notable programs offering graduate degrees (e.g., UNC Chapel Hill, UC Berkeley, UC Irvine, and UC Santa Barbara).

By adding this certificate program, UT will signal its intellectual expertise in global studies. Given the resources available at UT, a graduate certificate is a reasonable and highly beneficial step. There are small but significant numbers of graduate students in various member departments who have expressed interest in a certificate that would recognize their efforts to enhance their disciplinary degree programs through courses and study in other departments. The graduate certificate will accomplish that and also challenge students to complete and present a capstone research paper that exhibits their interdisciplinary global knowledge.

Students will conduct this work under the supervision of two faculty members from different departments. The certificate program thereby offers the possibility of connecting globally oriented graduate students and faculty among social sciences and humanities departments, as well as with Herbert College of Agriculture and its Smith Center for International Sustainable Agriculture. Students will share their capstone research in either existing departmental colloquia series or a new global studies colloquium. The certificate will enhance career opportunities for students in their academic and non-academic job searches as global studies is well.

Impact on other units: GLBS has had email correspondence with each department/faculty to seek input and approval for which courses to include/exclude in this program. Financial impact: none.

The GLBS director currently receives a course release from the Department of Sociology and administering this program falls within the responsibilities of the director. **CIP Code: 30.2001** is International/Globalization Studies

❖ ADD CONCENTRATION – SOCIOLOGY MAJOR, MA

Applied Sociology

In the 2022-2023 Graduate Catalog, add heading, text, and requirements for new concentration – Thesis Option

Applied Sociology Concentration
Courses provide foundational knowledge of inequality combined with critical methodology and sociological analysis. Courses equip students with substantive skills useful in a variety of social change orientated careers. The concentration thesis is a theoretically- and experientially-informed report of students' work done based on participation in a practicum experience.

Credit Hours Required
Minimum of 30 graduate credit hours beyond the bachelor's degree

Required Courses
SOCI 506 – (2 hours)
SOCI 511 – (1 hour)

One of the existing foundations courses (3 hours)
SOCI 503
SOCI 504
SOCI 505
SOC 509

Complete
Additional foundations course
or
SOCI 521 (3 hours)

2 methods courses (6 hours)
SOCI 531
SOCI 631
SOCI 633
SOCI 636

Two elective courses (6 hours)
SOCI 541
SOCI 644
SOCI 653
Advanced topics class (645, 655, 665, or 695)
Course in other department (e.g. Public Policy, Social Work, Education, WGS) in consultation with advisor

Complete
SOCI 546 Practicum/Action Research (6 hours)
SOCI 500 Thesis (3 hours)

Non-Course requirements
- When a decision is reached about the thesis topic, the student should consult with the faculty member whose interests most closely match the student's and with whom the student can establish a strong working relationship, and request that the faculty member chair the thesis committee.
- Students must complete all requirements within 6 calendar years of enrollment.

Rationale: The Applied Sociology concentration within the Department of Sociology at the University of Tennessee, Knoxville will offer courses at the graduate level to prepare students to apply sociological research skills to current social problems. As tenure-track academic jobs continue to shrink, UT Sociology graduates need to be prepared for career opportunities outside of the university. Additionally, many important fields outside of academia are often lacking in critical sociological perspectives and would benefit from the sociological tools and skills gained in this program. Impact on other units: none. Financial Impact: none.

DEPARTMENT OF THEATRE

❖ DROP CONCENTRATION – THEATRE MAJOR, MFA

Sound and Digital Media

In the 2022-2023 Graduate Catalog, remove all reference to the dropped concentration: Sound and Digital Media.

Rationale: this is essentially a name change from Sound and Digital Media to Sound and Media Design Concentration with a few edits in the required courses. So, Sound and Digital Media Concentration was "ended" and Sound and Media Design Concentration was added. Impact on other units: none. Financial impact: none.

❖ ADD CONCENTRATION – THEATRE MAJOR, MFA

Sound and Media Design

In the 2022-2023 Graduate Catalog, add heading and requirements for new concentration.

Sound and Media Design Concentration

Credit Hours Required
At least 60 graduate credit hours

Required courses
- 40 credit hours must be at the 500-level or above
- THEA 501 (3 credit hours)
- Three additional advisor approved credit hours at the graduate level are required from Theatre (THEA) history, literature, or dramaturgy
- THEA 599 (3 credit hours)
- THEA 503 (3 credit hours) in the first year of residence,
- THEA 580 (at least 12 credit hours)
- THEA 573 (3 credit hours)
- THEA 580 (at least 9 credit hours)

See below for Non-Course Requirements.

Rationale: this is essentially a name change from Sound and Digital Media Concentration to Sound and Media Design Concentration with a few edits in the required courses. So, Sound and Digital Media Concentration was "ended" and Sound and Media Design Concentration was added. The new concentration name more accurately reflects the industry and is more in line with the other Theatre MFA concentrations. Impact on other units: none. Financial impact: none.

REVISE REQUIREMENTS: THEATRE MAJOR MFA

In the 2022-2023 Graduate Catalog, for the Costume Design concentration, under Required Courses heading, revise last bullet as shown below:

- THEA 580 (at least 9 credit hours)

Formerly: THEA 580 (at least 12 credit hours)

In the 2022-2023 Graduate Catalog, for the Lighting Design concentration, under Required Courses heading, revise last bullet as shown below:

- THEA 580 (at least 9 credit hours)

Formerly: THEA 580 (at least 12 credit hours)

In the 2022-2023 Graduate Catalog, for the Scenic Design concentration, under Required Courses heading, revise last bullet as shown below:

- THEA 580 (at least 9 credit hours)

Formerly: THEA 580 (at least 12 credit hours)

Rationale: THEA 580 used to be taught for 4 semesters. The curriculum for all design concentrations has changed, so now the course is taught for 3 semesters. Impact on other units: none. Financial impact: none.

HASLAM COLLEGE OF BUSINESS

All Changes effective Fall 2022

I. COURSE CHANGES

DEPARTMENT OF BUSINESS ANALYTICS AND STATISTICS

(BZAN) Business Analytics

REVISE TITLE, DESCRIPTION AND DROP RECOMMENDED BACKGROUND OF PRIMARY CROSS-LISTED COURSE

BZAN 610 Philosophy of Science (3) Focuses how the field of business analytics fits within the philosophy of science. Will allow students to develop a deeper understanding of what underpins good research in the field. Will review classic papers as well as current papers in an effort to better understand what constitutes interesting and impactful research.
Cross-listed: (Same as Statistics 610)

Formerly: Probability and Stochastic Processes (3) Foundation in the theory and application of probability and random, time-dependent processes for analyzing system behavior, moment generating functions and Laplace transforms, the Poisson process and exponential distribution, Markov chains and Markov processes for modeling time-dependent behavior, queueing theory.
Cross-listed: (Same as Statistics 610.).
Recommended Background: Two undergraduate courses in Calculus for mathematical sophistication, an undergraduate course in Statistics or consent of instructor.

Rationale: Revision reflects major redesign of BZAN 610 as part of the BAS doctoral program redesign. Impact on other units: None; Financial Impact: None

REVISE TITLE, DESCRIPTION AND DROP (RE)PREREQUISITE OF PRIMARY CROSS-LISTED COURSE

BZAN 615 Statistical Learning (3) Focuses on statistical models for supervised learning problems. Will cover linear methods for regression and classification. Model selection, bias-variance tradeoff, subset selection and shrinkage methods are discussed.
Cross-listed: (Same as Statistics 615.)

Formerly: Statistical Inference (3) Univariate and multivariate distributions, transformations, inequalities, convergence. Likelihood and the MLE for various models, Fisher information matrix, asymptotic results. Hypothesis testing. Wald, score, likelihood ratio and randomization tests. Interval estimation. The bootstrap. Simultaneous inference. Lifetime distributions, censoring. Biased sampling.
Cross-listed: (Same as Statistics 615.).
(RE) Prerequisite(s): Statistics 563.
Rationale: This is the first course in the new four-course sequence of BAS doctoral core methodological courses. The course title, course description, and prerequisites have been updated to reflect our new doctoral course sequence. Impact on other units: None, Financial Impact: None, Support from assessment activities: None.

REVISE TITLE, DESCRIPTION; AND DROP RECOMMENDED BACKGROUND

BZAN 620 Applied Optimization and Data Analytics (3) Applied optimization is a core and central stream in data mining, machine learning, operations research, and management science. Will present modeling techniques in optimization and data analytics, focusing on problem formulations and solutions in applying data-intensive optimization techniques for research and application problems in a sufficiently broad domain.

Formerly: Prescriptive Analytics (3) Identification and formulation of linear, discrete, non-linear and recursive optimization models. Basic theory of feasible regions and optimal solutions. Exposure to exact and approximate solution methods.
Recommended Background: Two undergraduate courses in calculus and matrix algebra.

Rationale: This is the third course in the new four-course sequence of BAS doctoral core methodological courses. The course title, course description, and recommended background are being revised to reflect our new doctoral course sequence. Impact on other units: None, Financial Impact: None, Support from assessment activities: None

REVISE TITLE, DESCRIPTION AND DROP (RE)PREREQUSITE

BZAN 640 Data Science for Business Research (3) Presents recent developments in data science techniques and their applications in current business research. Topics include causal inference with machine learning, text as data, and network analysis. Will demonstrate the importance and opportunities of combining new data sources and data analytics methodologies to generate business insights.

Formerly: Advanced Prescriptive Analytics (3) Prescriptive analytics based on convex, large-scale, and stochastic optimization. Polyhedral theory, decomposition, projection, mathematical treatment of simplex algorithm, primal and primal-dual interior point methods, convex programming, goal programming, introduction to stochastic programming.
(RE) Prerequisite(s): 610 and 620.

Rationale: This is the fourth course in the new four-course sequence of BAS doctoral core methodological courses. The course title, description, and prerequisites are being revised to reflect our new doctoral course sequence. Impact on other units: None, Financial Impact: None, Support from assessment activities: None

REVISE TITLE AND DESCRIPTION; DROP REPEATABILITY AND (RE)PREREQUISITE ON PRIMARY CROSS-LISTED COURSE

BZAN 645 Machine Learning (3) Topics in Machine Learning and Artificial Intelligence that are relevant for solving business problems. Will cover supervised learning methods (such as classification and regression trees and artificial neural networks), unsupervised learning methods (e.g., cluster analysis and dimension reduction), and semi-supervised learning.
Cross-listed: (Same as Statistics 645.)

Formerly: Advanced Topics in Data Mining (3) Selected topics in data mining. Read and critique current literature. Solve research problems motivated by real applications.
Cross-listed: (Same as Statistics 645.)
Repeatability: May be repeated. Maximum 6 hours.
(RE) Prerequisite(s): 552.

Rationale: This is the second course in the new four-course sequence of BAS doctoral core methodological courses. The course title, course description, and prerequisites have been updated to reflect our new doctoral course sequence. Impact on other units: None, Financial Impact: None, Support from assessment activities: None

DEPARTMENT OF MANAGEMENT

(MGT) Management

ADD

MGT 580 Project Management (3) Project Management is increasingly important in today's world. Will cover the fundamental concepts and applied tools and techniques needed for the efficient and effective management of projects. Explores the role of the project manager and the project management knowledge areas as defined by the Project Management Institute including project integration, scope, schedule, cost, quality, resource, communication, risk, procurement, and stakeholder management. Will incorporate guest speakers from various industries and will challenge students to apply course material to real-world projects. Students completing 580, will have fulfilled the required classroom hours to take the CAPM or PMP exam.
Registration Permission: Admission to Management and Human Resources Major (MS),or permission of instructor.

Rationale: Course is being added to reflect the importance of project management skills for working professionals in managerial roles. It will also prepare and enable students to earn the Certified Associate in Project Management (CAPM) or Project Management Professional (PMP) certification. Financial and/or staffing impact: none. This course replaces a prior course and it's addition has no net increase in expenses or staffing needs.

REVISE TITLE AND DESCRIPTION

MGT 555 Leadership and Organizational Behavior (3) Will focus on how managers become effective leaders by understanding the dynamics of the human side of the business. An applied, skill-development course based on theory and research from the field of organizational behavior focused on personal leadership growth and development. Topics covered include understanding individual differences and job attitudes, best practices in problem solving and decision making, building productive relationships, teams, and networks, managing conflict, gaining power and influence, and motivating employees. Areas of emphasis include self-awareness, building credibility, and developing your leadership style.

Formerly: Foundations of Effective Leadership (3) An applied, skill-development course focused on personal leadership growth and development. Areas of emphasis include building your personal brand and credibility, career planning, giving effective presentations, and developing your leadership philosophy.

Rationale: Title and description are being revised to better reflect the content covered in this course including an intentional focus on how leaders develop by understanding the human side of the organization. Financial and staffing impact: none.

MGT 556 Strategic Leadership Capstone Experience (3) An applied, skill-development course focused on group and organizational leadership competencies. Areas of emphasis include negotiation, coaching and mentoring employees, leading and managing projects, organizational culture, and leading change efforts. Course includes an integrative Capstone Project experience, consisting of case studies and/or other activities requiring synthesis and application of knowledge from all areas of the program curriculum and demonstration of strategic leadership skills.

Formerly: Strategic Leadership(3) An applied, skill-development course focused on group and organizational leadership competencies. Areas of emphasis include negotiation, coaching and mentoring employees, leading and managing projects, culture, and change.

Rationale: Title and description are being revised to incorporate the capstone project. This revision will potentially reduce program expenses by incorporating the capstone project within an existing course. It will no longer need to be staffed as a stand-alone course. Financial and/or staffing impact: This change will minimize program expenses and staffing requirements by incorporating the capstone project into an existing course instead of as a stand-alone course.

MGT 558 Business Strategy and Financial Management (3) Develop an understanding of organizational vision, mission, goal setting, strategy formulation and implementation, the connections among organizational business functions, and the fundamentals of financial literacy including financial statement and ratio analysis.

Formerly: Business Fundamentals: Structure, Function and Strategy (3) Develop an understanding of organizational vision, mission, goal setting, strategy formulation and implementation, and roles and connections among organizational business functions.

Rationale: Title & description are being revised to better reflect the content covered in the course and to incorporate an intentional focus on foundational concepts of financial management. Financial and staffing impact: none

DEPARTMENT OF SUPPLY CHAIN MANAGEMENT

(SCM) Supply Chain Management

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

SCM 520 Global Sustainable Sourcing and Cost Management (3) Introduces the processes, creation, and management of value added transactions and relationships between suppliers, and internal and external customer relationships within an organization, channel, supply chain, and integrated value system context. Addresses the processes, methods and tools useful in understanding the management of the supply of materials and services to the organization. This includes planning, design and management of supplier relationships, the decision to make or to buy, impacts on sustainability initiatives, cost and pricing management for purchased goods and services.
(RE) Prerequisite(s): SCM 505 and SCM 506.
Comment(s): Or consent of instructor.
Registration Restriction(s): Minimum student level – graduate.

Formerly: Manufacturing/Services Operations and Procurement (3) Introduces the processes, creation, and management of value added transactions and relationships between suppliers, and internal and external customer relationships within an organization, channel, supply chain, and integrated value system context. Manufacturing/Service Operations Management focuses on the concepts, methods and tools that are useful in understanding the management of a firm's operations in manufacturing and service firms. Includes the systematic planning, design, and operation of all processes required for the production and delivery of goods and services. Procurement and strategic sourcing addresses the processes, methods and tools useful in understanding the management of the supply of materials and services to the organization. This includes planning, design and management of supplier relationships, the decision to make or to buy, cost and pricing management for purchased goods and services.

Rationale: To better reflect the content of this course.

REVISE TO ADD (DE)PREREQUSITE, COMMENTS AND REGISTRATION RESTICTION

SCM 546 Logistics Operations (3)
(DE) Prerequisite(s): SCM 505 and SCM 506.
Comment(s): Or consent of instructor.
Registration Restriction(s): Minimum student level – graduate.

Rationale: To correct the missing prerequisite information.

REVISE TITLE; REMOVE (RE)COREQUISTE; AND ADD REGISTRATION RESTRICTION

SCM 547 Supply Chain Operations Planning and Analysis (3)
Registration Restriction(s): Minimum student level – graduate.

Formerly: Supply Chain Planning and Analysis
(RE) Corequisite(s): SCM 545.

Rationale: To better reflect the content of the course and correct the prerequisite.

REVISE TITLE

SCM 571 Global Strategic and Sustainable Sourcing (3)

Formerly: Strategic Supply Management & Sustainability

II PROGRAM CHANGES

DEPARTMENT OF MANAGEMENT & ENTREPRENEURSHIP

REVISE ADMISSIONS REQUIREMENTS, MANAGEMENT AND HUMAN RESOURCES MAJOR, MS

In the 2022-23 Graduate Catalog, under the Admissions Standards/Procedures heading revise admission requirements as follows:

1. 7th bullet: remove current text about GRE/GMAT and replace with:

- Optional: Either the Graduate Record Examination (GRE) score report or the Graduate Management Admission Test (GMAT) score report

Formerly: Either the Graduate Record Examination (GRE) score report or the Graduate Management Admission Test (GMAT) score report.

2. 11th bullet: remove current text and replace with:

- Scores on the GMAT or GRE (if provided) and the Test of English as a Foreign Language (TOEFL) for those whose native language is not English.

Formerly: Scores on the GMAT or GRE and the Test of English as a Foreign Language (TOEFL) for those whose native language is not English.

3. Next to last paragraph – remove current paragraph text and replace with the following:

Applicants to the Management and Human Resources Master of Science degree program are encouraged, but not required, to submit valid GRE or GMAT scores as part of the application process, especially for those who wish to be considered for merit-based Graduate Research or Teaching Assistantships. Additionally, the program admissions committee reserves the right to request that the applicant take the GRE or GMAT, if more information about academic potential is needed after the admissions file is reviewed.

Formerly: As a general policy, all applicants to the Management and Human Resources Master of Science degree program are required to submit a valid (no older than five years) GRE or GMAT score as part of the application process. However, applicants who have at least 5 years of professional work experience or are a military veteran, and have an undergraduate GPA of 3.00 or higher may request in writing an exemption from this requirement by contacting MSMHR@utk.edu. GRE/GMAT exemption requests are reviewed by selection committee, and applicants will be notified as to whether the request has been approved. Approval of a GRE/GMAT waiver request is not a guarantee of admission into the Management and Human Resources Master of Science degree program. Additionally, the program admissions committee reserves the right to request that the applicant take the GRE or GMAT if

more information about academic potential (including writing, analytical thinking, and quantitative abilities) is needed after the admissions file is reviewed.

REVISE PROGRAM REQUIREMENTS, MANAGEMENT AND HUMAN RESOURCES MAJOR, MS

In the 2022-23 Graduate Catalog, revise program requirements as shown below:

1. Under the Credit Hours Required heading, reduce credit hours required from 33 to 30.

2. Under the Required Courses heading, remove two courses (MGT 561 and HRM 550) and replace with one course MGT 580. Required courses will now show as follows.

Required Courses

MGT 553 (3 credit hours)
MGT 555 (3 credit hours)
MGT 556 (3 credit hours)
MGT 558 (3 credit hours)
MGT 562 (3 credit hours)
MGT 580 (3 credit hours)
HRM 521 (3 credit hours)
HRM 535 (3 credit hours)
HRM 540 (3 credit hours)
HRM 545 (3 credit hours)

Former Required Courses
MGT 553 (3 credit hours)
MGT 555 (3 credit hours)
MGT 556 (3 credit hours)
MGT 558 (3 credit hours)
MGT 561 (3 credit hours)
MGT 562 (3 credit hours)
HRM 521 (3 credit hours)
HRM 535 (3 credit hours)
HRM 540 (3 credit hours)
HRM 545 (3 credit hours)
HRM 550 (3 credit hours)

Rationale: After a thorough and critical review of the MS in MHR curriculum as well as conducting interviews with each faculty member and program alumni, it was determined that there was some overlap in the curriculum and that the program would benefit from more focus on skill development for practicing managers and HR professionals. We believe that skills and knowledge needed by program graduates to enable them to be competitive on the job market and successful in their jobs can be achieved within 30 hours by dropping one course and combining the content of two existing courses. This change helped us remove some duplication in the curriculum and ensure each course offered was unique and value-added. Streamlining the curriculum also allowed us to incorporate a new course on project management. We feel a 30-hour program is more competitive from a branding perspective, provides the breadth of knowledge needed by practicing managers and HR professionals and reduces the total program cost for students.
Financial and/or staffing impact: will minimize program expenses and staffing requirements by 3 credit hours

3. Under the Additional Course Requirements heading, remove the first bullet and replace with the following.

- As part of MGT 556: Strategic Management Capstone Experience, students must complete an integrative Capstone experience, consisting of case studies and/or other activities requiring synthesis and application of knowledge from all areas of the program curriculum and demonstration of strategic leadership skills.

Formerly: In their final semester, students must complete an integrative Capstone experience, consisting of case studies and/or other activities requiring synthesis and application of knowledge from all areas of the program curriculum.

Rationale: Currently, the capstone experience is a zero-credit, stand-alone project completed in the final semester of the MS in MGT & HR program. Due to the integrative nature of the capstone project and the strategic leadership skills required to analyze and propose solutions to the case study, this project will be incorporated into the strategic leadership course requirements. The course will be renamed and the description revised to reflect the incorporation of the capstone experience into the strategic leadership course.
Financial and/or staffing impact: This proposed change will minimize program expenses and staffing requirements by incorporating the capstone project into an existing course instead of as a stand-alone requirement.

DEPARTMENT OF SUPPLY CHAIN MANAGEMENT

+ ADD CERTIFICATE

Supply Chain Management

In the 2022-23 Graduate Catalog, add heading, text, and requirements of the Supply Chain Management Graduate Certificate.

Supply Chain Management Graduate Certificate
The graduate certificate in Supply Chain Management is designed to help supply chain working professionals build their competency in this rapidly growing field. Preference is given to students with undergraduate degrees in business, engineering, or related fields, and those with experience in Supply Chain Management.

Campus Code
Distance Education

Graduate Certificate Type:
Stand-Alone

Admissions Standards/Procedures

- The Graduate and Executive Education department at the HCB, along with the faculty director from the Department of Supply Chain Management, will review student application files. The following admission standards will guide the process for admission to the program and concentration.
  - Meet UTK Graduate School requirements for admission.
  - Applicants who hold an undergraduate degree in business, engineering, or related fields will be given preference for admission, as will those with supply chain management work experience.
  - Applicants from international programs will be reviewed on an individual basis.
  - For non-UTK undergraduate students, additional evaluation material may be required.
  - Students must adhere to all UTK ethical and professional standards (see Hilltopics).
- Procedure for Application to the Program and concentration.
  - Complete online application.
  - Adhere to application deadlines and other requirements as posted on the Haslam College of Business website.
  - Students will be admitted for start in a particular semester. However, students can defer admission by up to one calendar year before needing to reapply through the UTK Office of Graduate Admissions.

Credit Hours Required:
12 graduate credit hours of Supply Chain Management coursework.

- 9 credit hours of which would also be required should the student choose to apply for acceptance into the Master of Science Supply Chain Management Integrated Supply Chain concentration (DE program).

Required Courses:

- SCM 545 (must be taken in the first semester of study)
- SCM 599 (Certificate Capstone Project)

Two courses from the following:

- SCM 547 (Plan)
- SCM 571 (Source)
- SCM 563 (Make)
- SCM 573 (Deliver)
- SCM 555 (SCM Finance)

Non-Course Requirements
To receive the certificate, students must:
1) complete the Graduate Certificate Course Verification Form (located on the Graduate School webpage under the Forms Central tab) and
2) through MyUTK, apply to graduate from the certificate program.

Rationale: Supply chain management has quickly become recognized as an important field of study in business over the past decade. The pace of change means that many professionals who graduated even 10 years ago did not have the opportunity to formally study in the field. This situation has created a sizable demand for high-quality educational offerings in the field. This proposed certificate would provide an option for those students who desire to build competency in the area but are unable or unwilling to complete a graduate degree. Like the MSSCM online program, certificate programs in supply chain management have become an accepted means for top-tier schools to impact the populations they serve. Both of the other two schools in the top three supply chain programs currently offer similar certificate programs. This is a standalone certificate. Financial impact: 10-15 students are expected per year which will be placed into the existing online MS-SCM coursework for 3 of the 4 courses. No additional faculty resources will be needed. Jennifer Gramling with Online Programs has been notified. **CIP Code is: 521399.**

COLLEGE OF COMMUNICATION AND INFORMATION

All Changes Effective Fall 2022

I. COURSE CHANGES

SCHOOL OF INFORMATION SCIENCES

(INSC) Information Sciences

REVISE (RE)PREREQUISITES

INSC 589 Web Design (3)
(RE) Prerequisite(s): 514 or instructor's consent.

Formerly: (RE) Prerequisite(s): 581 or instructor's consent.

Rationale: INSC 581 is being phased out of the curriculum; 514 is a required course for the MSIS and a more appropriate prerequisite.

SCHOOL OF JOURNALISM AND ELECTRONIC MEDIA

(JREM) Journalism and Electronic Media

ADD

JREM 540 Data Journalism (3) Provides students with the appropriate skills and techniques to appropriately analyze and filter large datasets for the purpose of telling journalistic stories. Students will be shown how to use numerous software packages to manage data and make interactive charts, maps, and timelines.

Rationale: In revising the JEM master's program to a more professionally-oriented, hands on program, it was important to expand our offering of innovative practical courses at the 500-level. Impact on other units: None. Financial impact: None.

JREM 570 Community Engaged Journalism (3) Overview and application of the tenets and practices of engaged journalism. Developing reporting projects with a focus on building relationships with audiences and gauging impact.

Rationale: In revising the JEM master's program to a more professionally-oriented, hands on program, it was important to expand our offering of innovative practical courses at the 500-level. Impact on other units: None. Financial impact: None.

JREM 580 Communication Theory (3) Overview of theory-building process and theories in the fields of journalism and mass communication.

Rationale: In the previous iteration of the JEM master's program, students took CCI 540. CCI 540 included students from JEM and Ad&PR and covered a wide range of communication theory. Ad&PR has since created its own theory course and does not require students to take CCI 540. Therefore, there is no benefit to having our students take a broad college-level course, if it is comprised of only JEM students. Instead, this new course will focus on theories and topics relevant to the fields of journalism and media. Impact on other units: JEM students would no longer take CCI 540. Financial impact: None.

ADD EXISTING 400-LEVEL COURSE FOR GRADUATE CREDIT

JREM 446 Documentary Video Production (3) Introduces students to all phases of video-based documentary journalism: developing a story proposal, preproduction, conducting and shooting interviews, collecting field footage, and editing. During the course, students will work with a team to produce a short documentary.
(RE) Prerequisite(s): JREM 220 or JREM 230 or ALEC 443.

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

REVISE TITLES AND DESCRIPTIONS

JREM 512 Audience Research and Analysis (3) Application of media research methods and data analysis to define and reach audiences. Using data to assess and interpret message effects.

Formerly: Mass Media Research Methods (3) Applications of communication research techniques for management. Gathering and analysis of data for assessing media audiences and message impacts.

RATIONALE: This course will be more tightly focused on specific methods and analysis most applicable to journalism and media. The new title and description shift focus to audience and media effects specifically. Analytics today apply to more constituencies than management. The course historically has been an overview of communication research methods, most of which remain important but are not as relevant to media professionals. Impact on other units: None. Financial impact: None.

JREM 515 Journalism Project 1 (3) Contribution to a professional-quality, in-depth multimedia journalism project. Focusing on story idea generation, research, data collection, and draft development.

Formerly: Advanced Reporting Across the Media (3) Developing good story ideas, researching them, and translating them into suitable material for news in print, broadcasting, cable, and the Internet. Using video and graphics to reinforce the story concept. Considering the needs of the media and the audience. Theories of how content changes as the medium changes.

RATIONALE: Course title and description adjusted to reflect the hands-on, project-based nature of the revised course. Impact on other units: None. Financial impact: None.

II. PROGRAM CHANGES

SCHOOL OF ADVERTISING AND PUBLIC RELATIONS

ADD FIVE-YEAR ACCELERATED BS-MS PROGRAM – COMMUNICATION AND INFORMATION MAJOR (MS) FOR THE ADVERTISING AND PUBLIC RELATIONS CONCENTRATION AND THE ADVERTISING OR PUBLIC RELATIONS MAJOR FOR THE BS DEGREE.

In the 2021-22 Graduate Catalog, add heading and text for the BS-MS accelerated program.

Five-Year Accelerated BS-MS Program – Communication and Information Major, MS (Advertising and Public Relations concentration) and the Advertising or Public Relations Major for the BS degree.

The department offers especially qualified students a Five-Year BS/MS program with a BS degree, major is Advertising or Public Relations and an MS degree, major in Communication and Information. The primary component of the program is that a qualified student may take up to 9 credit hours of approved graduate courses for their senior undergraduate electives and have them count toward both the BS degree and the MS degree. This program is designed for students pursuing their MS degree at UTK. Other universities may not accept these courses for graduate credit since they were used to satisfy requirements for the BS degree. Qualifications for admission to the program are:

- Students must have an overall GPA of at least 3.4 to be admitted to the program.
- Conditional admission may be granted after completing 64 hours of required coursework while full admission is granted after completing 96 hours of required coursework with a minimum overall GPA of 3.4 in required coursework.
- Students must at least have conditional admission before taking graduate courses for both their bachelor's and master's degrees.
- All courses taken for graduate credit must be approved by the departmental chair of the program. Students admitted to the dual program must submit the Senior Requesting Graduate Credit Form to the Graduate School to receive graduate credit.
- Students admitted to the dual program must also follow the normal procedure for admission to Graduate School for the MS degree.
- Admission of students into this program must be approved by the department and the Graduate School.

RATIONALE: The MS concentration allows advertising and public relations undergraduate majors from the School of Advertising and Public Relations to earn an MS with one additional year of coursework. The dual enrollment option gives excellent students the ability to conditionally enter the Graduate School during their last 30 hours and begin graduate coursework for dual credits, at the undergraduate and graduate levels. All of the content courses already exist. The concentration operates within the constraints of extended college resources; it also addresses strategic priorities of the university to increase graduate enrollment. By offering the dual admission option, this may further increase graduate enrollment. Impact on other units: None. Financial impact: None. Additional documentation: No additional approvals are required for this change.

REVISE PROGRAM REQUIREMENTS, COMMUNICATION AND INFORMATION MAJOR, MS – ADVERTISING AND PUBLIC RELATIONS CONCENTRATION

In the 2021-22 Graduate Catalog, for the Advertising and Public Relations concentration, under the Required Courses Heading,

1) remove the Block 4B bullet, and the two bullets below it (ADVT 597 and PBRL 597). Then, revise the name of Block 4A to Block 4.

Formerly:
Block 4B: Concept Application Courses (Maximum 3 credit hours)
ADVT 597
PBRL 597

Rationale: Upon revisiting the options in the "concept application" block of courses for the 4+1 concentration, faculty identified that students would better meet the learning objectives of the program by focusing on other options, which have more rigor.

2) revise Block 6: revise credit hours from 6 graduate credit hours to: Minimum 9 credit hours.

Rationale: As Block 4"concept application" from 6 required hours to 3 required hours and free those other 3 hours up for another general electives.

SCHOOL OF JOURNALISM AND ELECTRONIC MEDIA

REVISE PROGRAM REQUIREMENTS – COMMUNICATION AND INFORMATION MAJOR, MS, JOURNALISM AND ELECTRONIC MEDIA CONCENTRATION

In the 2021-22 Graduate Catalog,

1) Under the Concentrations and Options Available Heading, for the Journalism and Electronic Media concentration – revise to remove the Thesis Option. Now only the Project option will be available.

Formerly: Journalism and Electronic Media – ~~Thesis~~, Project

2) Under Credit Hours Required: revise to reduce credit hours from 33 to 30 (30 graduate credit hours)

Formerly: 33 graduate credit hours

3) Under the Required courses heading, remove current text and replace with the following:

Block 1: Journalism Core (12 hours required)
JREM 512 – Audience Research and Analysis
JREM 530 – Mass Communication Law and Democracy
JREM 580 – Mass Communication Theory
JREM 567 – Journalism and Media for Social Change

Block 2: Journalism Professional Core (6 hours required)
JREM 515 – Journalism Project 1
JREM 590 – Project

Block 3: Elective Theory Course (Minimum 3 hours)
JREM 510 – International Journalism
JREM 520 – Seminar in Political Communication
JREM 522 – Seminar in Journalism Issues and Theory
JREM 525 – Public Opinion

Block 4: Journalism Electives: Minimum 9 hours; (6 hours of which can be 400-level courses listed in the Graduate Catalog)

Formerly:
Required Courses
Core (6 credit hours) to be taken during the first two semesters
CCI 540 (3 credit hours)
Select one from ADPR 530, INSC 504, or JREM 512

Concentration Electives (15 credit hours)
At least 6 credit hours of the concentration must be at the 500-level or above
Selected in consultation with the major professor and guidance committee
Approved Electives (3-6 credit hours)
Take 6 credit hours (Thesis option) to 9 credit hours (Project option) graduate courses from at least two of the schools in the College of Communication and Information and are selected in consultation with the major professor and guidance committee
Capstone Experience
Thesis Option: JREM 500 (6 credit hours)
Project Option: JREM 590 (3 credit hours)

4) Under the Non-course requirements: remove current bullets and text and replace with "none"

Formerly:
Thesis Option
After completion of the formal program of coursework and research for the thesis option, the student must pass an oral examination conducted by his/her graduate committee.
Students interested in subsequent entry into a doctoral program are advised to pursue the thesis option and to take additional courses in communication theory and research, subject to advisor's approval.
Project Option
The final comprehensive exam will include a written project and an oral defense of it.
Students interested in pursuing careers as communication and information practitioners are advised to complete a project.

RATIONALE: Based on the changing interests of our incoming students (i.e., a shift from primarily research-focused students to mainly professionally oriented students), the proposed changes to this concentration make the program more practitioner-focused and project-based. It operates within the constraints of extended college resources; it also addresses strategic priorities of the university to increase graduate enrollment.

❖ **ADD CONCENTRATION – COMMUNICATION AND INFORMATION MAJOR, MS,**

Journalism And Electronic Media Four Plus One

In the 2021-22 Graduate Catalog, add heading, text, and requirements for new concentration.

Communication and Information Major, MS
Journalism and Electronic Media Four Plus One concentration

The Journalism and Electronic Media Four Plus One concentration is a 4+1 program that allows students who graduated with a Bachelor of Science in Communication majoring in journalism and electronic media from the University of Tennessee (within the last 3 years) to earn a Master's degree with a fifth year of graduate coursework (30 additional hours). The concentration is designed to help students gain a deeper understanding of the skills they focused on during their undergraduate studies while gaining knowledge in other areas of the JEM degree. Students will take courses from each of four blocks. There is no traditional capstone experience required, but the two-course Journalism Project sequence (i.e., Block 2) will focus on application of concepts.

Journalism and Electronic Media Four Plus One Concentration – Coursework Only Without Comprehensive Exams Option

Campus Code: Knoxville

Admissions Standards/Procedures

A bachelor's degree is required for entry into the master's program. For admission into the accelerated Journalism and Electronic Media concentration, students must have majored in journalism and electronic media and have graduated from the University of Tennessee within the past 3 academic years. The following are normally minimal requirements for admission to full potential candidate status.

- A 3.00 (4.00 system) grade point average in undergraduate studies.
- Recommendation letters from at least three former teachers or professional colleagues.
- A statement of the applicant's goals and reasons for pursuing the degree.
- The University of Tennessee, Knoxville, requires all who teach to be competent in spoken English. The specific policy, as it relates to graduate students who teach, is as follows: Since a certain level of competency with English as a spoken language is necessary for effective communication and teaching, all Graduate Teaching Assistants and Graduate Teaching Associates whose first language is not English are required to demonstrate an appropriate level of comprehensibility for classroom teaching by taking the Oral Proficiency Interview by computer (OPIc) administered through the Graduate School. Students need to consult the ITA-OPIc website for more specific details on the ITA-OPIc, including test dates.
- New students normally begin classes in the fall semester. Applications for both admission and financial aid are due on January 15.

Academic Standards
A student in the College of Communication and Information whose graduate grade point average is below 3.00 after the end of 9 hours of graduate credit will be placed on academic probation. A student will be allowed to continue graduate study in subsequent semesters if each semester's grade point average is 3.00 or greater. Upon achieving a cumulative GPA of 3.00, the student will be removed from probationary status. A student must achieve a cumulative GPA of 3.00 in order to graduate. A student who earns less than a grade of C in a required course will have his/her program terminated. A graduate student cannot repeat a course.

Journalism and Electronic Media Four Plus One Concentration: Coursework Only Without Comprehensive Exams Option

The journalism and electronic media four plus one concentration requires that students select from the list of graduate courses that are specific to this concentration. The concentration requires a minimum of 30 graduate credit hours of approved coursework.

Credit Hours Required
30 graduate credit hours

Required Courses:
Block 1: Journalism Core (12 credit hours required)
JREM 512 – Audience Research and Analysis
JREM 530 – Mass Communication Law and Democracy
JREM 580 – Mass Communication Theory
JREM 567 – Media and Social Change

Block 2: Journalism Professional Core (6 credit hours required)
JREM 515 – Journalism Project 1
JREM 590 – Project

Block 3: Elective Theory Course (Minimum 3 credit hours)
JREM 510 – International Journalism
JREM 520 – Seminar in Political Communication
JREM 522 – Seminar in Journalism Issues and Theory
JREM 525 – Public Opinion

Block 4: Journalism Electives (Minimum 9 credit hours; 6 hours of which can be a 400-level course included in the graduate catalog and not taken as part of undergraduate degree)

Non-Course Requirements: None.

RATIONALE: The Journalism and Electronic Media 4+1 concentration allows journalism and electronic media undergraduate majors from the School of Journalism and Electronic Media to earn an MS with one additional year of coursework. The concentration is designed to help students gain a deeper understanding of the skills they focused on during their undergraduate studies while gaining knowledge in other areas of the JEM degree. It operates within the constraints of extended college resources; it also addresses strategic priorities of the university to increase graduate enrollment.

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

All Changes Effective Fall 2022

I. COURSE CHANGES

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

(EDAM) Educational Administration

ADD

EDAM 656 Legal Issues in Education (3) Advanced graduate level course providing in-depth study of PreK-12 American public school law; focuses on selected school issues through detailed examinations of selected cases, statutes, politics, and actions.
Registration Restriction(s): Minimum student level – graduate.
Registration Permission: Graduate standing or permission of the instructor.

Rationale: The course add is a part of the Doctor of Education (EdD) program (ELPS department). This course was listed in the course offerings when the EdD program was approved but it had not been submitted through the approval process. This change is not driven by CAEP standards. Impact on Other Units: None. The proposed course is not required by other programs. Financial Impact: None. This course will not require additional resources nor affect the department or college budget. Additional Documentation: This change does not require additional approval.

REVISE TITLE AND DESCRIPTION

EDAM 520 Using Data for Educational Change & School Improvement (3) An introduction to the uses of disciplined inquiry as a tool for planning, problem solving, decision-making, program improvement, and communicating in school and school-related contexts. Will provide students with the quantitative and qualitative techniques that are needed to engage in the process of school improvement planning that will assist aspiring leaders in developing strategies for implementing and sustaining change in school settings. Will include an emphasis on using data to create the conditions for change as well as planning, implementing, and managing school improvement through the collaboration, involvement, and motivation of all stakeholders.

Formerly: Using Data for School Improvement (3) Using Data for School Improvement is an introduction to the uses of disciplined inquiry as a tool for planning, problem solving, decision-making, program improvement, and communicating in school and school-related contexts. Goal of this course is to provide students with the quantitative and qualitative techniques that are needed to engage in the process of school improvement planning through the use of empirical data.

Rationale: Revisions to title and description are to bring the course description into alignment with contemporary content. Impact on Other Units: None. EDAM 520 is not required by other programs. Financial Impact: None. Additional Documentation: None. This change does not require additional approval.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

(EDPY) Educational Psychology

ADD

EDPY 501 Professional Studies: Applied Educational Psychology (3) Application of concepts, principles, techniques, and models from educational psychology to facilitate student learning and creation of effective classroom environments.
Comment(s): This graduate level course is for students who are participating in a post-baccalaureate or transitional licensure program. This course cannot be taken for senior privilege.
Registration Restriction(s): Admission to teacher education major.

Rationale: This course is primarily completed by students in TPTE. With the new job embedded programs, graduate students need a graduate section of this course. Impact on other units: This change will not have any adverse impact on other units or programs. Financial impact: The course is already required for all teacher education students as EDPY 401 and is being taught with current staffing. There will not be a financial impact with this change. Additional documentation: See syllabus. This change is not substantive and does not need to be reported to SACSCOC. Short title: ProfStudies: Applied Ed Psych

EDPY 514 Ecology of Human Learning (3) Will use Bronfenbrenner's bioecological model of development to explore how the various layers of our sociocultural contexts affect human development, behavior, and learning.

Rationale: This course has previously been taught as a special topics course. It is now being added as a program requirement with a permanent course number. Impact on Other Units: None. There is no impact on other academic units. Financial Impact: None. This course will not require additional resources nor affect the department or college budget. Additional Documentation: This change does not require additional approval.

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

Rationale: The Historical and Philosophical Foundation of Adult Education is a required course in our field based on the Standards for Gradate Program in Adult Education. (See AAACE/CPAE requirement list). The current program does not include historical movement and literature development course. EDPY 520 Survey of Adult Education covers philosophical foundation. Therefore, we need to have a course to provide content and address history and literature rests upon which the current field is built. Impact on Other Units: Adding 528 does not impact other units. 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. Short title: Ad Ed Mvmt: Hist & Lit of USA

EDPY 615 Advanced Study of Adult Learning and Development (3) Adult learning and development theories and research are essential for adult educators who design and implement educational applications and opportunities. Topics covered include advanced research and theories of adult education for improving learning and teaching in educational contexts.

Rationale: Theories and research in adult education are consistently developing. To help doctoral students further grasp current theories and research in adult education, we need an advanced c3ourse to cover these areas. Additionally, our current two courses, EDPY 522 (adult development) and EDPY 525 (adult learning), provide foundational content. They are also parts of the EdPsych online program—many adult education or related Master's programs elsewhere have these courses content. When these students continue doctoral study with us, we need to provide an advanced course in the content areas at doctoral level for their study, which is a required course based on the Standards for Gradate Program in Adult Education. (See AAACE/CPAE requirement list).
Short title: Adv Study of Adult Lrng & Dev

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.

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

Rationale: Theories and research in adult education are consistently developing. To help doctoral students further grasp current theories and research in adult education, we need an advanced course to cover these areas. Additionally, we have EDPY 523 that provides foundational content, which is also a part of the EdPsych online program—many adult education or related Master's programs elsewhere have similar course content. When these students continue doctoral study with us, we need to provide an advanced course in the content areas at doctoral level for their study.

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.
Short title: Adv Learning in Social Context

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

Rationale: Currently, we offer EDPY 630 Proseminar in Adult Learning (6 hours), which covers two content areas. Students complete this class twice. The first course covers content related to Learning to Develop and Emerge as Scholars (EDPY 630) while the other course covers Research Proposal Writing (EDPY 632). The proposed change creates two separate 3-credit classes. This change is important because students are often confused about taking EDPY 630 twice. We believe the program transiting to DE program is an opportunity to make changes. We would like to use the titles to reflect their content areas and make the two courses clear in the program curriculum. We believe such changes also help with new program marketing.

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

EDPY 533 Program Evaluation I (3)

EDPY 534 Program Evaluation II (3)

EDPY 559 Introduction to Qualitative Research in Education (3)

EDPY 577 Statistics in Applied Fields I (3)

EDPY 581 Educational Measurement (3)

EDPY 583 Survey Research (3)

EDPY 631 Discourse Analysis of Educational Environments (3)

EDPY 651 Advanced Seminar in Evaluation (3)

EDPY 659 Advanced Qualitative Research in Education (3)

EDPY 660 Evaluation, Statistics, and Measurement Research Seminar (1-2)

EDPY 667 Evaluation, Statistics, and Measurement: Advanced Topics (3)

EDPY 670 Internship in Evaluation, Statistics, and Measurement (1-6)

EDPY 672 Teaching Practicum in Evaluation, Statistics, and Measurement (1-3)

EDPY 677 Statistics in Applied Fields II (3)

EDPY 678 Statistics in Applied Fields III (3)

EDPY 680 Advanced Educational Measurement (3)

EDPY 682 Educational Research Methods (3)

Rationale: The above EDPY courses are being dropped from the EDPY subject code and some are being added back under the new Evaluation, Statistics, and Methodology (ESM) subject code.

REVISE TITLES

EDPY 625 Advanced Seminar in Lifelong Learning (3)

Formerly: Advanced Seminar in Adult Learning (3)

Rationale: Changing a word in the course title "adult" into "lifelong" to help reflect the course content area taught. Additionally, lifelong learning has been widely used that helps expand adult learning, and in the advanced seminar, lifelong learning would better suit our course purpose. Impact on Other Units: Modifying this course title does not impact other units. Financial Impact: Title change will not impact the college or department budget. Short title: Adv Seminar in Lifelong Lrng

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

Formerly: Proseminar in Adult Learning (3)

Rationale: We offer the course contents of 630 in two different courses, 3 hours each. The name change will help reflect the focus of the course taught in the past. See the above proposed course to be added to the program EDPY 632, which was a part of the former EDPY 630 Proseminar. Since we propose to add EDPY 632 we hope to still use EDPY 630 number but with a new title Learning to Develop and Emerge as Scholars. Impact on Other Units: Modifying the title does not impact other units. Financial Impact: Title change will not impact the college or department budget. Short title: Lrng to Dev & Emerge as Schs

ADD NEW SUBJECT CODE AND COURSES

(ESM) Evaluation, Statistics, and Methodology

ADD

ESM 533 Program Evaluation I (3) Introduction to applied formative and summative program evaluation, including basic practices and techniques of evaluation research design, data collection, data analysis, data interpretation and communication of results to promote legitimate use. Major course emphasis is on student design of a field-based evaluation targeted to a specific local campus or community program of need.

ESM 534 Program Evaluation II (3) Focuses on evaluation implementation, specifically the implementation of the campus or community evaluation proposal students designed in Program Evaluation I. The overriding theme of this course will be utilization-focused evaluation theory and its application to promote more effective evaluation field work, client relations, and methodologically sound evaluation promoting to legitimate, instrumental, conceptual, and process use.
Registration Restriction(s): Minimum student level – graduate.

ESM 559 Introduction to Qualitative Research in Education (3) Overview of various qualitative approaches, data collection and analysis methods. Focus on skill development for data collection through interviews, observation, and document analysis, as well as the importance of reflexivity as a qualitative researcher.
Registration Restriction(s): Minimum student level – graduate.

Course Equivalency Table	
Current Courses (Former Prefix)	Equivalent Courses effective fall 2022
EDPY 533	ESM 533
EDPY 534	ESM 534
EDPY 559	ESM 559

Rationale: Courses are being added under a new program prefix (ESM) which replaces courses offered under the former prefix (EDPY). Impact on Other Units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course number/names. Financial Impact: None.

ESM 560 Evaluation Designs and Data Collection Methods (3) Review of common designs utilized in program evaluations. Data collection methods such as surveys, assessments, interviews, focus groups, and observations will be discussed.
Registration Restriction(s): Minimum student level – graduate.

Rationale: Course addresses the need for students to gain a stronger methodological foundation of program evaluation, focusing on applied evaluation research designs as further supported with credible data collection methods, options, and strategies. Course will demonstrate that the ultimate foundation of evaluation credibility rests on effective research designs supported with data collection strategies providing reliability, validity, and trustworthiness. Short title: Evaluation Designs

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: Revenue derived from the program will be used to pay adjunct faculty and administrative support. This change will not impact on the current college or department budget. This change will not increase the workload of existing faculty and will not require additional resources not generated by the program.

ESM 570 Disseminating Evaluation Results (3) Focuses on ways to disseminate evaluation results to clients. Creating data visualizations, creating infographics, writing executive summaries, writing evaluation reports, and presenting evaluation results will be discussed. Students will work with real evaluation data to create visualizations, reports, and presentations.
Registration Restriction(s): Minimum student level – graduate.

Rationale: Course addresses the need for students to gain a stronger methodological foundation of program evaluation, focusing on data visualization, summarizing evaluation results, and presenting evaluation results to clients. This course will focus on diverse approaches to disseminate evaluation results to clients in a variety of written and verbal formats.

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: Revenue derived from the program will be used to pay adjunct faculty and administrative support. This change will not impact on the current college or department budget. This change will not increase the workload of existing faculty and will not require additional resources not generated by the program.

ESM 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. Will use statistical software to analyze data.
Registration Restriction(s): Minimum student level – graduate.

ESM 581 Educational Assessment (3) Will focus on best practices in PK-12 and higher education assessment techniques. Discussion on how to locate, critique, develop, and utilize measurement tools in educational settings.
Registration Restriction(s): Minimum student level – graduate.

ESM 583 Survey Research (3) Overview of survey research methods. Developing survey items, survey design, sampling techniques, data collection methods, analysis, and visualization of survey results will be discussed.
Registration Restriction(s): Minimum student level – graduate.

Course Equivalency Table	
Current Courses (Former Prefix)	Equivalent Courses effective fall 2022
EDPY 577	ESM 577
EDPY 581	ESM 581
EDPY 583	ESM 583

Rationale: Courses are being added using new program prefix (ESM) which replaces courses offered under the former prefix (EDPY). Impact on Other Units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course number/names. Financial Impact: None.

ESM 590 Evaluation Practicum I (3) This is the first course in a two-course sequence focused on giving students real-world experience conducting evaluations. Students will use their knowledge gained in the program to assist a client in an evaluation of their program or system. The evaluation can occur in a variety of settings including education, health, or government. The major goal for this course is for students to design and implement an evaluation study for their client.

Rationale. This is the first course in a two-course sequence that addresses a need to provide students with real-world experience conducting evaluations. Students will use their knowledge gained in the program to assist a client in an evaluation of their program or system. Impact on other Units: Adding this course does not impact other units. The proposed course does not alter the courses required by other programs. Financial Impact: Revenue derived from the program will be used to pay adjunct faculty and administrative support. This change will not impact the current college or department budget. This change will not increase the workload of existing faculty and will not require additional resources not generated by the program.

ESM 591 Evaluation Practicum II (3) Second course in a two-course sequence focused on giving students real-world experience conducting evaluations. Students will use their knowledge gained in the program to assist a client in an evaluation of their program or system. The evaluation can occur in a variety of settings including education, health, or government. The major goal for this course is for students to design and implement an evaluation study for their client.

Rationale: This is the second course in a two-course sequence that addresses a need to provide students real-world experience conducting evaluations. Students will use their knowledge gained in the program to assist a client in an evaluation of their program or system. Impact on other Units: Adding this course does not impact other units. The proposed course does not alter the courses required by other programs. Financial Impact: Revenue derived from the program will be used to pay adjunct faculty and administrative support. This change will not impact on the current college or department budget. Existing faculty will teach the courses and no required courses are outside our program. This change will not increase the workload of existing faculty and will not require additional resources not generated by the program.

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

Rationale: We have course 600 under the EDPY designation, which is used by other units, so we are unable to change the subject code. We need to add course ESM 600 for our doctoral students. Course is already taught by the ESM faculty under the EDPY designation. Impact on other Units: Adding this course does not impact other units. The proposed course does not alter the courses required by other programs. Financial Impact: None.

ESM 602 Directed Research (1-3) Instructor- or student-initiated group investigation of empirical and theoretical problems in evaluation, statistics, or methodology.
Grading Restriction: Satisfactory/No Credit grading only.
Repeatability: May be repeated. Maximum 12 hours.
Registration Restriction(s): Minimum student level – graduate.

Rationale: We have course 602 under the EDPY designation, which is used by other units, so we are unable to change the subject code. We need to add the ESM designation for our doctoral students. Course is already taught by the ESM faculty under the EDPY designation. Impact on other Units: Adding this course does not impact other units. The proposed course does not alter the courses required by other programs. Financial Impact: None.

ESM 651 Advanced Seminar in Evaluation (3) Focuses on advanced evaluation project management, budgeting, personnel, client relations, as well as evaluation standards and professionalism. Students will develop a comprehensive technical and cost-analysis evaluation proposal for a request for proposals. Students will be engaged in evaluation during the course.
(RE) Prerequisite(s): ESM 534.
Registration Restriction(s): Minimum student level – graduate.

ESM 659 Advanced Qualitative Research in Education (3) The analysis and writing of findings from qualitative data through multiple strategies. Potential analyses include various types of coding, narrative analysis, arts-based analyses, content analysis, visualization strategies, and more.
(RE) Prerequisite(s): ESM 559 or similar doctoral qualitative methods course at instructor's discretion.
Comment(s): Students are required to bring two hours of existing transcribed data (suggested to be collected via interviews, though please contact the instructor for other data considerations).
Registration Restriction(s): Minimum student level – graduate.

ESM 660 Evaluation, Statistics, and Methodology Research Seminar (1-2) Seminar is designed to introduce students to the field of evaluation, statistics, and methodology. Students will review relevant research in these areas and gain hands-on experience conducting research in these fields.
Repeatability: May be repeated: Maximum 8 hours.
(RE) Prerequisite(s): ESM 533.
Registration Restriction(s): Doctor of Philosophy - education / evaluation, statistics, and methodology concentration. Minimum student level – graduate.
Short Title: ESM Research Seminar

ESM 667 Evaluation, Statistics, and Methodology: Advanced Topics (3) Rotating topic in evaluation, statistics, and methodology, reviewing the most up-to-date research in these areas.
Repeatability: May be repeated as topic changes: limit of four topics. Maximum 12 hours.
(RE) Prerequisite(s): 533 and 534.
Registration Restriction(s): Minimum student level – graduate.
Short Title: ESM Advanced Topics

Course Equivalency Table	
Current Courses (Former Prefix)	Equivalent Courses effective fall 2022
EDPY 651	ESM 651
EDPY 659	ESM 659
EDPY 660	ESM 660
EDPY 667	ESM 667

Rationale: Courses are being added under a new program prefix (ESM) which replaces courses offered under the former prefix (EDPY). Impact on Other Units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course number/names. Financial Impact: None.

ESM 668 Ethnographic Methods (3) In-depth exploration of ethnographic research methodologies including autoethnography. Students will design and conduct an ethnographic project in the course.
(RE) Prerequisite(s): ESM 559 or similar doctoral qualitative methods course at instructor's discretion.
Registration Restriction(s): Minimum student level – graduate.

Rationale: Course has been taught multiple times under Special Topics EDPY 604. We are requesting a permanent course number as this class will be taught regularly from now on. 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: Change will not impact the current college or department budget. Existing faculty will teach this course. This change will not increase the workload of existing faculty and will not require additional resources not generated by the program.

ESM 670 Internship in Evaluation, Statistics, and Methodology (1-6) Applied experiences in evaluation, statistics, and/or methodology in a variety of settings.
Repeatability: May be repeated. Maximum 12 hours.
Recommended Background: ESM 533 and ESM 534.
Registration Restriction(s): Educational Psychology and Research Major, PhD, - education / evaluation, statistics, and methodology concentration. Minimum student level – graduate.
Short Title: ESM Internship

ESM 672 Teaching Practicum in Evaluation, Statistics, and Methodology (1-3) Supervised practice in the teaching of research methods, evaluation, statistics, and methodology. This practicum will provide students with hands-on experience in teaching and related curricular and instructional preparation.
Repeatability: May be repeated. Maximum 12 hours.
Registration Restriction(s): Minimum student level – graduate.
Short Title: ESM Teaching Practicum

ESM 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.
(RE) Prerequisite(s): ESM 577.
Registration Restriction(s): Minimum student level – graduate.

ESM 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.
(RE) Prerequisite(s): ESM 577 and ESM 677 or comparable courses with permission of instructor.
Registration Restriction(s): Minimum student level – graduate.

ESM 680 Advanced Educational Measurement and Psychometrics (3) Psychometrics Topics on Classical Test Theory (CTT) as well as contemporary psychometric theories (e.g., Item Response Theory, Rasch Modeling) will be reviewed. Application of psychometric theory to the construction and score validation of measurement instruments in education and the social sciences will be emphasized.
(RE) Prerequisite(s): ESM 577 and ESM 677 or comparable courses with permission of instructor.
Registration Restriction(s): Minimum student level – graduate.

ESM 682 Educational Research Methods (3) Review of research designs utilized in educational research. Quantitative, qualitative, and mixed designs will be discussed. Conducting literature reviews, critiquing research, and designing a research proposal will be emphasized.
Registration Restriction(s): Minimum student level – graduate.

Course Equivalency Table	
Current Courses (Former Prefix)	Equivalent Courses effective fall 2022
EDPY 670	ESM 670
EDPY 672	ESM 672
EDPY 677	ESM 677
EDPY 678	ESM 678
EDPY 680	ESM 680
EDPY 682	ESM 682

Rationale: Courses are being added using new program prefix (ESM) which replaces courses offered under the former prefix (EDPY). Impact on Other Units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course number/names. Financial Impact: None.

ESM 669 Narrative Methods (3) In-depth exploration of narrative research methodologies both as a type of design and as a type of analysis. Students will design, conduct, and analyze data through a narrative project in this course.
(RE) Prerequisite(s): ESM 559 or similar doctoral qualitative methods course at instructor's discretion.
Registration Restriction(s): Minimum student level – graduate.

Rationale: Course has been taught multiple times under the EDPY 604 - Special Topics designation. We are requesting a permanent call number as this class will be taught regularly from now on. 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 current college or department budget. Existing faculty will teach this course. This change will not increase the workload of existing faculty and will not require additional resources not generated by the program.

ESM 693 Independent Study (1-3)
Grading Restriction: Satisfactory/No Credit or letter grade.
Repeatability: May be repeated. Maximum 15 hours.
Registration Restriction(s): Minimum student level – graduate.

Rationale: We currently have a course for 693 under the EDPY designation which is used by other units so we are unable to change the subject code for these courses. We need these for the ESM designation for our doctoral students. These are courses already taught by the ESM faculty under the EDPY designation. Impact on other Units: Adding these courses does not impact other units. The proposed course does not alter courses required by other programs. Financial Impact: None.

(IT) Instructional Technology

ADD

IT 574 Practitioner Research the Instructional Design Case (3) Will guide learners through two parallel streams of learning: learning about a form of practitioner research and what makes it good, and a second stream, learning to compile such research oneself. This type of practitioner research is called the instructional design case.

Rationale: Course has previously been taught as a special topics course. It is now being added as a program requirement with a permanent course number. 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. Short Title: Pract Res the Instr Design Cse:

DROP

IT 678 Seminar in Instructional Technology (1)

IT 679 Theoretical Trends and Issues in Learning, Design, and Technology (3)

IT 681 Design Problems in Learning Environments (3)

IT 693 Independent Study (3)

- **ADD NEW SUBJECT CODE AND COURSES**

(LDT) Learning, Design, and Technology

ADD

LDT 602 Directed Research (3) Instructor- or student-initiated group investigation of empirical and theoretical problems in educational and counseling psychology.
Grading Restriction: Satisfactory/No Credit grading only.
Repeatability: May be repeated. Maximum 12 hours.
Registration Restriction(s): Minimum student level – graduate.

Rationale: A new subject code (LDT) is replacing the departmental prefix (LEES) to align with the current concentration, Learning, Design, and Technology (LDT). The old subject code was confusing to students. 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. Additional documentation: None.

LDT 620 Seminar in Learning, Design, and Technology (3) Readings and discussions based on current literature, research, theories and practices in instructional technology.
Registration Restriction(s): Minimum student level – graduate.
Registration Permission: Consent of instructor.

LDT 630 Design Thinking and Theory (3) Introduction to both theoretical and empirical works related to design thinking and its role in various fields related to human learning, social activities, and physical artifacts. Participants will examine design research methods and the sociocultural implications of design activities.
Registration Restriction(s): Minimum student level – graduate.

LDT 640 Trends and Issues in Learning, Design, and Technology (3) Examine theory, research, and trends in Learning, Design, and Technology including perspectives in instructional technology and educational technology in both formal and informal learning environments.
Registration Restriction(s): Minimum student level – graduate.
Short Title: Trends & Issues in LDT

Course Equivalency Table	
Current Courses (Former Prefix)	Equivalent Courses effective fall 2022
IT 678	LDT 620
IT 679	LDT 640

LDT 651 Discourse Analysis in Education (3) Provides an introduction to the broad area of discourse analysis as an approach for understanding naturally occurring language use, particularly in the context of teaching and learning. Covers both the underlying philosophy and specific methods for collecting and analyzing written and spoken discourse.
(RE) Prerequisite(s): Cultural Studies in Education 560 or Educational Psychology 555.
Registration Restriction(s): Minimum student level – graduate.
Short Title: Discourse Analysis in ED

Course Equivalency Table	
Current Course (Former Prefix)	Equivalent Course effective fall 2022
EDPY 631	LDT 651

LDT 661 Cultural Historical Activity Theory and Methods (3) Introduction to works of Russian psychologists during the 1920s such as Vygotsky and Leontiev, and also works of contemporary Cultural Historical Activity Theory (CHAT) scholars from Russia, Scandinavia, and North America. Participants will specifically examine how to engage in qualitative research from a CHAT perspective. Participants will engage in qualitative data analysis of complex human activity with Activity Systems Analysis.
Registration Restriction(s): Minimum student level – graduate.
Short Title: Cult Hist Act Theory & Methods

LDT 671 Problem-Based Learning in Learning, Design, and Technology (3) Examine research and practice related to how designers approach design as problem solving.
Registration Restriction(s): Minimum student level – graduate.
Short Title: Problem-Based Learning in LDT

LDT 681 Digital Tools for Qualitative Research (3) Designed for participants interested in digital tools in qualitative research. Participants will examine, explore, and reflect on what role digital tools can take in their future research practices. Participants will be guided to engage in ethical and reflexive research practices. Course activities will be designed to specifically examine the role of digital tools in qualitative research design, collaborations among multiple researchers, literature review, data collection, data management, data analysis, and writing reports.
Short Title: Digital Tools for Qual Res

Rationale: Course previously taught as a special topics course. It is now being added as a program requirement with a permanent course number. Impact on Other Units: None. The proposed change does not require courses required by other programs. Financial Impact: None. This course will not require additional resources nor affect the department or college budget.

LDT 693 Independent Study (3)
Grading Restriction: Satisfactory/No Credit or letter grade.
Repeatability: May be repeated. Maximum 9 hours.
Registration Restriction(s): Minimum student level – graduate.

Course Equivalency Table	
Current Courses (Former Prefix)	Equivalent Courses effective fall 2022
LEES 602	LDT 602
LEES 650	LDT 630
LEES 659	LDT 661
IT 681	LDT 671
IT 693	LDT 693

Rationale: Two years ago, the program faculty changed the name of the concentration from Learning Environments and Educational Studies Concentration (LEES) to Learning, Design, and Technology (LDT). The old course prefix has been confusing to students. For consistency and accuracy, the program would like to change the subject code to reflect the current concentration name. 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.

(LEES) Learning Environment Educational Studies

DROP

LEES 602 Directed Research (3)

LEES 650 Design Thinking and Theory (3)

LEES 659 Cultural Historical Activity Theory and Methods (3)

Rationale: For consistency with program terminology, the program faculty are revising these courses to reflect the current concentration name. As the new classes are being added, these can be dropped. 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.

DEPARTMENT OF KINESIOLOGY, RECREATION, AND SPORT STUDIES

(KNS) Kinesiology

ADD

KNS 566 Behavioral Intervention Development (3) Introduces graduate students to a systematic framework of methods designed to develop, refine, and optimize innovative ideas for health behavior treatments before such treatments are compared to current standards of care. Will provide students opportunities to critically think about, design, and present preliminary, small-scale projects that are in line with accepted methods. Will be taught using a combination of lectures (focused primarily on examples in physical activity and exercise), group discussions, and in-class activities. Students will improve skills in information synthesis and expression, scientific writing, and oral presentation.
Registration Permission: Instructor Permission
Short Title: Behav Intervention Dvlpmt

Rationale: We are proposing is to add KNS 566 Behavioral Intervention Development as an elective course in the MS curriculum of Exercise Physiology concentration, which will be taught every other year, in the Spring Semester. The content of this course has been taught twice under a Special Topics title; once under a previous title ('Promoting Physical Activity'; Spring 2018) and once under its current title (Spring 2020). This course is needed to address the lack of graduate level coursework concerning the intermediate steps between identifying a promising treatment idea and testing treatment outcomes under controlled or real-world conditions. Early-stage designs (e.g., systematic reviews, qualitative interviews, single-case studies, feasibility trials) are strongly promoted to accelerate bench-to-bedside progression regarding complex health behaviors, such as exercise. This course will provide students with the opportunity to present (and receive peer-feedback on) preliminary project objectives and methods in line with these key designs.

Impact on Other Units: There is no impact on other academic units. This elective course is not required by other programs. Financial Impact: This course will be taught as part of the normal course load of existing faculty and will not require additional resources.

(RSM) Recreation and Sport Management

ADD 400-LEVEL COURSE FOR GRADUATE CREDIT

RSM 426 Advanced Therapeutic Recreation Programming (3) Leadership and managerial roles in developing therapeutic recreation programs for individuals with multiple disabilities in a therapeutic recreation environment. Includes field experience.
Contact Hour Distribution: Includes field experience.
Repeatability: May be repeated. Maximum 6 hours.
(RE) Prerequisite(s): RSM 326.

Rationale: Proposed change is to add RSM 426 to the graduate catalog. Currently, RSM 426 is offered as an undergraduate course only. However, RSM 426 and RSM 525 students merge for several lectures related to their role in the service-learning course and there are similar assignments with the exception of RSM 525 students completing additional graduate level assignments. RSM 426 would then serve in place of RSM 525 and still be a requirement for graduate students in the Therapeutic Recreation program. With this change, the graduate students will continue to receive the same course content presented in RSM 525 and will still be responsible for the additional graduate student assignments. Currently, the two courses require two different faculty for instruction, but with the proposed change it will only require one faculty. This change allows for more effective use of faculty resources by allowing the second faculty to fill additional needs within the Therapeutic Recreation program.

Impact on other units: This course is a required course in Recreation and Sport Management- Therapeutic Recreation major only and adding the course does not impact other units. Financial impact: This change will not have any financial impact. Additional documentation: Please see attached syllabus.

DROP

RSM 525 Advanced Therapeutic Recreation Programming (3)

Rationale: Dropping RSM 525 provides the opportunity to add an additional graduate only course in the near future that will best fill the needs of the Therapeutic Recreation program and students. Impact on other units: This course is a required course in the Recreation and Sport Management- Therapeutic Recreation major only and does not impact other units. Financial impact: This change will not have any financial impact. Additional documentation: Please see attached syllabus.

DEPARTMENT OF NUTRITION

(NUTR) Nutrition

ADD

NUTR 531 Nutrition Fundamentals (1) A study of how nutrition is related to health and disease through digestion, absorption, transport, and metabolism throughout the life cycle.

NUTR 540 Public Policy in Action (3) An overview of health- and nutrition-related public policies and legislation in Tennessee and the United States; development of effective policy briefs, op-eds, podcasts, and advocacy speeches to educate policymakers and the public about important public health priorities and/or legislation; development of advocacy skills through simulations and virtual meetings with policymakers and community stakeholders; teams will work to develop policy briefs.

NUTR 544 Writing a Systematic Review (3) Provides students with the opportunity to gain skills needed to write a systematic review for publication.

NUTR 610 Evidence Based Guidelines for Diet and Disease (3) A study of how evidence related to diet and disease (with focus on obesity, diabetes, cardiovascular disease and cancer) have shaped and are reflected in community and public health recommendations for populations, including the Dietary Guidelines for Americans (DGA), Dietary Reference Intakes (DRI), and other nutrition-related evidence-based guidelines.
Registration Restriction(s): Minimum student level – graduate.
Short title: Evidence Based Guide Diet Disease

NUTR 625 Introduction to Implementation & Evaluation Science in Community Nutrition (3) Introduction to implementation and evaluation science concepts, definitions, theories, and methods relevant to implementing, sustaining, and evaluating evidence-based, nutrition-related programs, services, and interventions in community settings.
Registration Restriction(s): Minimum student level – graduate.
Short title: Implementation Eval Science Intro

NUTR 651 Professional Development I (1) Provides students, in the beginning of their doctoral studies, with the opportunity to gain skills needed to succeed as a graduate student in the Nutrition Department's Implementation Science in Community Nutrition program concentration.
Repeatability: May be repeated. Maximum 4 hours.
Registration Restriction(s): Minimum student level – graduate.

NUTR 652 Professional Development II (1) Provides continuing graduate students with skills needed to excel in their doctoral studies as they advance through the Nutrition Department's Implementation Science in Community Nutrition program concentration.
Repeatability: May be repeated. Maximum 4 hours.
Registration Restriction(s): Minimum student level – graduate.

Rationale: courses are being added in anticipation of receiving approval for changes proposed, below, to our PhD program, Community Nutrition Concentration. These course additions were carefully identified by the program faculty as important areas of focus for students enrolling in our to-be-revised concentration (Implementation Science in Community Nutrition). These course additions were approved and are supported by the Nutrition faculty.

Impact on other units: None. The new courses are relevant only to students in Nutrition programs, though these courses are available to interested students from outside the program. Financial impact: None. The ourse additions will be offered as part of the normal faculty course loads. Therefore, there is no financial impact expected on either the department or college budget. Additional documentation: No additional approvals are required. These changes are not substantive and do not need to be reported to SACSCOC.

NUTR 655 Molecular Mechanisms and Signaling Pathways in Health and Disease (3) Signal transduction pathways and mechanisms whereby mammalian cells sense and respond to nutritional factors in their environment and transduce the signals into different physiological and genetic outcomes under normal healthy or disease conditions. Students enrolled in this class will acquire basic knowledge in molecular mechanisms of several human metabolic and non-metabolic diseases including obesity, diabetes, inflammatory bowel disease, fibrosis, and cancer.
Registration Restriction: Minimum student level – graduate.
Short Title: MolecularMechanism&SignalPaths

Rationale: Regular curricular review and faculty participation in development of disciplinary competencies supports the need for adding a course that offers the basic knowledge required to understand the molecular basis and signaling pathways mediating

nutrition-related human diseases. The addition of NUTR 655 will allow us to better address the needs of students in the Cellular Molecular Nutrition program, especially at the PhD level. The Nutrition faculty are supportive of this course addition.

Impact on Other Units: None. There is no impact on other academic units as the course is not required by other programs. Financial Impact: None. This course will be taught by existing faculty as part of their normal course load. The change is not substantive.

ADD AS A SECONDARY CROSS-LISTED COURSE

NUTR 587 Applied Practice Experience (3-6) Applied Practice Experience in an approved organization under supervision of a designated preceptor. Students must complete a total of 6 credit hours.
Cross-listed: (See Public Health 587.)
Grading Restriction: Satisfactory/No Credit grading only.
Repeatability: May be repeated. Maximum 6 hours.
Comment(s): One semester advance notice required.
Registration Permission: Consent of major advisor.

Rationale: This course add is to address a need created by the addition of the MPH (with a concentration in Public Health Nutrition), being proposed by Public Health faculty in this narrative (and supported/approved by the Nutrition faculty). Public Health 587 is the primary course with which NUTR 587 will be cross listed. This cross-listing is also being brought forward by the Public Health faculty. All elements of the courses are identical, except that, for NUTR 587, Nutrition faculty will be responsible for setting up the experience, establishing MOUs, Affiliation Agreements, and all other documentation required by the placement. More information about APEx (e.g., the Applied Practice Experience) is available here: https://publichealth.utk.edu/current-students/apex/

Impact on other units: None. This course add only affects students enrolling in the new MPH (with a concentration in Public Health Nutrition). Financial impact: None. This will not affect faculty course load, as these placements are already made by the Nutrition faculty, for NUTR students. Therefore, there is no financial impact expected on either the department or college budget.

REVISE DESCRIPTION AND REMOVE (RE) PREREQUISITE

NUTR 621 Physiological Basis for Diet and Disease (3) Pathophysiologies of cardiovascular disease and cancer and the impact of diet in the disease process.

Formerly: Altered nutrient needs as result of metabolic changes that occur in selected disease states.
(RE) Prerequisite(s): 511.

Rationale: Regular curricular review revealed the need to remove the current prerequisite from this course, as it is more restrictive than necessary. Impact on Other Units: None. There is no impact on other academic units. Financial Impact: None. This course will not require additional resources nor affect the department or college budget.

REVISE CREDIT HOURS

NUTR 645 Advanced Research Methods (2)

Formerly: (3)

Rationale: Regular curricular review by the Nutrition faculty and from students indicates the existence of some redundancy between the content of this course and individual faculty mentoring regarding grant-writing. Therefore, to reduce redundancy, the decision was made to reduce the credit hour requirement from 645, from 3 to 2. Impact on other units: None. This revision only affects students in our PhD program. Financial impact: None. This will not affect the overall faculty course load, Therefore, there is no financial impact expected on either the department or college budget. Additional documentation: This course revision was approved by the Nutrition faculty.The change is not substantive and does not need to be reported to SACSCOC.

DEPARTMENT OF PUBLIC HEALTH

(PUBH) Public Health

ADD

PUBH 528 Policy, Systems, and Environmental Change (3) An examination of the role of policy, systems, and environmental change strategies (PSE) for achieving population health and health equity from a public health perspective. PSE across settings (e.g., schools, worksites, community, etc.) and within local, state, and national jurisdictions. Role of advocacy, public health leadership, coalition development, and cross-sectoral collaboration for achieving regional and multijurisdictional systems change. Application of tools and approaches such as health impact assessment, health equity assessment, and health in all policies.
Short Title: Policy/Systems/Environ Change

Rationale: Students with the HPM concentration no longer have the option of Nursing/Public Health 612 without additional fees. Tailored to future public health leaders, PUBH 528 will enable MPH students to fulfill their policy course requirement for the HPM concentration by focusing on the successful development, implementation, and evaluation of policy, systems, and environmental change strategies. While policy development has been long recognized as a core function of governmental public health, the implementation of initiatives intended to make policies, systems, and environments more supportive of healthy behaviors has become an increasingly common approach in the field of public health. This is evidenced by the CDC's Healthy Communities Program, which was a catalyst for policy change around the country. The National Association of County and City Health Officials (NACCO) has adopted official positions recommending local health department action to improve transportation, prevent chronic disease, and reduce tobacco smoking, all of which require a PSE approach. Both NACCHO and the Association for State and Territorial Health Departments are promoting health in all policy approaches to ensure health considerations when policies are developed and implemented. The course will equip students to develop PSE and related strategies in collaboration with leaders outside the health sector and to navigate often politically charged environments during implementation.

Impact on other units: As this is a new course, it is likely that other units may wish to advise students into it. We are willing to take students outside of Public Health. Financial impact: None. Current faculty will teach 528, which replaces 612 in the curriculum.

PUBH 531 Biostatistics II (3) Biostatistics is the application of statistics to biological problems. Offers intermediate instruction in biostatistics, including the application of inferential statistical methods to public health practice. Application of general linear modeling techniques, including multivariable linear, logistic, and Poisson regression and analysis of variance, to public health data sets. Data management and analysis planning.
(RE) Prerequisite(s): PUBH 530 or permission of the instructor.
Registration Restriction(s): Minimum student level – graduate.

Rationale: The Department of Public Health added the EPI concentration for the MPH program and the PhD in Public Health Sciences in Fall 2020. Both degree programs include PUBH 630 Advanced Biostatistics as a requirement for the program. Both degree programs have seen substantial interest and growth over the first two years of enrollment. The EPI concentration grew almost 60% to become our largest MPH concentration in the second year, and the PhD grew 50% to enroll our largest class of doctoral students across all previous doctoral programs (i.e., PhD in Education, DrPH), even during the COVID-19 pandemic. First, as both programs are expected to continue to increase, class size has become too large for a doctoral level course, as this course also attracts students from other degrees and disciplines for both the graduate epidemiology minor and the graduate statistics minor. For example, in Spring 2021, PUBH 640 Advanced Epidemiology had an enrollment across all sections of 24, making it challenging for the students to get the interaction, support, and level of depth needed in a doctoral level course. We anticipate that PUBH 630 will experience the same when offered in Spring 2022. Second, with the growth of Master's level students in the courses, we realized that the type of statistical methods needed by MPH graduates and PhD graduates are too different to include in the same course. For example, MPH graduates need less advanced and more applied statistics (e.g., general linear models) and data management techniques, while PhD students need statistics more focused on research applications (e.g., repeated measures). This growth will only continue when Distance Education MPH in Epidemiology is added in Fall 2022 (proposed). Finally, having the overlap in required courses between our MPH and PhD programs presents a challenge when students matriculate from one program to another. This became a reality in Fall 2021, when our first MPH graduate started the PhD program in our department. It is proving a challenge to find substitute courses that are relevant to Public Health.

Impact on other units: As this is a new course, it is likely that other units may wish to advise students on it. We are willing to take students outside of Public Health. Financial impact: None. With the recent addition of new faculty and the 2-2 teaching load (as of 2023), the course will be taught within the department capacity.

PUBH 542 Epidemiology II (3) Epidemiology is the study of the distribution and determinants of health-related outcomes at the population level. Topics addressed include measures of disease, measures of effect, sources of error and bias, confounding and interaction, direct and indirect adjustment, and other methodological issues unique to the observational study designs utilized in public health practice.
(RE) Prerequisite(s): PUBH 540 or consent of instructor.
Registration Restriction(s): Minimum student level – graduate.

Rationale: The Department of Public Health added the EPI concentration for the MPH program and the PhD in Public Health Sciences in Fall 2020. Both degree programs include PUBH 630 Advanced Biostatistics as a requirement for the program. Both degree programs have seen substantial interest and growth over the first two years of enrollment. The EPI concentration grew almost 60% to become our largest MPH concentration in the second year, and the PhD grew 50% to enroll our largest class of doctoral students across all previous doctoral programs (i.e., PhD in Education, DrPH), even during the COVID-19 pandemic. First, as both programs are expected to continue to increase, class size has become too large for a doctoral level course, as this course also attracts students from other degrees and disciplines for both the graduate epidemiology minor and the graduate statistics minor. In Spring 2021, PUBH 640 Advanced Epidemiology had an enrollment across all sections of 24, making it challenging for the students to get the interaction, support, and level of depth needed in a doctoral level course. Second, with the growth of Master's level students in the courses, we realized that the type of epidemiological methods needed by MPH graduates and PhD graduates are too different to include in the same course. For example, MPH graduates need less advanced and more applied epidemiological methods (e.g., observational design, adjustment), while PhD students need methods more focused on research applications (e.g., experimental design, causal inference). This growth will only continue when Distance Education MPH in Epidemiology is added in Fall 2022 (proposed). Finally, having the overlap in required courses between our MPH and PhD programs presents a challenge when students matriculate from one program to another. This became a reality in Fall 2021, when our first MPH graduate started the PhD program in our department. It is proving a challenge to find substitute courses that are relevant to Public Health.

Impact on other units: As a new course, it is likely that other units may wish to advise students on it. We are willing to take students outside of Public Health. Financial impact: None. With the recent addition of new faculty and the 2-2 teaching load (as of 2023), the course will be taught within the department capacity.

DROP

PUBH 612 Health and Health Care Policy (3)

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

REVISE TITLES

PUBH 630 Biostatistics III (3)

Formerly: Advanced Biostatistics (3)

Rationale: With the addition of PUBH 531 to the department course offerings, changing the name of this course to Biostatistics III will make the proposed sequencing of courses more obvious (i.e., PUBH 530 Biostatistics, PUBH 532 Biostatistics II, PUBH 630 Biostatistics III). Impact on Other Units: None. Financial Impact: None. Additional Documentation: None required.

PUBH 640 Epidemiology III (3)

Formerly: Advanced Epidemiology in Public Health (3)

Rationale: With the addition of PUBH 542 to the department course offerings, changing the name of this course to Epidemiology III will make the proposed sequencing of courses more obvious (i.e., PUBH 540 Epidemiology, PUBH 542 Epidemiology II, PUBH 640 Epidemiology III). Impact on Other Units: None. Financial Impact: None. Additional Documentation: None required.

REVISE TO ADD AS A PRIMARY CROSS-LISTED COURSE

PUBH 587 Applied Practice Experience (3-6 Credit Hours)
Cross-listed: (Same as Nutrition 587.)

Rationale: This is part of adding concentration in Nutrition. Our accrediting body requires that all students follow the same curriculum. As the Nutrition faculty will be providing oversight to the experience, we agree that the course will hold the NUTR prefix to assure appropriate capacity across the departments, but it will follow the Guidelines and requirements that all other concentrations follow for PUBH 587. Impact on Other Units: This impacts the Department of Nutrition. Current Nutrition faculty will provide the required guidance and monitoring of the experience. Financial Impact: The capacity for providing the APEx for Nutrition concentration students exists in the department of Nutrition without the additional of new resources. Additional Documentation: None required.

DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION

(ASL) American Sign Language

ADD

ASL 521 History & Culture of the Deaf (3) Comprehensive overview of historical and socio-cultural aspects of the Deaf. Students will explore beliefs, theories, and evidence about the historical experience of Deaf people; the influence of geographic, cultural, educational, and economic forces on Deaf people; concepts and implications of disability theory; social and medical models as ways of defining the Deaf population; demographics including the various subcultures and under-represented groups that comprise the larger Deaf community; the impact of deaf education on the history and organizational structure of the Deaf community.
Credit Restriction: Students cannot receive credit for both ASL 421 and ASL 521.
Comment(s): Course is conducted in ASL only. Suggested completion of ASL 211 prior to registering.

Rationale: The ASL Education program has a current 400-level UG course in Deaf Culture and History (ASL 421). This 500-level course will be offered for graduate ASL Education students to ensure they have at least two-thirds of the minimum required hours (20 of the 30 credit hours) in their master's degree program in courses numbered at or above the 500-level. Impact on Other Units: None. There is no impact on other academic units and will be taught concurrently by existing faculty already teaching the existing UG-level ASL 421 course during the Spring semesters. Financial Impact: None. This change will not require additional resources nor affect the department or college budget. Additional Documentation: There will be no changes in SACS. This change does not require additional approval.

DROP 400-LEVEL COURSE FOR GRADUATE CREDIT

ASL 421 History and Culture of the Deaf (3)

Rationale: We are dropping ASL 421 from the Graduate catalog since the ASL Education program has a current 400-level undergraduate course in Deaf Culture and History (ASL 421). We are adding ASL 521 to replace it in the graduate catalog. This change is driven by program review by faculty and students advising feedback about how to best complete our dual-licensure program. Impact on Other Units: None. There is no impact on other academic units. Financial Impact: None.

(ARED) Art Education

ADD

ARED 501 Theory & Practice in Art Education II (3) Advanced instruction and hands-on microteaching practice that includes an elementary, middle, and secondary theme or centrally focused unit plan based upon diversity, multiculturalism, visual culture, technology, and interdisciplinary methods.
Credit Restriction: Students cannot receive credit for both ARED 401 and ARED 501.
Registration Restriction(s): Admission to teacher education.
Short Title: Theory & Practice in Art ED II

Rationale: We are requesting to add a more advanced section of ARED 401, listed as ARED 501. This section is needed because Ed.S. in Teacher Education (Practitioner concentration) students pursuing art teaching certification will need to take this course for licensure, and they will need it at the 500-level for it to count toward their degree. When the EdS in Teacher Education (Practitioner Concentration) was added, the art education faculty realized this change would be needed for any students wishing to pursue this program for art teaching certification.

Impact on Other Units: None. There is no impact on other academic units. The proposed course is not required by other programs. This course will be taught as part of the normal course load of existing faculty. Financial Impact: This course will be taught in conjunction with the existing undergraduate course, this change would not increase art education faculty members' teaching loads. Therefore, we do not anticipate it would have any negative impact on the department or college budget. It might have a slightly positive impact on the budget by allowing us to accommodate EdS students, thereby increasing the number of students enrolled in art education courses. Additional Documentation: This change is not substantive and does not need to be reported to SACSCOC.

DROP 400-LEVEL COURSE FOR GRADUATE CREDIT

ARED 401 Theory & Practice in Art Education II (3)

Rationale: We are adding a graduate-level version of this course (ARED 501), so we no longer need to offer this course in the graduate catalog. Impact on Other Units: None. There is no impact on other academic units.

(EDDE) Education of Deaf & Hard of Hearing

ADD AS SECONDARY CROSS-LISTED COURSE

EDDE 606 Special Education Grant Writing (3) Designed to provide doctoral students with the skills and knowledge to seek, solicit, and receive grant awards from foundation and government sources to support public and non-profit programs and projects in special education. Introduction to concepts needed to manage grants effectively to provide the greatest value to your organization and the granting agency.
Cross-listed: (See Special Education 606.)
Registration Restriction(s): Minimum student level – graduate.
Short Title: Special ED Grant Writing

Rationale: The doctoral faculty in the department determined that Ph.D. students need to have grant writing and management skills to provide them with the skills necessary for resource procurement for research and training programs. This will be a required course. The most significant evidence informing this change is the reduction in student enrollment in the current 500-level graduate young adult literature course. Students have struggled to fit the current course in during their senior year as UG (with senior privilege), and during the graduate program (because of the additional ESL courses they are required to take as part of the graduate program). These changes are driven by program review by faculty and students advising feedback about how to best complete our dual-licensure program. This course will be taught either in-person on campus or online.

Impact on Other Units: None. There is no impact on other academic units and will be taught by existing faculty during summer semesters. Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

DROP SECONDARY CROSS-LISTED COURSE

EDDE 605 - Reading and Applying Research for Diverse Learners: Secondary Data Analyses (3)
Cross-listed: (See Special Education 605.)

Rationale: Course is no longer being taught. Impact on Other Units: None. Financial Impact: None. Additional Documentation: There will be no changes in SACS. This change does not require additional approval.

(ELED) Elementary Education

DROP

ELED 524 Teaching for Creative Thinking Expression (3)

Rationale: 524 has historically been an elective course and has not been offered except in conjunction with the gifted add-on endorsement in about 10 years, thus there has been no enrollment in this course. Impact on Other Units: there is no impact on other academic units. Financial Impact: None. This change is not substantive and does not need to be reported to SACSCOC.

(REED) Reading Education

ADD

REED 609 Literacy and Educational Policy (3) This doctoral seminar will expand students' understanding of literacy policy and ways it connects with instructional planning and research practices. Federal and local initiatives will be discussed with an examination of literacy research, advocacy, and policy.

Rationale: This course was always offered as an alternating version of REED 602 (i.e., policy alternating with reading difficulties/disabilities, repeatable) but this has caused confusion for students and faculty. In order to avoid this confusion, we are asking for a new number and title for this course that is already in our offerings. Impact on Other Units: This change will not have any adverse impact on other units or programs. Financial Impact: There will be no changes in the college or department's budget. There is no impact on faculty and staffing. Additional documentation: This change is not substantive.

REED 651 Writing Theories, Processes, and Research in Education (3) Will develop a broad understanding of theory and research on writing processes, writing development, writing assessment, and writing instruction; to develop more detailed understanding of one or more topics within that field; and to develop a foundation of knowledge and skill for designing research studies or instructional programs on writing.
Registration Restriction(s): Minimum student level – graduate.
Short Title: Writing Theo Proc Res in Ed

Rationale: Language arts instruction is part of literacy education, but has been listed under elementary education, which has limited its scope and enrollment. We believe that by moving it under the REED program, where it should have been all along, and revising its description to more accurately reflect the content of the course, it will increase student interest and enrollment. Further, we were awarded an OSEP (LEADERSHIP) grant, and Dr. Philippakos had included this course as a CORE course for writing theory and research in education. At the time this was submitted as a TPTE 659 as we were not able to submit a CRC (June 2021).

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. Additional Documentation: This change is not substantive.

REVISE TITLE AND DESCRIPTION

REED 529 Assessment and Instruction with Emergent Learners PreK-2 (3) Assessment and Instruction, theory and practice in emergent literacy. Focus on the development of early reading and writing, on assessment, and differentiated, evidence-based instruction of learners from preschool through second grade.
Short Title: Assessment and Instr PreK-2

Formerly: Emerging Literacy (3)
Theory and practice in emergent literacy. Focus on the development of early reading and writing from preschool through first grade.

Rationale: Curricular revisions were deemed necessary because of changes related to policies and to goals to increase the program's impact and increase enrollment. Specifically, policy wise curricula changes were made because of the publication of the new standards of the profession (International Literacy Association (ILA)), changes in law and policies within the state of Tennessee (e.g., Say Dyslexia law), and even the change of the International Reading Association to International Literacy Association and the reference by it to Standards for the Literacy Professionals. 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. This change is not substantive.

REED 537 Assessment and Instruction with Elementary Learners (3-5) (3) Assessment purposes, Pedagogy, and Instruction in grades 3 to 5. Focus on assessment and instruction of advanced decoding, spelling, writing, and reading comprehension for elementary learners in grades 3 to 5.
Short Title: Assessment and Instr 3-5

Formerly: Diagnosis and Correction of Classroom Reading Problems (3)
Procedures, methodologies and materials for diagnosing and correcting classroom reading problems.

REVISE TITLE

REED 540 Literacy Assessment & Instruction with Adolescent Learners (6-12) (3)
Short Title: Assessment and Instr 6-12

Formerly: REED 540 Teaching the Struggling Adolescent Reader (3)

Rationale: Above revisions will allow us to reach more learners across the nation. The program will increase clinical experiences in diverse settings, further attention to multiple types of evidence-based research and practices, and attention to the specific laws and policies at the state and national level. Impact on Other Units: None. There is no impact on other units. The proposed course is not required by other programs. Financial Impact: None. This change is not substantive and does not need to be reported to SACSCOC.

REVISE TITLE, HOURS, AND DESCRIPTION

REED 602 Seminar in Literacy Development and Differences: Understanding and Overcoming Barriers (3)
Explores the complex relationship between literacy development and the range of difficulties that learners experience. Special attention will be devoted to the impact of instructional methods; biological factors; language skill; and demographic factors, including poverty, ethnicity and school location.
Short Title: Sem: Lit Diff Overcom Barriers

Formerly: REED 602 Seminar in Reading Education (1-6 hours)
Repeatability: May be repeated. Maximum 6 hours.
Registration Restriction(s): Minimum student level – graduate.

Rationale: This course has been offered as one of two alternating courses under the title REED 602 (i.e., one course on policy and one reading difficulties/disabilities, repeatable) but this has caused confusion for students and faculty. To avoid this confusion, we are requesting to add some specificity to the title of the course, change the credit hours to 3 and, in a separate request, creating a new number and title for the 600-level policy course that has been offered also under REED 602. 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. Additional Documentation: This change is not substantive and does not need to be reported to SACSCOC.

(SPED) Special Education

ADD

SPED 503 Professional Studies: Special Education and Diverse Learners (3) Characteristics and needs of students with disabilities and diverse learners with an emphasis on educational implications. Techniques, strategies, and resources for teaching and assessing students with diverse learning, behavioral, medical, and/or socio-cultural characteristics, and the requirements of special education and other relevant laws.
Comment(s): Students in Communication Disorders or Educational Interpreting should register for SPED 470 instead of SPED 503.
Short Title: Prof St: Spec Ed/Divers Learn

Rationale: The course number is changing from SPED 402 to SPED 503. Course change from SPED 402 to SPED 503 is for graduate students in education to meet the university's graduate-level standards and expectations for masters seeking students. Needed to accommodate new cohorts of Job Embedded Practitioners (JEPs) and post-graduates adding a special education endorsement and master's degree. The course is required for all teacher education students.

Impact on Other Units: This change will not have any adverse impact on other units or programs. Financial Impact: The course is already required for all graduate students in teacher education adding a Special Education Endorsement or seeking a master's degree in special education. Additional documentation: This change is not substantive and does not need to be reported to SACSCOC.

SPED 513 Foundations in Intellectual and Developmental Disabilities (3) Provides foundational knowledge of learning needs, service delivery models, and critical issues in the education of students with intellectual and developmental disabilities. Introduction to research-based, evidence-based, and high leverage practices for assessment and instruction of students with moderate to severe intellectual disability, developmental disabilities, and multiple disabilities.
(RE) Prerequisite(s): SPED 503.
Registration Restriction(s): Minimum student level - graduate.
Short Title: Fndtns Intellect/Dev Disab

Rationale: We are dropping 517 and 518 and replacing them with course numbers of 513 and 514. Impact on Other Units: Only SPED majors take these classes. This change will not have any adverse impact on other units or programs. Financial Impact: We are requesting to exchange the course numbers, but the change will not be substantial in any way. No financial impact. Additional Documentation: This change is not substantive and does not need to be reported to SACSCOC.

SPED 514 Effective Instruction for Students with Moderate to Severe Intellectual and Developmental Disabilities (3) Identifying and implementing best practices in assessment and instruction for students with moderate to severe intellectual disability and developmental disabilities that significantly impact learning. Understanding and applying high-leverage research-based and evidence-based practices including systematic instruction, curricular modifications, and data-based decision making.
(RE) Prerequisite(s): SPED 503 and SPED 513.
Registration Restriction(s): Minimum student level – graduate.
Short Title: Effctv Instrctn Int/Dev Disab

Rationale: We are dropping 517 and 518 and replacing them with course numbers of 513 and 514. Impact on Other Units: Only SPED majors take these classes. This change will not have any adverse impact on other units or programs. Financial Impact: We are requesting to exchange the course numbers, but the change will not be substantial in any way. No financial impact. Additional documentation: This change is not substantive and does not need to be reported to SACSCOC.

SPED 527 Interdisciplinary Practicum (1-6) Designed to provide interdisciplinary field experience for teacher candidates and candidates in related service professions (e.g., speech-language pathology). Candidates will work collaboratively to design and implement instruction for children in field placement settings (e.g., AAC lab, school settings).
Repeatability: May be repeated. Maximum 9 hours.
Comment(s): Special Education faculty are collaborating with Audiology and Speech Pathology faculty at UTHSC in which special education teachers and preservice speech pathologists are trained together.
Registration Restriction(s): Teacher Education MS: Special Education Professional Internship concentration or Teacher Education, EdS, Special Education, or Teacher Education, EdS, Applied Behavior Analysis (Special Education) or consent of instructor. Registration in the course in limited to participants in the collaborative program.

Rationale: Currently, students enrolled at UTK cannot enroll in classes at UTHSC. Faculty members in Special Education are collaborating with faculty in Audiology and Speech Pathology at UTHSC (seeking funding) to develop a program in which special education teachers and preservice speech pathologists are trained together in the area of augmentative and alternative communication (AAC). If the grant project is funded, instructors will be paid to supervise this practicum from grant funding. If the grant project is not funded, this course will be offered on a small scale so that students in the SPED program can get experience in the UTHSC AAC lab. In that case, Dr. Coleman will provide supervision above the load and teach this course in conjunction with a research class so that students can conduct research as part of this experience.

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 since it will either be taught by grant-funded instructors or by Dr. Coleman above load for research purposes.

SPED 524 Pedagogy for Gifted, Creative and Advanced Learners Across the Content Areas (3) Development of potential across academic curriculum content areas for students who are gifted, creative, and/or advanced. Addressing the needs of gifted/high-ability learners through critical and creative problem solving, problem-based learning, and inquiry.
Short Title: PedGiftCreatAdvLrnAcrsContArea

Rationale: 524 will expand the range of learners from elementary to K-12 to conform to the state endorsement in gifted education, which is K to 12 and updates the description and content of the course to conform to current professional standards (National Association of Gifted Children and Council for Exceptional Children). Impact on Other Units: None. Existing faculty will teach this course. Financial Impact: None, the course that is being taught once about every other year in summer, based on demand. Additional Documentation: This change is not substantive and does not need to be reported to SACSCOC.

SPED 541 Diversity and Equity in Programming for Gifted, Creative and Advanced Learners (3) Introduction to theoretical frameworks like multicultural education, culturally sustaining teaching, and critical pedagogy. Develop an understanding of how race, language, ability, and culture influence students and various ways that high potential can manifest in a classroom. Develop and critique culturally responsive lessons for gifted, creative, and advanced learners.
Short Title: Div&EqinProgGiftCreat&AdvLrnrs

Rationale: This revision changes a general course on diversity pedagogy to address a specific audience of K-12 learners (gifted, creative, and talented). This course will replace TPTE 541 (Topics in Improvement of Education) in the 4-course gifted education graduate certificate. This course helps address current professional standards of the National Association of Gifted Children and Council for Exceptional Children which address the under-representation of students of color and with cultural differences in gifted education programming. Impact on Other Units: No impact on other units. Financial Impact: None, the course is being taught once about every other year in summer, based on demand. Additional Documentation: This change is not substantive.

SPED 558 Augmentative and Alternative Communication (3) Current theories and approaches to assessment and intervention for individuals with difficulty producing speech.
Comment(s): Special Education faculty are collaborating with Audiology and Speech Pathology faculty at UTHSC in which special education teachers and preservice speech pathologists are trained together.
Registration Restriction(s): Teacher Education MS: Special Education Professional Internship concentration or Teacher Education, EdS, Special Education, or Teacher Education, EdS, Applied Behavior Analysis (Special Education) or consent of instructor. Registration in the course in limited to participants in the collaborative program.
Short Title: Augmentative/Alternative Comm

Rationale: Faculty members in Special Education are collaborating with faculty in Audiology and Speech Pathology at UTHSC seeking funding to develop a program in which special education teachers and preservice speech pathologists are trained together in the area of augmentative and alternative communication (AAC). Students in the SPED program need to be able to enroll in the existing AAC course. Currently, the only way to achieve this is to offer a section at UTK.

Impact on Other Units: This change will add students to the UTHSC ASP 558 course. Dr. Jillian McCarthy teaches this course and wants to have SPED students enroll. Dr. Mari Beth Coleman (SPED) will coordinate with Dr. McCarthy to ensure that UTK students can access the course in a collaborative system (e.g., Canvas) and receive grades in UTK Banner. Financial Impact: This change does not have any financial impact. Additional Documentation: This change is not substantive and does not need to be reported to SACSCOC.

ADD AS PRIMARY CROSS-LISTED COURSE

SPED 606 Special Education Grant Writing (3) Designed to provide doctoral students with the skills and knowledge to seek, solicit, and receive grant awards from foundation and government sources to support public and non-profit programs and projects in special education. Introduction to concepts needed to manage grants effectively to provide the greatest value to your organization and the granting agency.
Cross-listed: (Same as Education of the Deaf and Hard of Hearing 606.)
Registration Restriction(s): Minimum student level – graduate.
Short Title: Special ED Grant Writing

Rationale: The doctoral faculty in the department determined that Ph.D. students need to have grant writing and management skills to provide them with the skills necessary for resource procurement for research and training programs. This will be a required course for doctoral students. This course will be taught either in-person on campus or online. The most significant evidence informing this change is the reduction in student enrollment in the current 500-level graduate young adult literature course. Students have struggled to fit the current course in during their senior year as UG (with senior privilege), and during the graduate program (because of the additional ESL courses they are required to take as part of the graduate program). These changes are driven by program review by faculty and student advising feedback about how to best complete our dual-licensure program.

Impact on Other Units: There is no impact on other academic units and will be taught by existing faculty during summer semesters. Financial Impact: None. This change will not require additional resources nor affect the department or college budget. Additional Documentation: There will be no changes in SACS. This change does not require additional approval.

DROP 400-LEVEL COURSES FOR GRADUATE CREDIT

SPED 402 Professional Studies: Special Education and Diverse Learners (3)

Rationale: SPED 402 is being dropped from the grad catalog and being replaced with SPED 503. There will be a change made to the Undergraduate catalogue to reflect a similar change. It will continue to be offered to all teacher education candidates, JEPs and GYOs. Impact on Other Units: This change will not have any adverse impact on other units or programs. Financial Impact: This course is not changing substantially – just the numbers – and will not have any financial impact.

SPED 430 Applied Behavior Analysis in School Settings (3)

Rationale: We have a graduate version of this course now; this course is no longer needed. 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. Additional Documentation: This change is not substantive and does not need to be reported to SACSCOC.

DROP

SPED 517 Foundations in Intellectual and Developmental Disabilities (3)

SPED 518 Effective Instruction for Students with Moderate to Severe Intellectual and Developmental Disabilities (3)

Rationale: We are dropping 517 and 518 and replacing them with course numbers of 513 and 514. Impact on Other Units: This change will not have any adverse impact on other units or programs. Financial Impact: No financial impact. Additional Documentation: This change is not substantive and does not need to be reported to SACSCOC.

SPED 532 Effective Instruction of Students with Moderate to Severe Disabilities (6)

Course Equivalency Table	
Current Courses (Former Prefix)	Equivalent Courses (New Prefix)
SPED 517	SPED 513
SPED 518	SPED 514
SPED 532	SPED 514

Rationale: 532 was replaced in 2021 by SPED 518 (which should have been 514. This course was supposed to have been dropped at that time. Impact on Other Units: This change will not have any adverse impact on other units or programs. Financial Impact: This course already has been replaced with two courses. Dropping will not have an impact.

DROP PRIMARY CROSS-LISTED COURSE

SPED 605 Reading and Applying Research for Diverse Learners: Secondary Data Analyses (3)
Cross-listed: (Same as Education of the Deaf and Hard of Hearing 605.)

Rationale: 605 is no longer being taught. Impact on Other Units: None. Financial Impact: None.

REVISE TITLE, DESCRIPTION, AND REVISE GRADING RESTRICTION FROM S/NC TO LETTER GRADE ONLY

SPED 506 Field Experiences in Teaching in Special Education (1-15) Designed to provide participants with field experiences in teaching special education. Experience will include the planning, delivery of special services, instruction, and evaluation across various educational environments and levels.

Formerly: Internships in Teaching in Special Education (1-15)
Designed to provide participants with internship experience in teaching special education. Experience will include the planning, delivery of special services, instruction, and evaluation across various educational environments and levels.
Grading Restriction: Satisfactory/No Credit grading only

Rationale: This course has been used as the practicum course for post-back students taking SPED teaching methods classes. They are not doing actual internships, so the description is revising to be more reflective of the type of field placement that is involved. We want to remove the grading restriction of S/NC. Impact on Other Units: Will not have any adverse impact on other units or programs. Financial Impact: Does not have any financial impact. Additional Documentation: This change is not substantive.

REVISE HOURS, DESCRIPTION, AND COMMENT; ADD REPEATABILITY

SPED 535 Applied Research in Special Education (1-3) Provides an understanding of research methods in special education with an emphasis on single-case design research methodology. Students review professional literature to guide them in the development/implementation of an intervention-based research proposal appropriate for students with disabilities or learning difficulties in a K-12 or post-secondary instructional setting.
Repeatability: May be repeated. Maximum 6 hours.
Comment: Restricted to students in graduate-level Special Education programs or related programs with the consent of instructor.

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

Rationale: This course needs to be available for variable credit hours and repeatable so that students in non-internship graduate programs (e.g., job-embedded practitioners in SPED, students in audiology and speech pathology) have flexibility in being able to work on their applied research projects. Impact on Other Units: Will not have any adverse impact on other units or programs. Financial Impact: Does not have any financial impact. Additional Documentation: This change is not substantive to be reported to SACSCOC.

REVISE DESCRIPTIONS

SPED 555 Methods of Teaching Students with Autism Spectrum Disorders (3) Provides an in-depth description of students with autism spectrum disorders (ASD) including characteristics related to communication, social skills, and interests. Appropriate assessment practices, programming considerations, and effective instructional methods are addressed.

Formerly: Provides an in-depth description of students with autism spectrum disorders (ASD) including differentiating characteristics among the various subtypes of pervasive developmental disorder. Appropriate assessment practices, programming considerations, and effective instructional methods are addressed.

Rationale: Minor wording changes to better reflect content that is covered in the course. Impact on Other Units: Will not have any adverse impact on other units or programs. Financial Impact: does not have any financial impact.

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, 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.

Formerly: 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.

Rationale: Minor wording changes to better reflect content that is covered in the course. Impact on Other Units: will not have any adverse impact on other units or programs. Financial Impact: does not have any financial impact.

REVISE HOURS AND (RE)PREREQUISITE; ADD REPEATABILITY AND COMMENT

SPED 579 Teaching Practices in Teacher Education (1-3)
(RE) Prerequisite(s): SPED 514 or SPED 516.
Repeatability: May be repeated. Maximum 6 hours.
Comment: Students enrolled in this course must pay for edTPA scoring.

Formerly: (3)
(RE) Prerequisite(s): 402.

Rationale: 579 needs to be available for variable credit hours and repeatable so that students in non-internship graduate programs (e.g., job-embedded practitioners) have flexibility in being able to work on their edTPA project. We are finding that they often need to work across semesters. Revising the prerequisite so students must have taken one of the instructional methods classes before enrolling in this course. Impact on Other Units: No adverse impact on other units/programs. Financial Impact: Does not have any financial impact.

(STEM) Science, Technology, Engineering, and Mathematics Education

ADD

STEM 580 An Introduction to Data Science Methods in Education (3) Intended to support graduate-level students to be able to apply data science methods to topics of teaching, learning, and educational systems. Introduces students to the data science software and programming language R. Course activities focusing on preparing and using complex data sources for analysis using the tidyverse suite of R packages. No pre-requisites or programming experience is required.

Rationale: This revision is a DROP and ADD (dropping course as 599 and adding it back as 580) to make a more coherent set of STEM course numbers. At present, STEM 599 makes it difficult to signal to students that other courses build on this course as a prerequisite, as is the case for courses in the Educational Data Science graduate certificate. Impact on Other Units: None. No impact on other academic units. The proposed course is not required by other programs. Financial Impact: None.

STEM 581 Mathematics Curriculum (3) Past, present, and future issues influencing mathematics curriculum in schools, elementary through college. Teacher's role in curriculum development and implementation. Rationales for curriculum decisions.

Rationale: We are changing the subject area of the course from MEDU to STEM (prefix change requiring we add the STEM course). We are making this change for all courses that are relevant courses for students across the STEM education programs, including mathematics education, science education, and educational technology. Impact on Other Units: None. There is no impact on other academic units. The proposed course is not required by other programs. Financial Impact: This course will be taught by existing faculty; no financial impact. Additional documentation: This change is not substantive and does not need to be reported to SACSCOC.

STEM 585 Digital Learning Environments and Learning Analytics (3) Intended to support students to study new teaching and learning environments, such as online courses, educational technology platforms, and social media-based networks. Intended to support students to gain experience a) posing questions that can be answered using digital data sources, b) accessing and working with structured (from databases/APIs) and unstructured (e.g., text) data, and c) gaining an introduction to functional programming for preparing complex datasets. Course involves the use of the statistical software R.
Short Title: Learning Analytics

Rationale: This course is intended to address the need to support students learning about the following activities: a) posing questions that can be answered using digital data sources, including data from learning management systems, b) accessing and working with structured (from databases/APIs) and unstructured (e.g., text) data, and c) gaining an introduction to functional programming for preparing complex datasets. Impact on Other Units: None. There is no impact on other academic units. The proposed course is not required by other programs. Financial Impact: This course will be taught by the existing faculty; no financial impact. Additional documentation: This change is not substantive and does not need to be reported to SACSCOC.

STEM 591 Visualize Data Using R (3) Intended to support students to create static visualizations (e.g., visualizations for inclusion in presentations and publications) and dynamic visualizations (e.g., those that can allow researchers and others to interact with the visualization). Will use educational examples and data sets but is open to students across programs. Course involves the use of the statistical software R.

Rationale: Visualizing data is a central task for researchers across education sub-fields and learning to visualize data effectively is a goal shared by many educational researchers and analysts, but there is not yet a course for educational researchers on visualizing data using the widely used statistical software R. This course will prepare students in TPTE and in other departments to create static visualizations (e.g., visualizations for inclusion in presentations and publications) and dynamic visualizations (e.g., those that can allow researchers and others to interact with the visualization).

Impact on Other Units: None. There is no impact on other academic units. The proposed course is not required by other programs. Financial Impact: This course will be taught by the existing faculty; no financial impact.

STEM 595 Predictive Modeling and Machine Learning in Education (3) Intended to support students to use predictive analytics and machine learning in educational contexts. Intended to support learners in the following: a) using modeling interfaces (e.g., tidymodels) for specifying a range of inferential and machine learning models, b) exploring useful and ethical applications of machine learning in education, and c) estimation and inference in the context of larger dataset. Course involves the use of the statistical software R.
Short Title: Machine Learn in Ed

Rationale: Predictive modeling and machine learning have become commonplace within educational research and assessment, but there is not yet a course on these topics that is likely to be accessible and relevant to educational researchers and analysts. This course is intended to support students in a) using modeling interfaces (e.g., tidymodels) for specifying a range of inferential and machine learning models, b) exploring useful and ethical applications of machine learning in education, and c) stimation and inference in the context of larger dataset.

Impact on Other Units: None. There is no impact on other academic units. The proposed course is not required by other programs. Financial Impact: This course will be taught by the existing faculty; no financial impact.

DROP

STEM 599 An Introduction to Data Science Methods in Education (3)

Rationale: This is a DROP and ADD (dropping course as 599 and adding it back as 580) to make a more coherent set of STEM course numbers. At present, STEM 599 makes it difficult to signal to students that other courses build on this course as a prerequisite, as is the case for courses in the Educational Data Science graduate certificate. Impact on Other Units: None. No impact on other academic units. The proposed course is not required by other programs. Financial Impact: None.

Course Equivalency Table	
Current Course	Equivalent Course effective fall 2022
STEM 599	STEM 580

(TPTE) Theory and Practice in Teacher Education

DROP

TPTE 541 Diversity Pedagogy (3)

Rationale: There is no longer a need for TPTE 541 as this course is being replaced by SPED 541. Impact on Other Units: This change will not have any adverse impact on other units or programs. Financial Impact: None.

Course Equivalency Table	
Current Course	Equivalent Course
TPTE 541	SPED 541

II. PROGRAM CHANGES

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

REVISE REQUIREMENTS– EDUCATIONAL ADMINISTRATION MAJOR, MS – INSTRUCTIONAL LEADERSHIP CONCENTRATION – ONLINE LEADERSHIP STUDIES SPECIALIZATION

In the 2022-2023 Catalog revise as noted below.

1) Under the Online Leadership Studies Specialization heading, revise credit hours required from 36 to 30.

2) Under the Licensure Alternative, Coursework Only With Comprehensive Exam heading, revise credit hours required from 36 to 30.

3) Under the Non-Licensure Alternative, Coursework Only With Comprehensive Exam heading, revise text as shown:

The non-licensure alternative program is designed to prepare leaders for a variety of settings in schools and in other social service agencies. Course of study is consistent with the degree program selected; however, one elective is required in lieu of an internship. The non-licensure alterative is required for all out of state students. Program completion requires a final comprehensive examination.

Formerly: The non-licensure alternative program is designed to prepare leaders for a variety of settings in schools and in other social service agencies. Course of study is consistent with the degree program selected; however, two electives are required in lieu of an internship. The non-licensure alterative is required for all out of state students. Program completion requires a final comprehensive examination.

4) Under the Credit Hours Required heading, revise credit hours required from 36 to 30.

Formerly:
Credit Hours Required
36 graduate credit hours

5) Under the Required Courses heading, under Core Requirement Courses, delete EDAM 552 and replace with EDAM 554.

6) Under the Required Courses heading, under Specialization heading, revise specialization hours from 15 to 12 and delete course EDAM 554 from the list.

7) Under the Required Courses heading, under Licensure Alternative: Internship, revise EDAM 580 from (6 credit hours) to 3 credit hours.

Formerly: EDAM 580 (6 credit hours; required for Licensure Students; The internship, which includes a minimum of 350 hours of field-based experience under the mentor's direction)

Rationale: With the revision to EDAM 520 course title and description, students are not required to take EDAM 552 at this time. Also, the decrease in required Internship Course hours from 6 credit hours to 3 credit hours brings the required hours for this degree to 30 credit hours. The proposed text changes to the catalog reflected in this section simply provide clarity of requirements and reflect the number of credit hours required for the MS degree (30 credit hours). Impact on Other Units: None. There is no impact on other academic units. Financial Impact: None. Additional Documentation: None. This change does not require additional approval.

REVISE REQUIREMENTS – EDUCATION MAJOR, EDS, EDUCATIONAL ADMINISTRATION CONCENTRATION – ONLINE LEADERSHIP STUDIES SPECIALIZATION

In the 2022-2023 Catalog revise as shown:

1) Under the Online Leadership Studies Specialization heading, revise first sentence to reduce required credit hours from 42 to 36.

Formerly: The Specialist in Education degree, with a major in Education, with a specialization in Online Leadership Studies requires 42 credit hours of graduate coursework, which includes a field-based internship experience under a mentor's direction.

2) Under Licensure Alternative heading, revise first sentence to reduce required credit hours from 42 to 36.

Formerly: The EdS requires 42 graduate credit hours of course work.

3) Under the Non-Licensure Alternative heading, revise paragraph to reduce required credit hours from 42 to 36 and revise text to show only one elective is required, as shown below.

The non-licensure alternative program is designed to prepare leaders for a variety of settings in schools and in other social service agencies. Course of study is consistent with the degree program selected; however, one elective is required in lieu of an internship. The non-licensure alterative is required for all out of state students. The degree requires 36 graduate credit hours of coursework and a field problem research paper on a topic relevant to educational leadership.

Formerly: The non-licensure alternative program is designed to prepare leaders for a variety of settings in schools and in other social service agencies. Course of study is consistent with the degree program selected; however, two electives are required in lieu of an internship. The non-licensure alterative is required for all out of state students. The degree requires 42 graduate credit hours of coursework and a field problem research paper on a topic relevant to educational leadership.

4) Under the Credit Hours Required heading, revise to reduce credit hours required from 42 to 36.

Credit Hours Required
36 graduate credit hours

Formerly:
Credit Hours Required
42 graduate credit hours

5) Under Required Courses, Core Requirement Courses, remove course EDAM 552 and replace with EDAM 554.

6) Under the Required Courses, Licensure Specialization, revise specialization hours from 15 to 12 and delete course EDAM 554 from the list.

7) Under Required Courses, revise last bullet with reference to Internship course as shown below.

- Internship Course EDAM 580 for Licensure Students **or** Electives (3 credit hours) for Non-Licensure Students chosen in consultation with the faculty advisor

Formerly
Internship Course (EDAM 580, 6 credit hours) for Licensure Students **or** Electives (6 credit hours) for Non-Licensure Students chosen in consultation with the faculty advisor

Rationale: With the revision to EDAM 520 course title and description, students are not required to take EDAM 552 at this time. Also, the decrease in required Internship Course hours from 6 credit hours to 3 credit hours brings the required hours for this degree to 36 credit hours. The proposed text changes to the catalog reflected in this section simply provide clarity of requirements and reflect the number of credit hours required for the EdS degree (36 credit hours). Impact on Other Units: None. There is no impact on other academic units. Financial Impact: None. Additional Documentation: None. This change does not require additional approval.

REVISE ADMISSIONS REQUIREMENTS - HIGHER EDUCATION ADMINISTRATION MAJOR, PHD

In the 2022-2023 Catalog, under the Admissions Standards/Procedures heading, revise last bullet as shown below:

- Admission to the PhD program is a holistic decision based on an integrated review of the entire admissions credential file. The deadline for having a complete admissions credential file is October 15 (spring and priority deadline for fall assistantships), March 15 (summer and fall)

Formerly: Admission to the PhD program is a holistic decision based on an integrated review of the entire admissions credential file. The deadline for having a complete admissions credential file is January 1.

Rationale: Housekeeping change. Opportunity for student eligibility for university fellowships. Impact on Other Units: None. Financial impact: None. Additional Documentation: None.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

❖ **ADD CONCENTRATION – EDUCATION MAJOR, MS**

Evaluation Methodology Concentration (Distance Education)

In the 2022-2023 Graduate Catalog, add headings, text, and requirements for new concentration.

Education Major, MS
Evaluation Methodology concentration

Evaluation is the systematic study of an organization or program's fidelity, merit, or worth using a recognized set of national standards. The Distance Education Online Evaluation Methodology concentration master's program is designed to provide students with a broad and rigorous study of the field of evaluation. Students will learn quantitative, qualitative,

and mixed-methods evaluation designs, effective communication skills, cutting edge reporting strategies, and hands-on application of evaluation strategies. The program prepares professionals who are seeking to enhance their skills and develop new competencies in evaluation methodology. Students in this 30-graduate credit hour program will complete core coursework in evaluation principles and practice, methodology, and engage in field-based evaluation experiences. Prior to graduation students must pass a portfolio-based comprehensive examination.

Concentration (Required) And Option Available

Evaluation Methodology – Project Option

Campus Code

Distance Education

Admissions Standards/Procedures

Admission is based on a holistic view of an applicant's qualifications and previous educational experiences. GRE scores are optional. Prior graduate work will be examined on a case-by-case basis to determine if it can be used to satisfy some course requirements.

Credit Hours Required

30 graduate credit hours

Required Courses: 27 Credit Hours

ESM 533 Program Evaluation I
ESM 534 Program Evaluation II
ESM 559 Introduction to Qualitative Methodology
ESM 560 Evaluation Designs and Data Collection Methods
ESM 570 Disseminating Evaluation Results
ESM 577 Statistics in Applied Fields I
ESM 583 Survey Research
ESM 590 Evaluation Practicum I
ESM 591 Evaluation Practicum II

Electives: 3 Credit Hours

ESM 580 Educational Assessment
ESM 677 Statistics in Applied Fields II
ESM 672 Teaching Practicum
ESM 682 Educational Research Methods
Or another distance education course approved by the program coordinator

Total 30 hours

Non-Course Requirements

The portfolio satisfies the requirements for a project non-thesis Master's. Portfolios will be reviewed and scored by two ESM faculty members. Students must earn a grade of Pass to earn the Master's degree.

Rationale: The Evaluation Statistics and Methodology program is requesting a new concentration (MS degree) be added to the Education Major in the Educational Psychology and Counseling department.

The evaluation field continues to expand in response to growing public accountability demands; there is a lack of individuals trained in advanced methodologies required for assessing programs, organizations, policies within education and related fields. Many current evaluators have not been trained to be evaluators and have received a minimum of on the job training. They have not been trained in more advanced quantitative, qualitative, or mixed method methodologies that are required for assessing formative and summative evaluations related to merit or worth. The lack of this training has inhibited the demand for better, greater public program accountability. In addition, the greater use and application of data informed decision making requires that program planners, implementers and evaluators have a more robust and deeper sense of related epistemological foundations.

Our proposed program seeks to fill this gap by offering a flexible, evaluation methodology-focused distance education master's program in our discipline. Our courses will be a mix of synchronous and asynchronous coursework as well as include hands-on and field-based practical experiences in evaluation. Our new concentration will offer new courses in data visualization and disseminating evaluation and research results which would be appealing to current distance education and other graduate students in our department. We anticipate that we would graduate 10-15 students each year. This program will enhance the field of evaluation by providing integrated technical training suitable for addressing the growing and expanding demands for public program accountability and continuous improvement while deeply and equitably engaging all stakeholders in assessment and evaluation processes. This program will advance the core mission of our college and department to promote technology transfer and program outreach in support of community needs and social programming. It will also add to our discipline as an example of how technical, research, outreach, and community service can be combined and integrated into a strategically targeted master's program consistent with expanding expectations for program excellence and evidence-based practice.

Impact on Other Units: The addition of this concentration will not impact other units. The proposed change does not require courses offered by other programs. Financial Impact: Revenue derived from the program will be used to pay adjunct faculty and administrative support. This change will not impact the current college or department budget. This change will not increase the workload of existing faculty and will not require additional resources not generated by the program.

REVISE CAMPUS CODE FOR EDUCATIONAL PSYCHOLOGY AND RESEARCH MAJOR, PHD, ADULT LEARNING CONCENTRATION, TO REMOVE KNOXVILLE CAMPUS CODE AND ADD DISTANCE EDUCATION CAMPUS CODE (FOR ADULT LEARNING CONCENTRATION ONLY)

In the 2022-2023 Graduate Catalog, for the Adult Learning concentration – revise Campus Code from Knoxville Campus to Distance Education only.

Campus Code

Adult Learning – Distance Education Only
Applied Educational Psychology – Knoxville Campus
Evaluation, Statistics, and Methodology – Knoxville Campus

Formerly:
Campus Code:
Knoxville Campus

Rationale: The requirements for the PhD can be met with the DE option students (i.e., all coursework, comprehensive exams, working with major professor on research topic, dissertation). In addition, a DE program will allow for international recruitment. The program has completed a needs assessment and documentation is attached. Jennifer Gramling with Vols Online has been notified that the program is changing to a complete DE program pending approval.

Impact on Other Units: The revision for the DE option will not impact other units. The proposed change does not require courses offered by other programs. Financial Impact: Revenue derived from the program will be used to support the program and department. This change will not negatively impact the current college or department budget. This change will not increase the workload of existing faculty and will not require additional resources not generated by the program.

REVISE REQUIREMENTS - EDUCATIONAL PSYCHOLOGY AND RESEARCH MAJOR, PH.D.; ADULT LEARNING CONCENTRATION

In the 2022-2023 catalog, under the Required Courses heading remove courses EDPY 522, EDPY 523, EDPY 525. Add courses EDPY 519, EDPY 527, EDPY 538, EDPY 528, EDPY 615, EDPY 536, and EDPY 632. Remove electives.

Required Courses
Basic Core Courses (27 credit hours)
EDPY 519
EDPY 520
EDPY 521
EDPY 527
EDPY 528
EDPY 529
EDPY 538
EDPY 539
One 3-credit course approved by the program coordinator
Advanced Core Courses (19 credit hours)
EDPY 601
EDPY 615
EDPY 625
EDPY 622
EDPY 626
EDPY 630
EDPY 632
Research Methods (15 credit hours)
Research courses must include classes in research methods, quantitative methodology, and qualitative research, as well as two additional courses as approved by the student's advisor or the program coordinator.
Required:
EDPY 506
EDPY 559
EDPY 577
Select two classes from the following:
EDPY 530
EDPY 533
One advanced qualitative methods course approved by the program coordinator
Dissertation (24 credit hours)
EDPY 600

Formerly
Basic Core Courses (21 credit hours)
EDPY 520
EDPY 521

EDPY 522
EDPY 523
EDPY 525
EDPY 529
EDPY 539
Advanced Core Courses (13 credit hours)
EDPY 601
EDPY 625
EDPY 622
EDPY 630
Research Methods (15 credit hours)
Research courses must include classes in research methods, quantitative methodology, and qualitative research, as well as two additional courses as approved by the student's advisor.
Electives (12 credit hours)
Students, in consultation with their advisor, must select four courses that complement their professional focus.
Dissertation (24 credit hours)
EDPY 600

Rationale: The program has completed a needs assessment (documentation submitted to college). Changes reflect adherence to field standards for training. Impact on Other Units: The proposed change does not require courses offered by other programs. Financial Impact: Revenue derived from the program will be used to support the program and department. This change will not negatively impact the current college or department budget. This change will not increase the workload of existing faculty and will not require additional resources not generated by the program. Additional Documentation: see attached needs assessment and field standards.

REVISE REQUIREMENTS - EDUCATIONAL PSYCHOLOGY AND RESEARCH MAJOR, PH.D.; EVALUATION, STATISTICS, AND METHODOLOGY CONCENTRATION

In the 2022-2023 Graduate Catalog, under the Required Courses heading, remove current listing and replace as follows:

Required Courses
ESM Core (15 credit hours)
ESM 533
ESM 534
ESM 577
ESM 677
ESM 581
Advanced ESM Core (12 credit hours)
ESM 651
ESM 678
ESM 680
ESM 667
Research Core (15 credit hours)
ESM 583
ESM 559
ESM 659
ESM 682
3 credit hours of approved research electives selected in consultation with the major advisor
Applied Professional Experience (15 credit hours)
EDPY 601 (1 credit hour)
ESM 660 (8 credit hours)
ESM 670 (6 credit hours)
Electives (9 credit hours) selected in consultation with the major advisor
Dissertation (24 credit hours)
ESM 600
Students will enroll in a minimum total of 24 credit hours of dissertation at the conclusion of their coursework.

Text under the Non-Course Requirements heading is not being revised. Remains as is.

Formerly
Required Courses
ESM Core (15 credit hours)
EDPY 533
EDPY 534
EDPY 577
EDPY 677
EDPY 581
Advanced ESM Core (12 credit hours)
EDPY 651
EDPY 678
EDPY 680
EDPY 667

Research Core (15 credit hours)
EDPY 583
EDPY 559
EDPY 682
6 credit hours of approved research electives selected in consultation with the major advisor
Applied Professional Experience (15 credit hours)
EDPY 601
EDPY 660
EDPY 670
Electives (9 credit hours) selected in consultation with the major advisor
Dissertation (24 credit hours)
EDPY 600
Students will enroll in a minimum total of 24 credit hours of dissertation at the conclusion of their coursework.

Rationale: These changes reflect the change from EDPY to ESM subject code. Impact on Other Units: None. Financial Impact: None. Additional Documentation: This change does not require additional approval.

+ DROP CERTIFICATE

Evaluation, Statistics and Measurement

+ ADD CERTIFICATE

Evaluation, Statistics, and Methodology

In the 2022-2023 Graduate Catalog, remove information for the dropped Evaluation, Statistics and Measurement Certificate and replace with heading, text and requirements for the renamed certificate: Evaluation, Statistics, and Methodology Graduate Certificate as shown below.

Evaluation, Statistics, and Methodology Graduate Certificate
The 18-credit hour graduate certificate in Evaluation, Statistics, and Methodology is intended for currently admitted University of Tennessee doctoral students (or individuals who have already earned a doctoral degree) wishing to develop knowledge and skills in evaluation, statistics, and methodology.

Campus Code
Knoxville Campus

Graduate Certificate Type
Add-On (doctoral candidates only)
Stand-Alone (earned doctoral degree required)

Admissions Standards/Procedures
Individuals must be currently enrolled in a doctoral program at the University of Tennessee or have earned a doctoral degree from UT or another university.

Academic Standards
Individuals must earn at least a 3.50 graduate GPA in the certificate courses.

Credit Hours Required
18 graduate credit hours

Required Courses
ESM 533
ESM 534
ESM 577
ESM 677
ESM 581
Choose one
ESM 678
ESM 680
Non-Course Requirements
- Individuals must submit an appropriate work sample (e.g., completed evaluation report, completed research paper) that showcases their skills in evaluation, statistics, and/or measurement. This work sample will be reviewed by the ESM faculty.
- All courses must be completed within five years of admission to the certificate program.
- Contact the ESM Certificate Coordinator, Dr. Jennifer Ann Morrow for questions.

To receive the certificate, students must:
1) complete the Graduate Certificate Course Verification Form (located on the Graduate School webpage under the Forms Central tab) and
2) through MyUTK, apply to graduate from the certificate program.

Rationale: We are renaming our certificate. The new requirements provide a choice for the advanced course (either 678 or 680) so students can choose which area (statistics or measurement) they want advanced experience in. Impact on other Units: none. Financial Impact: none. Additional Documentation: none.

REVISE REQUIREMENTS – EDUCATION MAJOR, PHD, LEARNING, DESIGN, AND TECHNOLOGY CONCENTRATION

In the 2022-2023 Graduate Catalog, under the heading, Required Courses – then under the headings: Basic Core, Advance Core and Research Apprenticeship revise courses listed as shown below.

Required Courses
Basic Core (10 credit hours)
EDPY 601
LDT 620
LDT 630
LDT 640
Advanced Core (6 credit hours from the choices below)
EDPY 523
ETEC 587
LDT 651
LDT 661
LDT 671
Or courses approved by advisor
Research Apprenticeship (6 credit hours)
LDT 602
LDT 693

Formerly:
Required Courses
Basic Core (10 credit hours)
EDPY 601
LEES 650
IT 678
IT 679
Advanced Core (6 credit hours from the choices below)
ETEC 587
EDPY 631
LEES 659
IT 681
Or courses approved by advisor
Research Apprenticeship (6 credit hours)
LEES 602
IT 693

Rationale: Two years ago, the program faculty changed the name of the concentration from Learning Environments and Educational Studies Concentration (LEES) to Learning, Design, and Technology (LDT). The old terminology has been confusing to students. For consistency and accuracy, we need to revise the program to reflect the current/new subject code name of the courses. In addition, new course EDPY 523 was added as an option in the Advanced Core. 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.

REVISE REQUIREMENTS – EDUCATION MAJOR, MS, INSTRUCTIONAL TECHNOLOGY CONCENTRATION

In the 2022-2023 Graduate Catalog, under the heading, Required Courses; then under the headings: Concentration Core, Electives, and Non-Course Requirements, revise as shown below.

Required Courses
Concentration Core (24 credit hours)
IT 521
IT 532
IT 566
IT 570
IT 573 or IT 578
IT 577

IT 594
One additional course chosen in consultation with advisor

Elective (3 credit hours)

IT 525
IT 574
Or a course approved by advisor

Non-Course Requirements

- Students will complete an online portfolio to satisfy the requirement for a project for this non-thesis Master's. The portfolio will be evaluated by a committee and a grade of Pass is required to earn the Master's degree.
- Students are required to meet the Program Participant Professional Disposition standards.

Formerly:
Required Courses
Concentration Core (24 credit hours)
IT 521
IT 532
IT 566
IT 570
IT 573
IT 578
IT 577
IT 594 or IT 525 or IT 595
Elective (3 credit hours)
Chosen in consultation with a program advisor.
Advisor approved IT course.
Non-Course Requirements
The portfolio satisfies the requirements for a project non-thesis Master's. A Portfolio Exam is required with a grade of Pass to earn the Master's degree.
Students are required to meet the Program Participant Professional Disposition standards.

Rationale: The Instructional Technology concentration is cleaning up inaccuracies in the required courses and providing more options for electives. In addition, they are clarifying the portfolio requirements of the master's degree. 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. Additional documentation: None. This change does not require additional approval.

REVISE REQUIREMENTS - QUALITATIVE RESEARCH METHODS IN EDUCATION GRADUTE CERTIFICATE

In the 2022-2023 Graduate Catalog, revise to reduce required hours from 15 to 12, revise courses listed, and revise to show change in the certificate coordinator as shown below.

Qualitative Research Methods in Education

The 12-credit hour graduate certificate in Qualitative Research Methods in Education is intended for currently admitted University of Tennessee doctoral students (or individuals who have already earned a doctoral degree) wishing to develop their skills in conducting qualitative research studies. Certificate candidates must currently be admitted to a doctoral program at the university or hold a terminal research degree.

Requirements

- ESM 559 and ESM 659.
- And at least one of the following: ESM 668 or ESM 669.
- At least one upper-level qualitative courses such as: ANTH 531, CCI 643, CFS 650, CSE 660, CSE 526, EDPY 631, ELPS 618, ESM 668, ESM 669, GEOG 516, NURS 607, SOCI 640.
- Attainment of a minimum 3.5 grade point average in the certificate coursework.
- Other courses may, where appropriate, be substituted for the courses listed above with the written permission of the certificate coordinator.
- Individuals must submit an appropriate work sample (e.g., completed qualitative research report, completed qualitative research paper) that showcases their skills in qualitative research methods in education. This work sample will be reviewed by the ESM faculty.
- Individuals must be currently enrolled in a doctoral program at the University of Tennessee or have earned a doctoral degree from UT or another university.
- Individuals must complete all 12 credit hours of the courses listed above.
- All courses must be completed within five years of applying for a certificate.
- Refer to the Graduate Catalog for course descriptions.

Certificate Coordinator:
Leia Cain | LeiaCain@utk.edu

Rationale: We are revising the required credit hours from 15 to 12 in order to appeal to additional students who wish to earn a certificate along with their Ph.D. Students must now enroll in another advanced qualitative methods course within our department in order to promote greater depth of skill development. We also listed the new ESM course numbers to reflect our other CRC changes.

Additionally, we revised to show who the listed certificate coordinator is in order to reflect faculty changes within our program. Impact on other Units: None. Financial Impact: None. Additional Documentation: None.

DEPARTMENT OF KINESIOLOGY, RECREATION, AND SPORT STUDIES

REVISE REQUIREMENTS - KINESIOLOGY MAJOR, MS, EXERCISE PHYSIOLOGY CONCENTRATION

In the 2022-2023 Graduate Catalog, for the Exercise Physiology concentration, revise to add course KNS 566 to Elective Courses for each option (Thesis, Project, and Coursework only with Comp Exam).

Thesis Option add KNS 566 to list of Elective Courses
Required Courses
Electives (6 credit hours). Must include at least one additional 3 credit hour Kinesiology Course
KNS 566

Project Option, add KNS 566 to list of Elective Courses
Required Courses
Electives (9 credit hours). Must include at least one additional 3 credit hour Kinesiology Course
KNS 566

Course Only with Comprehensive Exam add KNS 566 to list of Elective Courses
Required Courses
Electives (12 credit hours). Must include at least one additional 3 credit hour Kinesiology Course
KNS 566

Rationale: Revising to add KNS 566 Behavioral Intervention Development as an elective course in the MS curriculum of Exercise Physiology concentration, which will be taught every other year, in the Spring Semester. The content of this course has been taught twice under a Special Topics title; once under a previous title ('Promoting Physical Activity'; Spring 2018) and once under its current title (Spring 2020). This course is needed to address the lack of graduate level coursework concerning the intermediate steps between identifying a promising treatment idea and testing treatment outcomes under controlled or real-world conditions. Early-stage designs (e.g., systematic reviews, qualitative interviews, single-case studies, feasibility trials) are strongly promoted to accelerate bench-to-bedside progression regarding complex health behaviors, such as exercise. This course will provide students with the opportunity to present (and receive peer feedback on) preliminary project objectives and methods in line with these key designs. Impact on Other Units: There is no impact on other academic units. This elective course is not required by other programs. Financial Impact: Course will be taught as part of the normal course load of existing faculty and will not require additional resources.

REVISE REQUIREMENTS – KINESIOLOGY MAJOR, MS, SPORT PSYCHOLOGY AND MOTOR BEHAVIOR CONCENTRATION

In the 2022-2023 Graduate Catalog, for both options – Thesis and Course Only with Comprehensive Exam, under the heading, Additional Courses, revise the list to add two courses KNS 535 and KNS 546 and to remove course KNS 633.

Rationale: The changes we are proposing are to add KNS 535 and KNS 546 to the list of additional courses for both the thesis and course only options. KNS 535 was previously dropped from the Required elective in the 2021-2022 catalog changes and needs to be added as an elective course. KNS 546 is a new course that needs to be added as an elective course. This change doesn't directly impact the number of credit hours required for completion of the SPMB MS degree. These changes are based on the approved revisions made to the 2021-2022 Graduate Catalog. Impact on Other Units: None. There is no impact on other academic units. Financial Impact: None. This course will not require additional resources nor affect the department or college budget.

REVISE REQUIREMENTS - RECREATION AND SPORT MANAGEMENT MAJOR, MS, THERAPEUTIC RECREATION CONCENTRATION

In the 2022-2023 Graduate Catalog, for Therapeutic Recreation Concentration – Thesis Option, under the Required Courses heading, revise list by adding RSM 426 and removing RSM 525.

Under Therapeutic Recreation Concentration — Course Only with Comprehensive Exam, under the Required Courses heading, revise list by adding RSM 426 and removing RSM 525.

Rationale: The proposed change is to drop RSM 525. Upon the Undergraduate CRC approval, RSM 426 will be added to the Graduate Catalog to count for graduate credit. This proposed change is to drop RSM 525 and add RSM 426 as a required course for MS students in Therapeutic Recreation concentration. Currently, RSM 426 and RSM 525 students merge for several lectures related to their role in the service-learning course and there are similar assignments with the exception of RSM 525 students completing additional graduate level assignments. RSM 426 would then serve in place of RSM 525 and still be a requirement for graduate students in the Therapeutic Recreation program. With this change, the graduate students will continue to receive the same course

content presented in RSM 525 and will still be responsible for the additional graduate student assignments. Currently, the two courses require two different faculty for instruction, but with the proposed change it will only require one faculty. This change allows for more effective use of faculty resources by allowing the second faculty to fill additional needs within the Therapeutic Recreation program. Impact on other units: This course is a required course in Recreation and Sport Management- Therapeutic Recreation concentration only and dropping the course does not impact other units. Financial impact: This change will not have any financial impact.

DEPARTMENT OF NUTRITION

❖ **ADD CONCENTRATIONS – NUTRITION MAJOR, MS**

Biomedical Nutrition Science

Community Nutrition

❖ **DROP CONCENTRATION – NUTRITION MAJOR, MS**

Cellular and Molecular Nutrition

Rationale: Feedback from exceptional students, desiring additional scholarship opportunities as well as interest in pursuing an MS in the Biomedical Nutrition Science Concentration, has resolved the revised name of this concentration (formerly Cellular and Molecular Nutrition Concentration, as is being proposed later in this narrative) and the addition of 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 enhance 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. The addition of this accelerated BS/MS degree option 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.

ADD COMMUNITY NUTRITION CONCENTRATION REQUIREMENTS TO THE NUTRITION MAJOR, MS

In the 2022-2023 Graduate Catalog, add heading, text, and requirements for the Community Nutrition Concentration

Community Nutrition Concentration

Project Without Comprehensive Exam Option

A master's degree in Nutrition with the Community Nutrition concentration from the University of Tennessee can lead to excellent careers and professional opportunities in the public, voluntary, and private health sectors. 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]).

In addition to departmental requirements provided on the Department of Nutrition page of this catalog, prerequisites to this program include completion of an undergraduate human nutrition survey course and an undergraduate statistics course. For those lacking only the undergraduate nutrition prerequisite, the student will be required to complete this or a similar class upon admission to our program.

Campus Code
Distance Education

Credit Hours Required
30 graduate credit hours

Required Courses
NUTR 503 Community Nutrition (2)
NUTR 504 Community Nutrition (2)
NUTR 507 Behavior (3)
NUTR 510 Applied Human Nutrition (3)
NUTR 514 Practicum (2)

NUTR 540 - Public Policy in Action (3)
NUTR 544 - Writing Systematic Review (3)
NUTR 543 Research Methods (3)
NUTR 626 - Life Course Nutrition (3)

Additional Course Requirements:

Graduate level statistics course, 3 credit hours (recommended EDPY 577)
Elective, 3 graduate credit hours (recommend EDPY 533)

Non-Course Requirements

A project, typically a review of the literature, is required for completion of the program.

Rationale: As a result of regular curricular review, and in response to the call to deliver educational opportunities that are responsive to the needs of learners and to develop innovative courses for degree requirements, the Nutrition faculty propose the addition of a concentration in Community Nutrition. The Community Nutrition Concentration has been developed to provide additional training for the student who is already a Registered Dietitian Nutritionist (RDN) and for the student who does not wish to pursue the RDN credential (not desiring training in medical nutrition therapy or other clinically focused courses). Students in this concentration will be trained in competencies needed to become a Certified Health Education Specialist (CHES) and to work in the community in a variety of roles (including as nutrition educators, WIC nutritionists, worksite health and wellness coaches, wellness program coordinators) and settings (including public health department, community agencies, and in Extension programs [such as SNAP or EFNEP]). This concentration will focus on individual and group nutrition-related behaviors; whereas the existing Public Health Nutrition Concentration focuses on policy, systems, and environmental changes to promote healthy populations. The Nutrition faculty is in favor of this addition.

Attracting the BS, RDN - Effective January 1, 2024, eligibility for the registration examination for dietitians (leading to the Registered Dietitian Nutritionist, or RDN credential) will change from a BS to an MS degree (as governed by the credentialling body for the RDN: the Accreditation Council for Education in Nutrition and Dietetics (ACEND). For this reason, those entering the discipline in 2024 will be required to hold a graduate degree. Though those entering the workforce prior to this deadline are to be 'grandfathered in', the reality is that the majority of individuals holding the BS, RDN credential, especially if not facing retirement in the next few years, are pursuing a graduate degree in response to this requirement change. This need, along with the COVID-19 inspired development of online coursework, has provided the department with the opportunity to address this need in an accessible way. All coursework in this new concentration will be online, further enhancing its attractiveness to this population.

The 5-year accelerated program - This item also includes a description of the 5-year accelerated BS/MS in Community Nutrition being proposed concurrently to the UG CRC. This opportunity is available to students enrolled in the Community Nutrition Concentration of our undergraduate program who successfully apply during the summer before their senior year. This concentration will allow students conditionally accepted into the program the opportunity to apply up to 9 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.

Impact on Other Units: None. The program is expected to attract additional students rather than take current students away from other programs. There is support for our students to take EDPY (EDM) courses as recommended electives. Financial Impact: This change will not require additional resources nor affect the department or college budget. This change may impact financially other units across campus. Additional Documentation: This concentration addition was approved by the Nutrition faculty. No additional approvals are required for this addition. This concentration addition does not need to be reported to SACSCOC.

ADD BIOMEDICAL NUTRITION SCIENCE CONCENTRATION REQUIREMENTS TO THE NUTRITION MAJOR, MS

In the 2022-2023 Graduate Catalog, add heading, text, and requirements for the Biomedical Nutrition Science Concentration – for both options – the Thesis Option and the Project Without Comprehensive Exam Option

Biomedical Nutrition Science Concentration

Thesis Option

A graduate student in the Biomedical Nutrition Science concentration (thesis option) works closely with a faculty advisor and his or her graduate committee on an original research project. This program prepares students for careers in biomedical research, as laboratory technicians, research assistants, technical consultants, and sales representatives in the biomedical and nutrition industries.

Credit Hours Required

30 graduate credit hours

Required Courses

Required Courses (22 credit hours)

NUTR 511 (4 credit hours)
NUTR 512 (3 credit hours)
NUTR 543 (3 credit hours)
Graduate-level statistics (3 credit hours)
NUTR 500 (minimum of 6 credit hours)
BCMB 440 (3 credit hours)

Appropriate substitutions for BCMB 440 if required, must be approved by the graduate advising committee and the Departmental Director of Graduate Studies.

Other Courses (8 credit hours; Students may choose from the list below upon consulting with their graduate advising committee)

NUTR 548 (3 credit hours)
NUTR 549 (3 credit hours)
NUTR 618 (3 credit hours)
NUTR 621 (3 credit hours)
NUTR 626 (3 credit yours)
NUTR 655 (3 credit hours)

Any other graduate coursework in Nutrition (NUTR), as identified by faculty advisor and approved by the Departmental Director of Graduate Studies

Appropriate substitutions for any of these courses, if required, must be approved by the graduate advising committee and the Departmental Director of Graduate Studies.

Non-Course Requirements

- Completion of a research project is required.
- A proposal hearing is required prior to beginning the research project.
- A thesis defense is required upon completion of the thesis.

Biomedical Nutrition Science Concentration

Project Without Comprehensive Exam

A graduate degree in Biomedical Nutrition Science concentration (project option) can lead to excellent careers and professional opportunities in the applied, industrial, research, and academic health sectors. This program prepares students who do not wish to engage in wet-lab research for careers as consultants, sales representatives, and other positions in the biomedical and nutrition industries.

Credit Hours Required

30 graduate credit hours

Required Courses
Required Courses (19 credit hours)

NUTR 511 (4 credit hours)
NUTR 512 (3 credit hours)
NUTR 543 (3 credit hours)
NUTR 548 (3 credit hours) for completion of the project
Graduate-level statistics (3 credit hours)
BCMB 440 (3 credit hours)
Appropriate substitutions for BCMB 440, if required, must be approved by the Departmental Director of Graduate Studies.

Other Courses (11 credit hours; Students may choose from the list below upon consulting with their graduate advising committee)

NUTR 549 (3 credit hours)
NUTR 618 (3 credit hours)
NUTR 621 (3 credit hours)
NUTR 626 (3 credit hours)
NUTR 655 (3 credit hours)

Any other graduate coursework in Nutrition (NUTR), as identified by faculty advisor and approved by the Departmental Director of Graduate Studies

Appropriate substitutions for any of these courses, if required, must be approved by the graduate advising committee and the Departmental Director of Graduate Studies.

Non-Course Requirements

A project, typically a review of the literature, is required for completion of the program.

Rationale: Revisions to the concentration name and requirements are the result of regular curricular review and feedback from former students of the program. Reducing the total credits required brings our program into closer alignment with credit requirements of similar degrees offered by aspirational programs. 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. Additional Documentation: This program revision was approved by the Nutrition faculty. No additional approvals are required for this change. This change does not need to be reported to SACSCOC.

REVISE INTRODUCTORY PARAGRAPH FOR THE NUTRITION MAJOR, MS

In the 2022-2023 Graduate Catalog, revise introductory paragraph as shown below:

Nutrition Major, MS
The Master of Science program is available with a major in Nutrition and concentrations in Biomedical Nutrition Science, Community Nutrition, Public Health Nutrition, and Clinical Nutrition and Dietetics. Students may also select from related minors including Epidemiology, Exercise Physiology, Intercollegiate Graduate Statistics and Data Science, or One Health. Completion of an ACEND-accredited supervised practice program is required for students who wish to take the Registration Examination for Dietitians and, beginning January 1, 2024, a minimum of a master's degree will be an additional requirement. Any of the available concentrations will meet the new master's degree requirement. Additionally, the concentration in Clinical Nutrition and Dietetics meets all requirements as it has been granted accreditation as a Future Education Model Graduate Program by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 S. Riverside Plaza, Chicago, Illinois 60606-6995, (312) 899-0040.

Concentrations (Required) and Options Available

Biomedical Nutrition Science — Thesis Option, Project Without Comprehensive Exam Option

Clinical Nutrition and Dietetics — Coursework Only Without Comprehensive Exam Option

Community Nutrition – Project Without Comprehensive Exam Option

Public Health Nutrition — Thesis Option, Project Option

Campus Code
Distance Education – for Community Nutrition concentration only
Knoxville Campus

Formerly:
The Master of Science program is available with a major in nutrition and concentrations in cellular and molecular nutrition or public health nutrition. A graduate degree combined with a Dietetic Internship (DI) beyond the baccalaureate degree qualifies the graduate to apply for the Registration Examination to become a Registered Dietitian (RD). Students may learn more from the department about the Dietetic Internship from the departmental website. The Dietetic Internship is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 S. Riverside Plaza, Chicago, Illinois 60606-6995, (312) 899-0040. Students may also select from related minors including exercise physiology or interdisciplinary minor programs in statistics or epidemiology.

Concentrations (Required) and Options Available
Cellular and Molecular Nutrition — Thesis, Project
Clinical Nutrition and Dietetics — Course Only without Comprehensive Exam
Public Health Nutrition — Thesis, Project

Campus Code
Knoxville Campus

Rationale: The changes made to this preamble reflect the programmatic changes proposed in this narrative. The Nutrition faculty agree with these changes. Impact on other units: None. This is a housekeeping item. Financial impact: None. This is a housekeeping item. Additional documentation: These preamble changes were approved by the Nutrition faculty. No additional approvals are required for these changes. These changes do not need to be reported to SACSCOC.

ADD ACCELERATED FIVE-YEAR BS/MS PROGRAM – NUTRITION MAJOR, MS – BIOMEDICAL NUTRITION SCIENCE CONCENTRATION

In the 2022-2023 Graduate Catalog, add heading, text, and requirements for the Five-Year Accelerated BS/MS Program – Nutrition Major, MS – Biomedical Nutrition Science Concentration

Five-Year BS/MS Program - Nutrition Major, MS – Biomedical Nutrition Science Concentration
For qualified students, the Department of Nutrition offers a 5-year BS/MS accelerated degree program with a major in Nutrition and a concentration in Biomedical Nutrition Science. Central to this program is that a qualified student may take up to 9 credit hours of approved graduate courses for their senior undergraduate electives and have them count toward both the BS degree and the MS degree. Students will be considered for conditional admission to the program by the end of their junior year of undergraduate study at UT. Students can choose from a non-thesis option or a thesis option, based on their original research. Those who choose the thesis option will begin working on their research project not later than the beginning of their senior year of undergraduate studies by enrolling in NUTR 493 and/or NUTR 499. For each student in the program, a graduate advisory committee composed of a minimum of three faculty members must be established before completion of Term 7. To be considered for conditional admission to the program:

- A student must be a declared Nutrition major, Biomedical Nutrition Science Concentration, with a minimum GPA of 3.30, must have completed at least 15 credit hours of Nutrition courses, and must have completed at least 90 credit hours of the 120 credit hours of coursework required for the BS degree with a major in Nutrition.

- A student must provide three letters of support from Nutrition faculty members serving on the graduate and undergraduate committees
- A student must obtain a commitment from a Nutrition graduate research faculty member to serve as their graduate mentor-advisor (i.e., major professor) and as the chair of their graduate advisory committee.
- The Department may consider other relevant factors such as an applicant's work experience and level of maturity before conditionally admitting a student to the BS/MS program. Conditional admission of a student into the 5-year BS/MS program must be approved by both the Department of Nutrition and the Graduate School. Students will be typically informed of the outcome of their application before they start their senior year of undergraduate study.

Any graduate course taken before satisfying all requirements for the BS degree must be approved by the student's graduate advisory committee, the Director of Graduate Studies, and the Graduate School. These graduate courses must be identified in advance in consultation with the undergraduate advisor and the graduate advisory committee.

A student that is conditionally admitted to the BS-MS program may complete up to 9 credit hours of graduate level coursework during the student's undergraduate study and apply those 9 credit hours to satisfy both the BS degree requirements and also the MS degree requirements, provided that these graduate credit hours were approved by both the Department and by the Graduate School.

The form "Nutrition Conditional Admission 5 Year BS-MS" is available from the Director of Graduate Studies and must be completed and signed by the undergraduate advisor, undergraduate coordinator, and graduate advisory committee by May 1st of their junior year. After review by the Department, the form will be signed by the Director of Graduate Studies and submitted to the Graduate School for approval and processing.

To receive graduate credit for the 9 credit hours listed on the Nutrition Conditional Admission Form and approved by their graduate advisory committee, and others granting approval by signing that form, the student must complete and submit the Senior Requesting Graduate Credit Form to the Graduate School. If the graduate courses are to be taken during different semesters, the student will need to submit this form per each relevant semester.

Conditional admission into the BS/MS program does not guarantee acceptance into either the Graduate School or the MS program. Students in the BS/MS program must submit an application for admission to the Office of Graduate Admissions and to the MS program during their senior year of undergraduate study for the term immediately following the completion of their undergraduate study, following the same procedures of all other student applicants. Students will be fully admitted to the MS program after they have been accepted both by the Graduate School and by the Nutrition Department. Students will not be eligible for graduate assistantships until they are enrolled as graduate-level students in the Graduate School.

Rationale: Feedback from exceptional students, desiring additional scholarship opportunities as well as interest in pursuing an MS in the Biomedical Nutrition Science Concentration, has resolved the revised name of this concentration (formerly Cellular and Molecular Nutrition Concentration, as is being proposed later in this narrative) and the addition of 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 enhance 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. The addition of this accelerated BS/MS degree option 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 UG CRC Committee, during their 10-27-21 meeting.

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. Additional Documentation: This concentration addition was approved by the Nutrition faculty. No additional approvals are required for this addition. This concentration addition does not need to be reported to SACSCOC.

❖ **ADD CONCENTRATIONS – NUTRITIONAL SCIENCES MAJOR, PHD**

Biomedical Nutrition Science

Implementation Science in Community Nutrition

❖ **DROP CONCENTRATIONS – NUTRITIONAL SCIENCES MAJOR, PHD**

Cellular and Molecular Nutrition

Community Nutrition

In the 2022-2023 Graduate Catalog, add heading, text, and requirements for the Biomedical Nutrition Science Concentration

Biomedical Nutrition Science Concentration
A graduate student works closely with a faculty advisor and his or her graduate committee on an original, independent research project and completed dissertation. Doctoral study in Biomedical Nutrition Science (formerly Cellular and Molecular Nutrition) concentration prepares the student for research and/or teaching positions in institutions of higher education, government, or industry.

Credit Hours Required
A minimum of 72 graduate credit hours beyond the Bachelor's degree or a minimum of 48 graduate credit hours beyond the Master's. If courses below were not taken at the Master's level, they must be taken at the Doctorate level. If the courses below were taken at the Master's level, other courses will be required to satisfy the credit hour requirements. See the department website and graduate handbook for more details.

Required Courses
Nutrition Course Requirements (15 credit hours)
- NUTR 511 (4 credit hours)
- NUTR 512 (3 credit hours)
- NUTR 543 (3 credit hours)
- NUTR 626 (3 credit hours)
- NUTR 645 (2 credit hours)

Non-Nutrition Course (10 credit hours)
- BCMB 440 (3 credit hours)
- LFSC 520 (4 credit hours)
  - Appropriate substitutions for LFSC 520, NUTR 645, or BCMB 440, if required, must be approved by the graduate advising committee and the Departmental Director of Graduate Studies.
- Additional 3 credit graduate course (graded A-F) outside the NUTR department, as identified by faculty advisor and approved by the Departmental Director of Graduate Studies

Statistics (STAT) (6 credit hours), or other appropriate statistics courses offered by other departments as identified by faculty advisor and approved by the graduate advising committee and the Departmental Director of Graduate Studies.

Additional Courses at the Graduate Level to make up for any credit hour deficiencies (up to 16 credit hours) as identified by faculty advisor and approved by the graduate advising committee and the Departmental Director of Graduate Studies; this may not apply to students who have completed a Master's degree prior to beginning the Doctorate program.

NUTR 600 (24 credit hours)

Additional Course Requirements
- At least 9 credit hours taken to fulfill requirements must be at the 600-level (exclusive of dissertation NUTR 600).
- A minimum of 24 credit hours of graduate coursework beyond the Master's degree is required.
  - A minimum of 12 of these 24 credit hours must be graded A-F.
- Exceptionally well-prepared students with demonstrated superior achievement may enter upon completion of the baccalaureate degree, in which case a minimum of 48 credit hours of graduate coursework beyond the baccalaureate degree is required.
  - A minimum of 30 of these 48 credit hours must be graded A-F.

Non-Course Requirements
- Completion of an independent research project is required.
- An open proposal hearing is required prior to beginning the research project.
- An oral comprehensive examination is required upon completion of the dissertation.

Rationale: Revising the name of this PhD concentration, from Cellular and Molecular Nutrition to Biomedical Nutrition Science, is the result of program review and student feedback. Biomedical Nutrition Science more accurately reflects the activities of this program and the training received by our graduates. It is believed that having the same name for concentration, at both the undergraduate and graduate levels, will decrease any confusion created by having different program names. Finally, it is anticipated that this name change may be more attractive to prospective students. The reduction of one credit hour is secondary to a change in credits for NUTR 645, proposed in the course changes section, above. 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. Additional Documentation: This program revision was approved by the Nutrition faculty. No additional approvals are required for this change. This change does not need to be reported to SACSCOC.

In the 2022-2023 Graduate Catalog, add heading, text, and requirements for the Implementation Science in Community Nutrition Concentration

Implementation Science in Community Nutrition Concentration
A graduate student works closely with a faculty advisor and his or her graduate committee on an original, independent research project and completed dissertation. Doctoral study in the Implementation Science in Community Nutrition Concentration prepares the student for research, teaching, and/or advanced-level practice in institutions of higher education, government, or the public and private sectors.

Credit Hours Required
A minimum of 72 graduate credit hours beyond the Bachelor's degree or a minimum of 54 graduate credit hours beyond the Master's. If courses below were not taken at the Master's level, they must be taken at the Doctorate level. If the courses below were taken at the Master's level, other courses will be required to satisfy the credit hour requirements. See the department website and graduate handbook for more details.

Required Courses
Required Courses (30 credit hours)
- NUTR 543 (3 credit hours)
- NUTR 624 (3 credit hours)
- NUTR 626 (3 credit hours)
- NUTR 645 (2 credit hours)
- NUTR 610 (3 credit hours)
- NUTR 625 (3 credit hours)
- NUTR 651 (2 credit hours)
- NUTR 652 (2 credit hours)
- ESM 577 or ESM 677 (3 credit hours)

A minimum of 6 credits from the following list of approved electives: ESM 533 (3), ESM 532 (3), ESM 560 (3), KNS 535 (3), KNS 635 (3), PUBH 650 (3), PUBH 656 (3).

Additional Courses at the Graduate Level to make up for any credit hour deficiencies (up to 18 credit hours) as identified by faculty advisor and approved by the Departmental Director of Graduate Studies; this may not apply to students who have completed a Master's degree prior to beginning the Doctorate program.

NUTR 600 (24 credit hours)

Additional Course Requirements
- A minimum of 30 credit hours of graduate coursework beyond the Master's degree is required.
  - A minimum of 15 of these 30 credit hours must be graded A-F.
- Exceptionally well-prepared students with demonstrated superior achievement may enter upon completion of the baccalaureate degree, in which case a minimum of 48 credit hours of graduate coursework beyond the baccalaureate degree is required.
- A minimum of 30 of these 48 credit hours must be graded A-F.

Non-Course Requirements
- Completion of an independent research project is required.
- An open proposal hearing is required prior to beginning the research project.
- An oral comprehensive examination is required upon completion of the dissertation.

Rationale: The changes proposed here are the result of regular curricular and programmatic review, market analysis, and feedback from former students. Implementation science, which aims to increase the speed with which evidence-based guidelines are put into practice, is a growing area of research and one that aligns well with what the program faculty already do. Increasing focus on developing evaluation skills, reinforcing importance of evidence-based guidelines, and establishing a more standardized and efficient structure for providing professional development opportunities (via NUTR 651 and 652, proposed as course adds, above) will make this concentration attractive to a wider pool of potential students as well as increase the competitiveness of graduates. Impact on Other Units: None. This program change is expected to attract additional students rather than take current students away from other programs. Please see the attached email thread, indicating support for our students to take the identified EDM courses (item 9). Financial Impact: This change will not require additional resources nor affect the department or college budget. This change may impact financially other units across campus. Additional Documentation: This concentration revision was approved by the Nutrition faculty. No additional approvals are required for this change. This concentration change does not need to be reported to SACSCOC.

REVISE INTRODUCTORY PARAGRAPH FOR THE NUTRITIONAL SCIENCES MAJOR, PHD

In the 2022-2023 Graduate Catalog, revise introductory paragraph as shown below:

Nutritional Sciences Major, PhD
Study in Nutrition Science at the doctoral level leads to the Doctor of Philosophy degree and must be completed in one of the two concentrations: Biomedical Nutrition Science (formerly Cellular and Molecular Nutrition) or Implementation Science in Community Nutrition.

Concentrations
Biomedical Nutrition Science
Implementation Science in Community Nutrition

Campus Code
Knoxville Campus

Admissions Standards/Procedures

- A complete file for review includes:
  - Graduate Application for Admission
  - Completed departmental application form
  - Graduate Record Examination (GRE) scores for the general section - GRE scores may be required. Students are encouraged to reach out to the Department of Nutrition to inquire about the GRE requirements.
  - Three Graduate Rating Forms completed by individuals who can attest to the applicant's potential for graduate education
- More information is provided on the Department of Nutrition page of this catalog.
- For those lacking only the introductory nutrition prerequisite, the student will be required to complete this or a similar class upon admission to our program.

Rationale: Most of the changes made to this preamble reflect the programmatic changes proposed in this narrative. Changes made to the GRE information are the result of ongoing discussion and will allow increased flexibility for programs and applicants. The Nutrition faculty agree with these changes. Impact on other units: None. This is a housekeeping item. Financial impact: None. This is a housekeeping item. Additional documentation: These preamble changes were approved by the Nutrition faculty. No additional approvals are required for these changes. These changes do not need to be reported to SACSCOC.

DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION

+ ADD CERTIFICATE

Educational Data Science

In the 2022-2023 Graduate Catalog, add heading, text, and requirements for new certificate.

Educational Data Science Graduate Certificate
The Educational Data Science Graduate Certificate is designed for graduate students interested in new-often digital-data sources and analytic methods in educational contexts. While there are courses and workshops designed to enable researchers to work with digital sources of data and accompanying methods, they are not widespread. At the same time, there is growing student interest in and demand for courses that equip them to work with more complex and varied sources of data, including data from course learning management systems and social media-based professional networks for educators.

The certificate objectives include:

- Wrangling data and the tidy data format
- Introduction to data visualization
- Ethics, privacy, and justice in the context of data science
- Posing questions that can be answered using digital data sources, including data from learning management systems
- Accessing and working with structured (from databases/APIs) and unstructured (e.g., text) data
- Introduction to functional programming for preparing complex datasets
- Creating static and dynamic data visualizations using R
- Using modeling interfaces (e.g., tidymodels) for specifying a range of inferential and machine learning models
- Exploring useful and ethical applications of machine learning in education
- Estimation and inference in the context of larger datasets

Campus Code
Distance Education
Knoxville Campus

Graduate Certificate Type
Stand-Alone
Add-On

Admissions Standards/Procedures

- Applicants can be currently admitted to a degree program at UTK or can apply solely for the Educational Data Science Certificate through the Graduate Admissions Office.
- All 12 credit hours of graduate coursework must be completed at the University of Tennessee within five years of applying for a certificate.

Academic Standards
Students must maintain a 3.5 GPA in all certificate courses in the program and complete the requirements within five years of applying for a certificate.

Credit Hours Required
12 credit hours

Required Courses
A total of 4 courses and a capstone project are required for the certificate.

STEM 580 (3 credit hours)
STEM 585 (3 credit hours)
STEM 591 (3 credit hours)
STEM 595 (3 credit hours)

Students may petition on the basis of the relevance of the topic for a maximum of one other course to replace one of the four required courses.

Non-Course Requirements:
To receive the certificate, students must
1) complete the Graduate Certificate Course Verification Form (located on the Graduate School webpage under the Forms Central tab) and
2) through MyUTK, apply to graduate from the certificate program.

Rationale: Add Educational Data Science certificate. Across education, several new courses and degree programs at other institutions have been developed that share a focus on applying new research methods to new data sources, such as data from students' interactions with digital technologies and teachers' participation in online professional learning communities. Though these courses and programs have different names (e.g., learning analytics, educational data mining, and educational data science) that reflect different assumptions about education, they share a number of common features and can collectively be considered in terms of the application of data science methods in education (Wise, 2020), or educational data science (Rosenberg et al., 2020).

One key feature of data science in education is an emphasis on the role of programming and computational tools in educational research (Mishra et al., 2015; Schneider et al., 2020; Siemens & Baker, 2012), which can allow students, analysts, and researchers to ask new questions or to solve problems in new ways. This occurs not only because of different approaches to statistical modeling (e.g., machine learning) but, more frequently, because these tools provide access to new sources of data (e.g., text, sound, and images as data). Computational tools also allow researchers to apply new methods, such as network analysis to explore the impact of peers' relationships on learning-related outcomes, or computational text analysis to evaluate the content of large numbers of responses to written assessment items. While there are courses and workshops designed to enable researchers to work with data in creative ways, they are not yet widespread, and their quality is uneven: At present, there are only three educational data science degree or certificate bearing programs in the United States being offered or developed (at Stanford, University of California, Irvine, and University of Oregon), and there is an opportunity for the University of Tennessee, Knoxville, to distinguish itself in this emerging field.

Impact on Other Units: There is no impact on other academic units. Financial Impact: This course will be taught by the existing faculty; no financial impact. Additional Documentation: None. **Need CIP Code _____**

+ DROP CERTIFICATE

URBAN EDUCATION

In the 2022-2023 Catalog, drop the Urban Education Graduate Certificate and remove all descriptions, text, and references throughout the catalog.

Rationale: Last year, a graduate certificate in Social Justice education was added. Because there is a strong overlap in content between the Social Justice certificate with the Urban Ed certificate as well as low enrollment in the Urban Ed certificate, we are requesting the Urban Ed certificate dropped. Impact on Other Units: No courses in the concentration are being eliminated; therefore, no other units would be affected. Financial Impact: This change would not adversely impact the department or college budget. Additional Documentation: This change will need to be reported to SACSCOC.

REVISE REQUIREMENTS - AMERICAN SIGN LANGUAGE EDUCATION GRADUATE CERTIFICATE

In the 2022-2023 Catalog revise text, credit hours, and required courses as shown below.

1) Revise the second introductory paragraph (revising 18 graduate credit hours to 15) as follows:

Second, the graduate certificate is for those who would like to add an ASL Education PreK-12 endorsement to an existing TN license. Persons would take all required graduate courses (ASL 421, 422, 435) and two graduate elective courses (ASL 455, 545) for a minimum of 15 graduate credit hours.

Formerly:
Second, the graduate certificate is for those who would like to add an ASL Education PreK-12 endorsement to an existing TN license. Persons would take all required graduate courses (ASL 421, 422, 435) and all graduate elective courses (ASL 455, 504, 545) for a minimum of 18 graduate credit hours.

2) Revise Credit Hours Required as follows:

Credit Hours Required
12-15 graduate credit hours
- 12 graduate credit hours to meet American Sign Language Teachers Association (ASLTA) requirements.
- 15 graduate credit hours to add an ASL Education PreK-12 endorsement to an existing TN teaching license.

Required Courses
ASL 421
ASL 422
ASL 435
Elective (3)
ASL 455 (3)
ASL 545 (3)

Formerly
Credit Hours Required
12-18 graduate credit hours
12 graduate credit hours to meet American Sign Language Teachers Association (ASLTA) requirements.
18 graduate credit hours to add an ASL Education PreK-12 endorsement to an existing TN teaching license.
Required Courses
ASL 421
ASL 422
ASL 435
Elective (3)
ASL 455 (3)
ASL 545 (3)
ASL 504 (3-9)

Rationale: We are removing ASL 504 from the list of required courses for obtaining licensure, thus changing the required credit hours for the ASL graduate certificate. Many people who are seeking to add licensure are full-time teachers who would not be able to take a practicum course such as this. We received feedback about scheduling conflicts with potential students. Impact on Other Units: None. There is no impact on other academic units. This course will be taught as part of the normal course load of existing faculty. Financial Impact: No impact. Additional Documentation: This change is not substantive and does not need to be reported to SACSCOC.

REVISE REQUIREMENTS - ART EDUCATION (K-12) GRADUATE CERTIFICATE

In the 2022-2023 Graduate Catalog revise required courses as shown below:

Required Courses
TPTE 540
ARED 501
ARED 530
ARED 540

Formerly:
Required Courses
TPTE 540
ARED 401
ARED 530
ARED 540

Rationale: We are adding course ARED 501 (and dropping ARED 401). In turn, ARED 401 needs to be removed from the list of required courses for the Art Ed Graduate Certificate and replaced by ARED 501. Impact on Other Units: None. There is no impact on other academic units. This course will be taught as part of the normal course load of existing faculty. Financial Impact: No impact.

❖ **DROP CONCENTRATIONS – TEACHER EDUCATION MAJOR, MS**

Mathematics Grades 6-8 Education Professional Internship

Science Grades 6-8 Education Professional Internship

In the 2022-2023 Catalog, drop the Mathematics Grades 6-8 Education Professional Internship Concentration and remove all descriptions, text, and references throughout the catalog.

Rationale: We are removing the Mathematics Grades 6-8 Professional Internship Concentration from the MS in Teacher Education Professional Internship Concentration options. This concentration was designed for students to earn an MS in Teacher Education and a Tennessee teaching license for Mathematics 6-8 after earning a minor in Mathematics 6-8 and an undergraduate degree in a

Mathematics field. This pathway for middle grades Mathematics licensure through the yearlong internship is no longer needed as there are now additional and more robust pathways for earning a master's degree and a teaching license for Mathematics 6-8. Two factors have led to this change. The first is the consistently low numbers of students pursuing this concentration option. The number of students working towards the MS in Teacher Education, Mathematics Grades 6-8 Professional Internship Concentration, has ranged from 0 to 3 for the past five years. The second factor is the number of other pathways for students to earn a license to teach Mathematics in grades 6-8. These include the Job Embedded Practitioner pathway, which was approved by the state in Spring 2019, and the VolsTeach program.

Impact on Other Units: No courses in the concentration are being eliminated; therefore, no other units would be affected. Financial Impact: This change would not adversely impact the department or college budget. Additional Documentation: This change is not substantive and does not need to be reported to SACSCOC.

In the 2022-2023 Catalog, drop the Science Grades 6-8 Education Professional Internship Concentration and remove all descriptions, text, and references throughout the catalog.

Rationale: We are removing the Science Grades 6-8 Professional Internship Concentration from the MS in Teacher Education Professional Internship Concentration options. This concentration was designed for students to earn an MS in Teacher Education and a Tennessee teaching license for Science 6-8 after earning a minor in Science 6-8 and an undergraduate degree in a science field. This pathway for middle grades science licensure through the yearlong internship is no longer needed as there are now additional and more robust pathways for earning a master's degree and a teaching license for Science 6-8. Two factors have led to this change. The first is the consistently low numbers of students pursuing this concentration option. The number of students working towards the MS in Teacher Education, Science Grades 6-8 Professional Internship Concentration, has ranged from 0 to 3 for the past five years. The second factor is the number of other pathways for students to earn a license to teach science in grades 6-8. These include the Job Embedded Practitioner pathway, which was approved by the state in Spring 2019, and the VolsTeach program.
Impact on Other Units: No courses in the concentration are being eliminated; therefore, no other units would be affected. Financial Impact: This change would not adversely impact the department or college budget. Additional Documentation: This change is not substantive and does not need to be reported to SACSCOC.

REVISE REQUIREMENTS – TEACHER EDUCATION MAJOR, MS, PRACTITIONER CONCENTRATION (ART EDUCATION SPECIALIZATION)

In the 2022-2023 Catalog revise required courses as shown below:

Art Education
ARED 501
ARED 510
ARED 520
ARED 530
ARED 540
ARED 552

Formerly:
Art Education
ARED 401
ARED 510
ARED 520
ARED 530
ARED 540
ARED 552

Rationale: We are adding ARED 501 to the graduate catalog (and dropping ARED 401). In turn, ARED 401 needs to be removed from the list of required courses and replaced by ARED 501. Impact on Other Units: None. There is no impact on other academic units. This course will be taught as part of the normal course load of existing faculty. Financial Impact: No impact.

REVISE COURSE REQUIREMENTS – TEACHER EDUCATION MAJOR, MS, PRACTITIONER CONCENTRATION

In the 2022-2023 Graduate Catalog, under the Practitioner Concentration – Course Only Without Comprehensive Exam heading, revise list of required courses as shown below:

Required Courses
- EDPY 501 (3 credit hours)
- ETEC 586 (3 credit hours)
- SPED 503 (3 credit hours)
- EDUC 576 (6- 8 credit hours). Students must be continuously enrolled in a minimum of 1 hour of EDUC 576 for the duration of their program of study; in at least one semester the student must enroll in 3 hours of EDUC 576.

Formerly:
Required Courses:
EDPY 401 (3 credit hours)
ETEC 586 (3 credit hours)
SPED 402 (3 credit hours)
EDUC 576 (6- 8 credit hours). Students must be continuously enrolled in a minimum of 1 hour of EDUC 576 for the duration of their program of study; in at least one semester the student must enroll in 3 hours of EDUC 576.

Rationale: Both the EDPY and SPED course numbers changed from undergraduate 400-level courses to 500-level courses. This needs to be reflected in the catalog. Impact on Other Units: None. There is no impact on other academic units. Financial Impact: No impact. Additional Documentation: This change is not substantive and does not need to be reported to SACSCOC.

TICKLE COLLEGE OF ENGINEERING

All Changes Effective Fall 2022.

I. COURSE CHANGES

DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

(ENVE) Environmental Engineering

DROP

ENVE 530 Urban Hydrology and Stormwater Engineering (3)

Rationale: ENVE530 no longer taught. Course content replaced with ENVE 531 Hydrology and ENVE 533 Green Infrastructure Design. Impact on other units: None. Financial impact: None.

REVISE TITLE AND DESCRIPTION

ENVE 516 Watershed Management (3) Principles and practice of watershed science and engineering, including monitoring and assessment of water quality and biological data, statistical data analysis and modeling of anthropogenic impacts to watershed ecological integrity, and development of watershed restoration plans for management.

Formerly:
Watershed Monitoring and Assessment (3) Fundamentals of experimental design, monitoring design, instrumentation, sample collection, statistical analysis, data interpretation, and data representation for studies in watershed science and engineering. Class projects and case studies focused on obtaining, analyzing, and presenting quality data sets collected during field-based research.

Rationale: The course is of interest to students among different disciplines. The change in title and course description more closely describes the current course material. No impacts and better supports the Undergraduate and Graduate Watershed minors. Financial impact: None.

DEPARTMENT OF ELECTRICAL ENGINEERING AND COMPUTER SCIENCE

(COSC) Computer Science

ADD

COSC 524 Natural Language Processing (3) Presents natural language processing (NLP) theory and methods available for reasoning about text in computational systems. NLP is deeply interdisciplinary, drawing on both linguistics and computer science, and enables numerous applications of computational text analysis. Will cover major algorithms used in NLP, common applications of NLP, and the underlying linguistic phenomena NLP systems attempt to model.
Recommended Background: Undergraduate coursework in algorithms and data structures.

Rationale: Natural language processing is an important topic for a wide range of industry and research applications. Its interdisciplinary content is relevant for many students in our graduate programs, especially computer science. This course has been taught as a special topics course in two previous semesters. Impact on other units: None. Financial impact: Staffing costs for this course will be supported by funding from the university, college, and department that has been set aside for the online Computer Science MS offerings.

COSC 533 Cloud and Web Architectures (3) An in-depth study on the principles of designing and developing applications in the context of the Internet and the web. Includes an overview of web protocols, the client-server architecture paradigm, and software components that underlie the two of them. Related topics are also covered, including security, synchronization, interactivity, and advanced web architectures.
Recommended Background: Undergraduate coursework in computer interfaces and operating systems.

Rationale: With the emergence of computing as a service paradigms, cloud-based architectures are now fundamental to the modern computing landscape. This course will equip students with knowledge and skills that are necessary to navigate and develop software for the modern computing landscape. Impact on other units: None. Financial impact: Staffing costs for this course will be supported by funding from the university, college, and department that has been set aside for the online Computer Science MS offerings.

COSC 552 Computer Graphics (3) Digital image synthesis, geometric modeling and animation. Topics may include visual perception, displays and color spaces, frame buffers, affine transformations, data structures for geometrical primitives, visible surface determination, shading and texturing, anti-aliasing, computing light transport, rendering equation, shader programming, general purpose GPU programming, level of detail, curves and surfaces, and graphics hardware.
Recommended Background: 302.

COSC 558 User Interfaces (3) Advanced coverage of the design, implementation, and study of user interfaces. Provides an overview of the user interface design/evaluation process, event abstraction within user interfaces, user interface components, specification of user interfaces, and the architectures within which user interfaces are developed.
Recommended Background: Undergraduate coursework in software engineering.

Rationale: User interfaces are foundational for how users and computers interact and are very important for a wide range of computing applications. This course will equip students with knowledge and skills necessary to design and develop high quality user interfaces for modern computing applications. Impact on other units: None. Financial impact: Staffing costs for this course will be supported by funding from the university, college, and department that has been set aside for the new online Computer Science MS offerings.

COSC 559 Human-Computer Interaction (3) An in-depth study on the field of human-computer interaction with particular emphasis on understanding how human factors shape the creation and evaluation of usable and useful computational artifacts. Provides an overview of basic phenomena of human perception, cognition, memory, and problem solving, and relationship to user-centered design. Methods and techniques for interaction design and evaluation.
Recommended Background: Undergraduate coursework in software engineering.

Rationale: Human factors can have a significant impact on the effectiveness of computational artifacts. This course will give students a theoretical basis for understanding human-computer interaction as well as practical knowledge of how to design computer programs to enhance usability. Impact on other units: None. Financial impact: Staffing costs for this course will be supported by funding from the university, college, and department that has been set aside for the online Computer Science MS offerings.

COSC 563 Mobile and Ubiquitous Computing (3) Advanced coverage of mobile and ubiquitous computing paradigms, including Internet of Things (IoT). Provides an overview of differences to the desktop computing model: applications, interaction in augmented environments, security, mobile operating systems, sensors, and embedded systems design. Particular attention given to the design and implementation of ubiquitous computing systems.
Recommended Background: Undergraduate coursework in computer interfaces and operating systems.

Rationale: With the trends of smaller and more connected computing processors, the popularity and importance of mobile and embedded computing has grown significantly in recent years. This course will equip students with the knowledge and skills to design and develop artifacts for mobile and embedded computers. Impact on other units: None. Financial impact: Staffing costs for this course will be supported by funding from the university, college, and department that has been set aside for the online Computer Science MS offerings.

DROP

COSC 556 Computer Graphics (3)

Rationale: COSC 552 is added to align with COSC 452 in the undergraduate catalog. COSC 556 is dropped. Impact on other units: none. Financial impact: none.

Equivalency table, effective fall 2022

Current Course, Fall 2021	Equivalent Course, Fall 2022
COSC 556	COSC 552

DROP 400 LEVEL COURSES FOR GRADUATE CREDIT

COSC 440 Formal Foundations of Software Engineering (4)

Rationale: This is an introductory course in formal foundations of software engineering. It should not be in the graduate catalog. It will remain in the undergraduate catalog. Impact on other units: none. Financial impact: none.

COSC 461 Compilers (3)

Rationale: This course is an introductory course in compilers and should not be in the graduate catalog. It will remain in the undergraduate catalog. Graduate students who are interested in compilers now have the option to take COSC 561. Impact on other units: none. Financial impact: none.

(ECE) Electrical and Computer Engineering

ADD

ECE 585 Electric Vehicles (3) Electric vehicle drivetrains, batteries, battery management systems, battery chargers, electric vehicle machines, motor drive systems, electric charging infrastructures, and electric vehicle modeling. Electric vehicle battery usage (charging, discharging) and management (state of charge and state of health estimation), modeling vehicle drive cycles, EV charging, and EV motor drive control.

Rationale: Vehicle electrification is rapidly accelerating all over the world in recent years, which brought in large amount of research and job opportunities. The interdisciplinary topics in electric vehicles, such as energy storage, power electronics and vehicle communication are directly related to our EECS program. This course has been taught as a special topics course twice (Fall 2018, Fall 2020). Impact on other units: The course would be available to mechanical engineering students (thermal, vehicle dynamics) and chemical engineering students (battery aging and SOC/SOH estimation). Financial Impact: None.

ECE 586 Wide Bandgap (WBG) Device Characterization (3) Wide bandgap device static and dynamic characterization, double pulse test (DPT) design and test, gate drive circuit, switching loop parasitics analysis, high-speed measurement techniques, solid state circuit breaker design and test. Hands-on training of curve tracer, pcb layout, high-voltage electrical circuit test and debugging.

Rationale: The rapid development of wide-bandgap devices entails the need of more in-depth understandings and experimental skills for device characterization for power electronics students. The trainings provided by this lab-based class are fundamental and will equip the students with cutting-edge knowledge in WBG devices that is beneficial to a wide range of applications. This course has been taught as a special topics course three times (Fall 2017 with 16 students, Spring 2020 with 12 students, and Fall 2021 with 9 students). Impact on other units: None. Financial Impact: None.

ECE 684 Power Electronics Packaging (3) Power electronics packaging materials and procedures for silicon, silicon carbide, and gallium nitride devices. Packaging techniques (printed circuit board assembly and wire bonding), thermal management in power modules, and packaging related EMI. Electro-thermal and circuit simulation to model the impact of parasitics in power electronic modules.

Rationale: Wide-bandgap (WBG) devices such as silicon carbide (SiC) and gallium nitride (GaN) devices are replacing conventional silicon devices in recent years, given their superior switching and thermal performance. Semiconductor manufacturers and the companies that use power semiconductors in their products are working together to accelerate the adoption of next generation SiC and GaN power electronics. Their fast switching speed, however, requires less parasitics, which furthermore yields the demand of compact footprint and layout thereby advanced packaging technologies. This course will be included as one of the electives for the WBG Power Electronics Certificate. This course was taught as a special topics course in Spring 2021. Impact on other units: None. Financial Impact: None.

DROP

ECE 571 Pattern Recognition (3)

Rationale: The material in this course is now covered in COSC 425 and COSC 522. We have no plans to offer this course in future semesters. Impact on other units: None. Financial Impact: None.

REVISE TO REMOVE (RE) COREQUISITE(S)

ECE 511 Linear Systems Theory (3)

Formerly:
(RE) Corequisite(s): CBE 529.

Rationale: The corequisite requirement not necessary as the required material from CBE 529 is currently taught in ECE 511. Impact on other units: None. Financial Impact: None.

REVISE TO REMOVE (RE) PREREQUISITE(S)

ECE 635 Advanced Semiconductor Devices (3)

Formerly:
(RE) Prerequisite(s): 531 or consent of instructor.

Rationale: The prerequisite requirement is only listed for historical reasons and is not necessary. Impact on other units: None. Financial Impact: None.

REVISE TITLE, DESCRIPTION, AND ADD REPEATABILITY

ECE 682 Power Electronics Technologies (3) Survey of practical design details in the realization of power electronic circuits followed by design-oriented, hands-on laboratory work in the realization of advanced power electronics. Topics include topology investigation, power transistor selection and characterization, modulation schemes, control realization, and EMI compliance. Topics covered through design and realization of a functioning power conversion system.
Repeatability: May be repeated. Maximum of 6 hours.

Formerly :Power Electronics Technologies II (3)
Design-oriented, hands-on laboratory work in the realization of advanced power electronics. Topics include topology investigation, power transistor selection and characterization, modulation schemes, control realization, and EMI compliance. Topics covered through design and realization of a functioning power conversion system.

Rationale: Course previously titled "Power Electronics Technologies II" and was part of a two-course sequence (ECE 681 & ECE 682). This change consolidates the catalog by combing the two courses into one and allowing repeatability for a two-course sequence. ECE 681 was dropped in the Courses Not Taught in 4 or More Year Report. Impact on other units: None. Financial Impact: None.

DEPARTMENT OF INDUSTRIAL AND SYSTEMS ENGINEERING

(IE) Industrial Engineering

ADD 400 LEVEL COURSE FOR GRADUATE CREDIT

IE 452 Project Planning and Organizational Management (3) Aspects of leadership in a professional environment will be studied from current literature reading and discussions. Industry professionals will periodically lead the class to enlighten students to aspects of organizational and project management. Lectures will be based on the Project Management Body of Knowledge (PMBOK) and will qualify students to take the CAPM/PMP certification exam at the end of their Senior year. Each student will develop a project plan including Project Charter, scope management, Communication plan, with an oral project review presentation.

Rationale: This will be a valuable addition to our graduate courses, especially for accelerated BS/MS students. It is already being taught at the undergraduate level. Impact on other units: None. Financial Impact: None, there is enough faculty to cover this course.

DEPARTMENT OF MATERIALS SCIENCE AND ENGINEERING

(MSE) Materials Science and Engineering

ADD

MSE 575 Introduction to Corrosion (3) Aspects of corrosion science are explored through the lenses of electrochemistry, kinetics, and industry solutions; with emphasis on the impact of corrosion on microstructure, including pitting and grain boundary corrosion; hands-on lab experience in the corrosion testing facility with real-world industrial experiments. A project on corrosion science and technology will be conducted, requiring a presentation and written report.

Rationale: Course added to reflect an important component of materials science and engineering. The knowledge from this course will help form a diverse range of topics of interests to the graduate students. Impact on other units: None. Financial impact: None.

DROP

MSE 516 Fundamentals of Plastic Deformation (3)

Rationale: 516 has not been taught for a few years, and its content overlaps significantly with MSE 532 (Metallurgy of Deformation and Fracture) and MSE 612 (Computational Plasticity and Micromechanics). Impact on other units: None. Financial impact: None.

REVISE (RE) PREREQUISITE(S)

MSE 405 X-ray Diffraction (3)
(RE) Prerequisite(s): MSE 360 or MSE 367; and ENGL 102, ENGL 132*, ENGL 290*, or ENGL 298*.*

Formerly:
(RE) Prerequisite(s): 360, Physics 232; and English 102, 132, 290, or 298.

Rationale: This entry in the graduate catalog was not updated in accordance with its listing in the undergraduate catalog. Changes are thus made to ensure consistency. Impact on other units: None. Financial impact: None.

REVISE DESCRIPTION AND ADD CREDIT RESTRICTION

MSE 515 Diffusion, Phase Transformations, and Microstructure of Materials (3) Applications of diffusion to material processing. Diffusion in dilute and concentrated alloys. Thermo- and electro-transport in solids. Grain boundaries and interfaces. Grain boundary diffusion. Recovery, recrystallization, and grain growth. Thermally activated phase transformations. Diffusionless transformations. Students will complete a project applying the concepts learned to a phase transformations-related phenomenon of their choice, requiring a presentation and written report.
Credit Restriction: Students cannot receive credit for both MSE 415 and MSE 515.

Formerly:
Applications of diffusion to material processing. Diffusion in dilute and concentrated alloys. Thermo- and electro-transport in solids. Grain boundaries and interfaces. Grain boundary diffusion. Recovery, recrystallization, and grain growth. Thermally activated phase transformations. Diffusionless transformations.

Rationale: This course is co-taught with MSE 415 of the same tile. Additional course requirements and credit restriction are added for the graduate students. Impact on other units: None. Financial impact: None.

MSE 556 Materials for Energy (3) Investigate the role that materials scientists play in the broader issue of renewable energy, climate change and sustainable development; topics include the evaluation of impacts of climate change, national renewable energy plans, materials solutions for renewable energy storage or conversion technologies and case studies of sustainable development. Class will conclude with a student report and presentation based on current research on one of the topics covered in class.
Credit Restriction: Students cannot receive credit for both MSE 455 and MSE 556.

Formerly: Underlying physics and operating principles of functional materials used in energy applications such as photovoltaics and photocatalysts, fuel cells, batteries, thermoelectrics, and superconductors. Class will conclude with a student report and presentation based on current research on one of the topics covered in class.

Rationale: Course is co-taught with MSE 455 of the same title. Course description is updated to ensure the consistency. Credit restriction is added. Impact on other units: None. Financial impact: None.

REVISE TO ADD CREDIT RESTRICTION

MSE 522 Defects in Crystals (3) Analytical and experimental analysis of defect interactions in solids. Two papers are required that describe industrial or research applications that rely on the properties of defects in non-metal crystals for successful operation.
Credit Restriction: Students cannot receive credit for both MSE 432 and MSE 522.

Formerly:
Credit Restriction: None.

Rationale: Credit restriction added as this course is co-taught with MSE 432 of the same tile. Impact on other units: None. Financial impact: None.

MSE 572 X-Ray Diffraction (3) Symmetry of crystals, space group theory, reciprocal lattice and application to definition of structures; powder and single crystal X-ray techniques; introduction to crystal structure determination; characterization of orientation; application to inorganic, metallic and polymer structures.
Credit Restriction: Students cannot receive credit for both MSE 405 and MSE 572.

Rationale: Credit restriction added as this course is co-taught with MSE 405. Impact on other units: None. Financial impact: None.

REVISE DESCRIPTION

MSE 543 Quantum Mechanics for Engineers (3) Covers fundamentals of quantum mechanics using an approach suitable for engineering undergraduates and beginning graduate students. Topics will include mathematical preliminaries, Dirac notation, two-state systems, the Bloch sphere, the Schrödinger wave equation, operators and time evolution, the square well, the harmonic oscillator, the hydrogen atom, angular momentum, and approximation methods. Students will be expected to complete several short writing projects in which they will link current developments in quantum computing and other quantum technologies to what they are learning in class.

Formerly: Covers fundamentals of quantum mechanics using an approach suitable for engineering undergraduates and beginning graduate students. Topics will include mathematical preliminaries, Dirac notation, two-state systems, the Bloch sphere, the Schrödinger wave equation, operators and time evolution, the square well, the harmonic oscillator, the hydrogen atom, angular momentum, and approximation methods.

Rationale: Course is co-taught with MSE 443 of the same title. Additional course requirements are added for the graduate students. Impact on other units: None. Financial impact: None.

REVISE CREDIT HOURS

MSE 576 Special Topics in Materials Science and Engineering (1-3) Topics of current significance and interest.

Formerly:
Special Topics in Materials Science and Engineering (3)

Rationale: Revise so course can be taken with a range of 1~3 credit hours, thus providing flexibility for the instructors to arrange special topics with variable scopes and intensities. It also follows the suits of other engineering departments (e.g., ME 599). Impact on other units: None. Financial impact: None.

REVISE TITLE AND DESCRIPTION

MSE 674 Quantum and Energy Materials (3) Focuses on the behavior of electrons in advanced materials for quantum and energy applications, starting with basics of quantum mechanics. Solar cells, light emitting diode, atomic dynamics in liquid electrolyte for energy storage, superconductivity and quantum computing, topological materials, and materials for spintronics are discussed.

Formerly: Materials Physics (3) Starts with the description of the electronic states in regular crystals, and extends it to surfaces, interfaces, defects, amorphous and liquid state and strongly correlated electron systems including magnetism. Also, advanced experimental methods to study the electronic states and atomic structure are discussed.

Rationale: The title and description of this course are updated to appropriately highlight the course objectives in quantum and energy materials. Impact on other units: None. Financial impact: None.

DEPARTMENT OF NUCLEAR ENGINEERING

(NE) Nuclear Engineering

ADD

NE 564 Physics of Plasmas (3) Covers the principles of the physics of plasmas pertaining to the operations of magnetically confined fusion systems. Topics to be covered include: Single particle motion/orbits, fluid description of plasmas, magnetohydrodynamics (MHD), MHD equilibrium and stability, collisions and transport, confinement.
(RE) Co-Requisite(s): NE 560 or NE 460 or Permission of Instructor.
Recommended Background: It is highly desirable for students to have advanced understanding in electricity and magnetism as well as advanced classical mechanics (Lagrangian and Hamiltonian formalism).

Rationale: This course is needed to support the training of students engaged in plasma physics and nuclear fusion research. MHD is one of the basic building blocks of fusion science and it plays a primary role in the design and physics goals of major fusion devices such as ITER. This course is also envisioned for students in the physics department that want to learn the fundamentals of plasma physics and its application to magnetically confined fusion systems. Impact on other units: none. Financial Impact: none.

NE 650 Advanced Topics in Semiconductor Detectors (3) Covers the physical foundation and application of semiconductor detectors. Topics include the historical development and fabrication of semiconductor detectors, how to characterize their electronic properties and performance, current state-of-the-art, and their applications.
(RE) Pre-Requisite(s): NE 550 or NE 401 or Permission of Instructor.
Registration Restriction(s): Minimum student level – graduate.

Rationale: This course has been taught as special topics and was very well received. There is possible interest in it eventually being cross-listed with EECS, MSE, Physics, and Chemistry. Impact on other units: none. Financial Impact: none.

REVISE TITLE AND DESCRIPTION, ADD RECOMMENDED BACKGROUND

NE 582 Transport Theory: Monte Carlo (3) Modeling and simulation of neutral particle transport in nuclear systems. Transport theory through the Boltzmann transport equation. Source driven and criticality calculations. Energy discretization and multi-group transport equations. Relevant nuclear data. The adjoint transport equation. Probability distribution functions. Monte Carlo solutions of the transport equation. Error estimates. Non-analog Monte Carlo and variance reduction methods. Modern Monte Carlo transport codes.
Recommended Background: Prior programming experience (in any programming language) is required.

Formerly: Monte Carlo Analysis (3) General overview of the Monte Carlo Method for solving problems in physics and engineering. Random sampling, evaluation of integrals, analog particle transport, techniques of variance reduction, forward and adjoint modes of

analysis, importance function biasing, splitting/weight window survival biasing and contribution theory. Particular emphasis on solving neutral particle radiation transport problems using the MCNP code system.

Rationale: Our radiation transport courses are being updated to reflect the latest material being taught by our new faculty member teaching the course. Impact on other units: None. Financial impact: None.

REVISE TITLE AND DESCRIPTION, ADD RECOMMENDED BACKGROUND AND REGISTRATION PERMISSION

NE 583 Transport Theory: Deterministic Methods (3) Modeling and simulation of neutral particle transport in nuclear systems. Transport theory through the Boltzmann transport equation. Source driven and criticality calculations. Energy discretization and multi-group transport equations. Relevant nuclear data. The adjoint transport equation. Time-dependent problems and the neutron kinetics equations. Deterministic solution methods of the transport equation: discrete ordinates and integral transport methods. Modern deterministic transport codes.
Recommended Background: Prior programming experience (in any programming language) is required.
Registration Permission: Consent of instructor.

Formerly: Radiation Transport Methods (3) Application of analytic/deterministic solutions of the Boltzmann transport equation to problems in neutral particle transport. Special emphasis is placed on application of the discrete ordinates method (in forward and adjoint) to deep penetration shielding analysis.

Rationale: Our radiation transport courses are being updated to reflect the latest material being taught by our new faculty member teaching the course. Impact on other units: None. Financial impact: None.

II. PROGRAM CHANGES

DEPARTMENT OF ELECTRICAL ENGINEERING AND COMPUTER SCIENCE

- **ADD CONCENTRATIONS – COMPUTER SCIENCE MAJOR, MS (CAMPUS CODE: DISTANCE EDUCATION ONLY)**

  Applied Cybersecurity

  Data Mining and Intelligent Systems

  Software Engineering

In the 2022-23 Graduate catalog, for the Computer Science Major, MS, add (3) new concentrations.
Campus Code for the 3 new concentrations is: Distance Education Option only:

Applied Cybersecurity — Coursework Only without Comprehensive Exams
Data Mining and Intelligent Systems — Coursework Only without Comprehensive Exams
Software Engineering — Coursework Only without Comprehensive Exams

REVISE COMPUTER SCIENCE MAJOR, MS TO ADD TEXT AND REQUIREMENTS FOR THE 3 NEW CONCENTRATIONS.

In the 2022-23 Graduate catalog, insert description text and requirements for the 3 new concentrations.

Applied Cybersecurity – Coursework only without Comprehensive Exams Option

Campus Code: Distance Education

The Tickle College of Engineering offers a Master of Science in Computer Science to qualified applicants. Candidates for the MS program are expected to possess a Bachelor of Science degree in Computer Science or related field. The concentration focuses on the theory and practice of cybersecurity, with an emphasis on its application in modern technological business, government, and society.

Credit Hours Required: 30 graduate credit hours

Required Courses

- Applied Cybersecurity students take a total of 30 credit hours as shown below. All courses are 3 credit hours each.
    - Core courses - Students must take both core courses.
        - COSC 530: Computer Systems Organization
        - COSC 566: Software Security
    - Focus area courses – Students much take four of the focus area courses.
        - COSC 534: Network Security
        - COSC 569: Human Factors in Cybersecurity
        - COSC 583: Cryptography
        - ECE 559: Secure and Trustworthy Hardware Design
        - ECE 569: Mobile and Embedded Systems Security
    - Elective courses - Students must take four of the elective courses (or from the focus area courses above).
        - COSC 522: Machine Learning
        - COSC 523: Artificial Intelligence
        - COSC 525: Deep Learning
        - COSC 526: Data Mining
        - COSC 528: Natural Language Processing
        - COSC 533: Cloud and Web Architectures
        - COSC 540: Software Engineering
        - COSC 545: Digital Archeology
        - COSC 557: Visualization
        - COSC 558: User Interfaces
        - COSC 559: Human-Computer Interaction
        - COSC 561: Compilers and Runtime Systems
        - COSC 562: Operating Systems: Design and Implementation
        - COSC 563: Mobile and Ubiquitous Computing
        - COSC 565: Databases and Scripting Languages
        - COSC 581: Algorithms
        - ECE 517: Reinforcement Learning
        - ECE 553: Networking
        - ECE 574: Computer Vision
    - Students can take coursework in a manner that best fits their schedule. This concentration does not strictly use a cohort system, so students can complete the concentration as their schedule and finances allow. This flexibility would allow students to complete the concentration in as little as 18 months or more slowly based upon individual situations.

Rationale: The department is adding online-only Computer Science MS concentrations in the areas of applied cybersecurity, data mining and intelligent systems, and software engineering. These changes specify the distance education campus code for each relevant concentration. The other concentrations are for on-campus students only. Impact on other units: None. Financial impact: Costs for the online Computer Science MS concentrations will be supported by funding from the university, college, and department that has been set aside for these programs.

Data Mining and Intelligent Systems – Coursework only without Comprehensive Exams Option

Campus Code: Distance Education

The Tickle College of Engineering offers a Master of Science in Computer Science to qualified applicants. Candidates for the MS program are expected to possess a Bachelor of Science degree in Computer Science or related field. The concentration focuses on the theory, practice, and application of data mining and intelligent systems.

Credit Hours Required: 30 graduate credit hours

Required Courses

- Data Mining and Intelligent Systems students take a total of 30 credit hours as shown below. All courses are 3 credit hours each.
    - Core courses - Students must take both core courses.
        - COSC 522: Machine Learning
        - COSC 523: Artificial Intelligence
    - Focus area courses – Students much take four of the focus area courses.
        - COSC 525: Deep Learning
        - COSC 526: Data Mining
        - COSC 528: Natural Language Processing

        - COSC 545: Digital Archeology
        - COSC 557: Visualization
        - ECE 517: Reinforcement Learning
        - ECE 574: Computer Vision
    - Elective courses - Students must take four of the elective courses (or from the focus area courses above).
        - COSC 530: Computer Systems Organization
        - COSC 533: Cloud and Web Architectures
        - COSC 534: Network Security
        - COSC 540: Software Engineering
        - COSC 558: User Interfaces
        - COSC 559: Human-Computer Interaction
        - COSC 561: Compilers and Runtime Systems
        - COSC 562: Operating Systems: Design and Implementation
        - COSC 563: Mobile and Ubiquitous Computing
        - COSC 565: Databases and Scripting Languages
        - COSC 566: Software Security
        - COSC 569: Human Factors in Cybersecurity
        - COSC 581: Algorithms
        - COSC 583: Cryptography
        - ECE 553: Networking
        - ECE 559: Secure and Trustworthy Hardware Design
        - ECE 569: Mobile and Embedded Systems Security
    - Students can take coursework in a manner that best fits their schedule. This concentration does not strictly use a cohort system, so students can complete the concentration as their schedule and finances allow. This flexibility would allow students to complete the concentration in as little as 18 months or more slowly based upon individual situations.

Rationale: The department is adding online-only Computer Science MS concentrations in the areas of applied cybersecurity, data mining and intelligent systems, and software engineering. These changes specify the distance education campus code for each relevant concentration. The other concentrations are for on-campus students only. Impact on other units: None. Financial impact: Costs for the online Computer Science MS concentrations will be supported by funding from the university, college, and department that has been set aside for these programs.

Software Engineering – Coursework only without Comprehensive Exams Option

Campus Code: Distance Education

The Tickle College of Engineering offers a Master of Science in Computer Science to qualified applicants. Candidates for the MS program are expected to possess a Bachelor of Science degree in Computer Science or related field. The concentration focuses on the theory and practice of software engineering, including the design and implementation of modern software systems.

Credit Hours Required: 30 graduate credit hours

Required Courses

- Software Engineering students take a total of 30 credit hours as shown below. All courses are 3 credit hours each.
    - Core courses - Students must take both core courses.
        - COSC 540: Software Engineering
        - COSC 581: Algorithms
    - Focus area courses – Students much take four of the focus area courses.
        - COSC 530: Computer Systems Organization
        - COSC 533: Cloud and Web Architectures
        - COSC 545: Digital Archeology
        - COSC 558: User Interfaces
        - COSC 559: Human-Computer Interaction
        - COSC 561: Compilers and Runtime Systems
        - COSC 562: Operating Systems: Design and Implementation
        - COSC 563: Mobile and Ubiquitous Computing
        - COSC 565: Databases and Scripting Languages
    - Elective courses - Students must take four of the elective courses (or from the focus area courses above).
        - COSC 522: Machine Learning

        - COSC 523: Artificial Intelligence
        - COSC 525: Deep Learning
        - COSC 526: Data Mining
        - COSC 528: Natural Language Processing
        - COSC 557: Visualization
        - COSC 534: Network Security
        - COSC 566: Software Security
        - COSC 569: Human Factors in Cybersecurity
        - COSC 583: Cryptography
        - ECE 517: Reinforcement Learning
        - ECE 553: Networking
        - ECE 559: Secure and Trustworthy Hardware Design
        - ECE 569: Mobile and Embedded Systems Security
        - ECE 574: Computer Vision
    - Students can take coursework in a manner that best fits their schedule. This concentration does not strictly use a cohort system, so students can complete the concentration as their schedule and finances allow. This flexibility would allow students to complete the concentration in as little as 18 months or more slowly based upon individual situations.

Rationale: The department is adding online-only Computer Science MS concentrations in the areas of applied cybersecurity, data mining and intelligent systems, and software engineering. These changes specify the distance education campus code for each relevant concentration. The other concentrations are for on-campus students only. Impact on other units: None. Financial impact: Costs for the online Computer Science MS concentrations will be supported by funding from the university, college, and department that has been set aside for these programs.

REVISE COMPUTER ENGINEERING MAJOR, MS, REQUIRED COURSES

In the 2022-23 Graduate catalog, under the Required Courses heading, remove current list and replace with the following:

Required Courses

- Option Specific Courses:
    - Thesis Option: ECE 500 (6 credit hours)
    - Project Option: ECE 501 (3 credit hours), with a minimum grade of B.
- 24 (thesis option) or 27 (project option) or 30 (Coursework only without comprehensive exams) credit hours of graduate coursework
    - At least two-thirds of the total credit hours must be at the 500-level or above
    - At least 6 credit hours selected from the following courses: ECE 504, ECE 505, ECE 533, ECE 551, ECE 553, ECE 555, ECE 572, COSC 522, and COSC 530.
    - A maximum of 6 graduate credit hours of courses outside the department chosen in consultation with major advisor may be applied toward the degree.

Formerly:Required Courses
24 (thesis option) or 27 (project option) or 30 (Coursework only without comprehensive exams) credit hours of graduate coursework
At least two-thirds of the total credit hours must be at the 500-level or above
At least 6 credit hours selected from the following courses: ECE 504, ECE 505, ECE 533, ECE 551, ECE 553, ECE 555, ECE 572, COSC 522, and COSC 530.
Option Specific Courses:
Thesis Option: ECE 500 (6 credit hours)
Project Option: ECE 501 (3 credit hours), with a minimum grade of B.

Rationale: New text and reordering the bullets, make the text in this program consistent with the Computer Science and Electrical Engineering MS programs. Impact on other units: None. Financial impact: None.

REVISE ELECTRICAL ENGINEERING MAJOR, MS, REQUIRED COURSES

In the 2022-23 Graduate catalog, under the Required Courses heading, revise the last bullet as follows:

Required Courses

- A maximum of 6 graduate credit hours outside the department chosen in consultation with major advisor may be applied toward the degree.

Formerly: A maximum of 6 graduate credit hours of courses outside ECE or COSC may be applied toward the degree

Rationale: The edits make the requirements for courses taken outside the department consistent with the Computer Science and Computer Engineering MS programs. Impact on other units: None. Financial impact: None.

DEPARTMENT OF INDUSTRIAL AND SYSTEMS ENGINEERING

► ADD NEW MAJOR AND DEGREE (PENDING THEC APPROVAL)

Major: Engineering Management

Degree: Master of Science

In the 2022 Graduate Catalog, add new program and program requirements (*pending THEC approval*)

**This program is pending approval from the Tennessee Higher Education Commission and the Southern Association of Colleges and Schools Commission on Colleges. Students will be admitted to the major should the program be approved.*

Engineering Management Major, MS

The MS in Engineering Management program is designed for graduates of accredited undergraduate programs in engineering or similar discipline with industrial experience in an appropriate engineering or applied science position. The program is mainly for working engineers who can complete the program in two years while working fulltime. The program is 100% online with both synchronous and asynchronous options.

Campus Code

Knoxville Campus
UTSI Campus
Distance Education

Option Available

Coursework only without Comprehensive Exam

Admission Standards/Procedures

- Applicants must submit a formal Graduate Application for Admission. In addition to the minimum requirements of the Graduate School, the Department of Industrial and Systems Engineering requires three rating forms or letters of reference.
- The Departmental Graduate Committee sets any prerequisite courses or other measures that apply to the particular situation of the applicant. The department and the Office of Graduate Admissions must be notified of any change in the entering date after admission has been granted.

Credit Hours Required

30 graduate credit hours

Required Courses

IE 533	Theory and Practice of Engineering Management	3
IE 516	Statistical Methods in Industrial Engineering	3
IE 518	Advanced Engineering Economic Analysis	3
IE 534	Financial Management for Engineering Managers	3
IE 536	Project Management	3
IE 537	Analytical Methods for Engineering Managers	3
IE 544	Manufacturing Systems Modeling and Analysis	3
IE 539	Strategic Management in Technical Organizations	3
IE 542	Design of Experiments for Engineering Managers	3
IE 550	Graduate Seminars	1 × 3

Non-Course Requirements

None.

Rationale: The department of Industrial and Systems Engineering and UT Space Institute started the Engineering Management (EM) MS program in 1984 as one of the first online programs in the nation. The program offers MS degree in Industrial Engineering (IE) with Engineering Management (EM) concentration. The program has been supported by the faculties on both Knoxville and UTSI campuses. It has graduated many students in the formats of online, in-person, and cohort over the years. The demography of students includes the on-campus full-time and off-campus part-time students from government agencies, industry, military, community colleges, etc. With the 30 plus years of experience of EM graduate program, it is the time now to convert our "experimental" EM program under the IE master's degree with EM concentration to a true EM master's degree program. This new major and degree will strengthen our program in competition with the similar programs offered by other universities. All courses have been regularly offered. There are currently 36 students pursuing the EM concentration. After adding the EM MS program, the EM Graduate Certificate will stay but the EM concentration under the Industrial Engineering MS program will be dropped. Impact on other units: none. Financial Impact: none.

Additional Documentation: The program proposal is to be submitted for approval from the Tennessee Higher Education Commission, which needs the final disposition resulting from the UTK curricular approval process. Students will be admitted to the degree only after

the university and THEC approve the program. The Letter of Intent and proposal submission (including ISE faculty and CVs) will be submitted to THEC.

❖ DROP CONCENTRATION – INDUSTRIAL ENGINEERING MAJOR, MS

Engineering Management

In the 2022-23 Graduate Catalog, drop the Engineering Management concentration for the Industrial Engineering major, MS. Also, under the Additional Course Requirements heading, remove reference to the Engineering Management concentration.

Rationale: With the added program, Engineering Management Major, MS, the Engineering Management concentration under the Industrial Engineering Major, MS is removed. Impact on other units: none. Financial Impact: none.

REVISE REQUIREMENTS - RELIABILITY AND MAINTAINABILITY ENGINEERING MAJOR, MS

In the 2022-23 Graduate Catalog, under the Required Courses heading, 4th bullet, under the Reliability and Maintainability Engineering Electives add two courses below to the current list.

IE 536 Project Management
IE 565 Applied Data Science

Rationale: The reliability and maintainability engineers need more skills in project management and data sciences now and in the future. Impact on other units: none. Financial Impact: none.

DEPARTMENT OF MECHANICAL, AEROSPACE, AND BIOMEDICAL ENGINEERING

✚ ADD CERTIFICATE

HYPERSONICS

In the 2022-23 Graduate Catalog, add heading, text, and requirements for new certificate: Hypersonics.

Hypersonics Graduate Certificate
The graduate certificate in Hypersonics is intended for currently admitted graduate students.

The Mechanical, Aerospace and Biomedical Engineering Department offers a graduate certificate in Hypersonics. The (12 credit hour) certificate will enable our graduate students to accomplish the following:

- Students will be able to utilize a knowledge of the foundational scientific disciplines relevant to hypersonic flight to contribute to the development of emerging aerospace systems.
- Students will apply knowledge of interactions between foundational scientific disciplines to understand the significant technical challenges associated with the highly integrated nature of hypersonic systems and to contribute to the multidisciplinary development of such systems.
- Certificate holders will have accomplished coursework in electives focused on particular segments of the broader field of hypersonics.

Campus Code
Knoxville Campus
Distance Education

Graduate Certificate Type
Stand-Alone
Add-On

Admissions Standards/Procedures:
Certificate candidates must currently be admitted to a graduate program at the university or hold a terminal degree and be admitted to the graduate school.

Credit Hours Required
12 graduate credit hours

Required Courses:

- AE 525 (3 credit hours)
- Select at least three (9 credit hours) from the following*
  - AE 521 Aerodynamics of Compressible Fluids I
  - AE 522 Aerodynamics of Compressible Fluids II
  - AE 532 Introduction to Turbulence
  - AE 569 Plasma Dynamics
  - AE 581 Rocket Propulsion I
  - AE 593 Independent Study

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

Non-Course Requirements
To receive the certificate, students must:
1) complete the Graduate Certificate Course Verification Form (located on the Graduate School webpage under the Forms Central tab) and
2) through MyUTK, apply to graduate from the certificate program.

Rationale: There is a growing need for this graduate certificate due to the recent national prioritization of the development of hypersonic capabilities and the associated explosive growth of demand for engineers with hypersonics knowledge and experience. Industry partners and government routinely request we offer such a certificate to enhance their companies' labor force capabilities. Impact on other units: none. Financial impact: none. **CIP Code: (14.0201)**

❖ ADD CONCENTRATION – AEROSPACE ENGINEERING MAJOR, MS

Nuclear Space Science and Engineering

In the 2022-23 Graduate Catalog, revise the Aerospace Engineering Major, MS, to include/add the new Nuclear Space Science and Engineering concentration,

Nuclear Space Science and Engineering – Thesis Option, Project Option, Coursework Only Option with Comprehensive Exams.

Rationale: The department faculty have determined that optional concentration changes are necessary to reflect the needs of potential and current students as well as reflecting additional resources and new faculty. Impact on other units: None. Financial impact: None.

❖ ADD CONCENTRATION – AEROSPACE ENGINEERING MAJOR, PHD

Nuclear Space Science and Engineering

In the 2022-23 Graduate Catalog, revise the Aerospace Engineering Major, PhD, to include/add the new Nuclear Space Science and Engineering concentration.

Rationale: The department faculty have determined that optional concentration changes are necessary to reflect the needs of potential and current students as well as reflecting additional resources and new faculty. Impact on other units: None. Financial impact: None.

REVISE REQUIREMENTS - AEROSPACE ENGINEERING MAJOR, PHD

In the 2022-23 Graduate Catalog, under the Required Courses heading, revise the next to last bullet as shown below:

- The total number of approved course work and dissertation credit hours must meet the university's requirement of a minimum of 72 credit hours, inclusive of AE 595 and AE 601.

Formerly:
Required Courses
The total number of approved coursework and dissertation credit hours must meet the university's requirement of a minimum of 72 credit hours.

REVISE REQUIREMENTS - AEROSPACE ENGINEERING MAJOR, PHD

In the 2022-23 Graduate Catalog, under the Additional Course Requirements heading, revise as shown below:

1) first paragraph, first sentence: delete the word (three) and replace with (four);
2) in second-level open-circle bulleted list: add new concentration - Nuclear Space Science and Engineering alphabetically to the other concentrations listed. Text should read:

Additional Course Requirements

- Concentration Specific Courses for the following four concentrations are selected in consultation with the major professor and guidance committee:
  - Applied Mechanics
  - Nuclear Space Science and Engineering
  - Systems and Controls
  - Thermal-Fluid Mechanics

Formerly: Additional Course Requirements
Concentration Specific Courses for the following three concentrations are selected in consultation with the major professor and guidance committee:
Applied Mechanics
Systems and Controls
Thermal-Fluid Mechanics

Rationale: The department faculty have determined that optional concentration changes are necessary to reflect the needs of potential and current students as well as reflecting additional resources and new faculty. Impact on other units: None. Financial impact: None.

❖ **DROP CONCENTRATION – BIOMEDICAL ENGINEERING MAJOR, MS**

Biomedical Systems

❖ **ADD CONCENTRATIONS – BIOMEDICAL ENGINEERING MAJOR, MS**

Materials

Nuclear Space Science and Engineering

Robotics

Theranostics

In the 2022-23 Graduate Catalog, remove dropped concentration and replace with the new 4 concentrations. There are no changes to the Admissions, Required Courses, or Non-Course Requirements sections. Concentrations will now show as:

Concentrations (Optional) and Options Available
Biomechanics – Thesis Option, Project Option, Coursework Only with Comprehensive Exams Option
Materials – Thesis Option, Project Option, Coursework Only with Comprehensive Exams Option
Nuclear Space Science and Engineering – Thesis Option, Project Option, Coursework Only with Comprehensive Exams Option
Robotics – Thesis Option, Project Option, Coursework Only with Comprehensive Exams Option
Theranostics – Thesis Option, Project Option, Coursework Only with Comprehensive Exams Option

Rationale: The department faculty have determined that optional concentration changes are necessary to reflect the needs of potential and current students as well as reflecting additional resources and new faculty. Impact on other units: None. Financial impact: None.

❖ **DROP CONCENTRATION – BIOMEDICAL ENGINEERING MAJOR, PHD**

Biomedical Systems

❖ **ADD CONCENTRATIONS – BIOMEDICAL ENGINEERING MAJOR, PHD**

Materials

Nuclear Space Science and Engineering

Robotics

Theranostics

In the 2022-23 Graduate Catalog, remove dropped concentration and replace with 4 new concentrations. There are no changes to the Admissions, Required Courses, or Non-Course Requirements sections.

Biomechanics concentration
Energy Science and Engineering concentration
Materials concentration
Nuclear Space Science and Engineering concentration
Robotics concentration
Theranostics concentration

Rationale: The department faculty have determined that concentration changes are necessary to reflect the needs of potential and current students as well as reflecting additional resources and new faculty. Impact on other units: None. Financial impact: None.

REVISE ADDITIONAL COURSE REQUIREMENTS – BIOMEDICAL ENGINEERING MAJOR, PHD

In the 2022-23 Graduate Catalog, under the Additional Course Requirements heading, remove first paragraph and replace with the following:

Additional Course Requirements

- Concentration Specific Courses for the following six concentrations are selected in consultation with the major professor and guidance committee:
  - Biomechanics
  - Energy Science and Engineering
  - Materials
  - Nuclear Space Science and Engineering
  - Robotics
  - Theranostics

Formerly:
Additional Course Requirements
Concentration Specific Courses for the following the Biomechanics and Biomedical Systems and Controls concentrations are selected in consultation with the major professor and guidance committee.

Rationale: The department faculty have determined that optional concentration changes are necessary to reflect the needs of potential and current students as well as reflecting additional resources and new faculty. Impact on other units: None. Financial impact: None.

REVISE REQUIRED COURSES - BIOMEDICAL ENGINEERING MAJOR, PHD

In the 2022-23 Graduate Catalog, under the Required Courses heading, revise the 3rd bullet as shown below

- A minimum of 6 semester credit hours of graduate coursework is required at the 600-level, exclusive of BME 600 and BME 601.

Formerly:
Required Courses
A minimum of 6 semester credit hours of graduate course work is required at the 600-level. These are exclusive of BME 500, BME 600, and BME 601.

Also, under the Required Courses heading, revise the 4thbullet as shown below

- The total number of approved coursework and dissertation credit hours must meet the university's requirement of a minimum of 72 credit hours, inclusive of BME 595 and BME 601.

Formerly:
Required Courses
The total number of approved coursework and dissertation credit hours must meet the university's requirement of a minimum of 72 credit hours.

❖ ADD CONCENTRATION – MECHANICAL ENGINEERING MAJOR, MS

Nuclear Space Science and Engineering

In the 2022-23 Graduate Catalog, revise the Mechanical Engineering Major, MS, to include/add the new Nuclear Space Science and Engineering concentration.

Nuclear Space Science and Engineering – Thesis Option, Project Option, Coursework Only with Comprehensive Exams Option

Rationale: The department faculty have determined that optional concentration changes are necessary to reflect the needs of potential and current students as well as reflecting additional resources and new faculty. Impact on other units: None. Financial impact: None.

❖ ADD CONCENTRATION – MECHANICAL ENGINEERING MAJOR, PHD

Nuclear Space Science and Engineering

In the 2022-23 Graduate Catalog, revise the Mechanical Engineering Major, PhD, to include/add the new Nuclear Space Science and Engineering concentration,

Concentrations (Optional)
- Applied Mechanics
- Automotive Manufacturing Simulation and Design
- Energy Science and Engineering
- Nuclear Space Science and Engineering
- Systems and Controls
- Thermal-Fluid Mechanics

Formerly:
Concentrations (Optional)
Applied Mechanics
Automotive Manufacturing Simulation and Design
Energy Science and Engineering
Systems and Controls
Thermal-Fluid Mechanics

REVISE ADDITIONAL COURSE REQUIREMENTS HEADING – MECHANICAL ENGINEERING MAJOR, PHD

In the 2022-23 Graduate Catalog, under the Additional Course Requirements heading, revise as noted below:

1) First paragraph, first sentence, revise the word “four” to “six”.
2) Add the new concentration (alpha order) to the list of concentrations.

Concentration Specific Courses for the following six concentrations are selected in consultation with the major professor and guidance committee:
- Applied Mechanics
- Automotive Manufacturing Simulation and Design
- Nuclear Space Science and Engineering
- Systems and Controls
- Thermal-Fluid Mechanics
- Energy Science and Engineering

Formerly:
Additional Course Requirements
Concentration Specific Courses for the following four concentrations are selected in consultation with the major professor and guidance committee:
- Applied Mechanics
- Automotive Manufacturing Simulation and Design
- Systems and Controls
- Thermal-Fluid Mechanics
- Energy Science and Engineering

Rationale: The department faculty have determined that optional concentration changes are necessary to reflect the needs of potential and current students as well as reflecting additional resources and new faculty. Impact on other units: None. Financial impact: None.

REVISE REQUIRED COURSES - MECHANICAL ENGINEERING MAJOR, PHD

In the 2022-23 Graduate Catalog, under the Required Courses section, revise next to last bullet as follows:

The total number of approved coursework and dissertation credit hours must meet the university's requirement of a minimum of 72 credit hours, inclusive of ME 595 and ME 601.

Formerly:
The total number of approved coursework and dissertation credit hours must meet the university's requirement of a minimum of 72 credit hours.

DEPARTMENT OF NUCLEAR ENGINEERING

❖ ADD CONCENTRATION – NUCLEAR ENGINEERING MAJOR, PHD

Nuclear Space Science and Engineering

In the 2022-2023 Graduate Catalog, add new concentration to the Nuclear Engineering Major, PhD.
Campus Code, Admissions Standards, Credit Hours Required, are same as other concentrations.

Rationale: NE graduate courses related to space exploration (NE 512 – Space Radiation, NE 518 – Radioisotope Power Systems, and NE 618 – Nuclear Reactors for Space Exploration) have been drawing 12-15 students per class, including students from other departments. Jobs related to space exploration jobs have increased in the past decade in both the government and private industry. UTSI and MABE are planning concentrations in space sciences as well, providing students a large range of classes related to space exploration. Impact on other units: None. Financial impact: None.

REVISE NUCLEAR ENGINEERING MAJOR, PHD

In the 2022-23 Graduate Catalog, add heading and requirements for the new Nuclear Space Science and Engineering concentration.

Nuclear Space Science and Engineering concentration
Required Courses:

- NE 600 (minimum of 24 credit hours)
- A minimum of 39 credit hours in nuclear engineering (NE) courses numbered 500 and above (or the equivalent).
    - A minimum of 27 credit hours of graduate courses in nuclear engineering at or above the 500-level
    - Students must take NE 512, NE 518, and NE 618
    - Two electives from the list below:
        - NE 517 (Isotope Production)
        - NE 520 (Introduction to Nuclear Fuels and Materials)
        - NE 540 (Fundamentals of Irradiation Effects in Nuclear Materials)
        - AE/ME 599 (Nuclear Space Propulsion)
        - AE 581 (Rocket Propulsion I)
        - AE 566 (Electric Propulsion)
        - AE 599 (Orbital Mechanics)
        - AE 599 (Spacecraft Systems Engineering)
        - AE 682 (Rocket Propulsion II)
    - To include 3 credit hours (1+1+1) of NE 501
    - Excludes thesis, practice project, or dissertation credit
    - A minimum of 12 additional coursework credit hours is required, subject to approval by the student's faculty committee
    - At least 6 credit hours of the above coursework must be at the 600-level, with at least 3 of these credit hours in nuclear engineering
    - At the discretion of the student's dissertation committee and depending on the student's background, more than 39 credit hours of courses may be required
    - A maximum of 24 credit hours from a master's degree may be used to satisfy the coursework requirements for the PhD
    - A minimum of 39 credit hours of graduate coursework beyond the bachelor's degree and 24-33 credit hours of dissertation (NE 600)

Additional Course Requirements: None.
Non-Course Requirements: None.

Rationale: NE graduate courses related to space exploration (NE 512 – Space Radiation, NE 518 – Radioisotope Power Systems, and NE 618 – Nuclear Reactors for Space Exploration) have been drawing 12-15 students per class, including students from other departments. Jobs related to space exploration jobs have increased in the past decade in both the government and private industry. UTSI and MABE are planning concentrations in space sciences as well, providing students a large range of classes related to space exploration. Impact on other units: None. Financial impact: None.

COLLEGE OF LAW

All changes effective Fall 2022

I. COURSE CHANGES

ADD

LAW 503 Structure and Operation of the American Legal System (2-3) Introduces non-JD students to the structure of the American legal system and basics of U.S. law. Topics include (1) an introduction and comparison of both common and civil law legal systems; (2) an overview of basic United States constitutional structure on both the federal and state level, including instruction on the role of administrative agencies and rules and regulations as well as statutes and case law; (3) an introduction to the United States court structure; (4) a summary of first-year and required JD classes. May be offered in an online format.
Grading Restriction: A-F (letter grade) only.
Repeatability: Not repeatable. May be taken once for 2 or 3 hours.
Registration Restriction(s): Limited to students enrolled in master's level programs offered by or in conjunction with the College of Law. Not available to JD students.

LAW 504 Introduction to Legal Reasoning and Communication (2-3) Introduces non-JD students to the process of legal reasoning and communication. Topics include: (1) critical reading and understanding of legal authorities; (2) synthesis of legal authorities; (3) recognition of legal issues; (4) legal research; (5) legal analysis; and (6) legal communication, including the drafting of memoranda and oral communication. May be offered in an online format.
Grading Restriction: A-F (letter grade) only.
Repeatability: Not repeatable. May be taken once for 2 or 3 hours.
Registration Restriction(s): Limited to students enrolled in master's level programs offered by or in conjunction with the College of Law. Not available to JD students.

LAW 505 Civil Procedure (MLS) (3) Introduces non-JD students to the law governing the civil litigation process. May be offered in an online format.
Grading Restriction: A-F (letter grade) only.
Registration Restriction(s): Limited to students enrolled in master's level programs offered by or in conjunction with the College of Law. Not available to JD students.

LAW 506 Contracts I: Legal Analysis and Drafting (MLS) (2) Introduces non-JD students to the basic agreement process and legal protections afforded contract. Topics include issues relating to formation of contracts (offer, acceptance, consideration, and other bases for enforcing promises); the Statute of Frauds; and formation defenses (unconscionability, mistake, misrepresentation, fraud, and duress)
Grading Restriction: A-F (letter grade) only.
Registration Restriction(s): Limited to students enrolled in master's level programs offered by or in conjunction with the College of Law. Not available to JD students.

LAW 507 Contracts II: Legal Analysis and Drafting (MLS) (2) Introduces students to issues arising after contract formation, including interpretation; duty of good faith; conditions, impracticability and frustration of purpose; remedies; third party beneficiaries; assignment and delegation. Includes coverage of sales of goods under Article 2 of the Uniform Commercial Code with respect to remedies, anticipatory repudiation, impracticability and good faith. May be offered in an online format.
(DE) Corequisite(s): Law 504
Grading Restriction: A-F (letter grade) only.
Registration Restriction(s): Limited to students enrolled in master's level programs offered by or in conjunction with the College of Law. Not available to JD students.

LAW 508 Criminal Law (MLS) (3) Introduces non-JD students general principles applicable to criminal conduct and includes specific analysis of particular crimes and defenses. May be offered in an online format.
Grading Restriction: A-F (letter grade) only.
Registration Restriction(s): Limited to students enrolled in master's level programs offered by or in conjunction with the College of Law. Not available to JD students.

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

LAW 509 Torts (MLS) (3) Introduces non-law students to the system for addressing an individual's right to seek compensation through the civil litigation process for the harms caused by another. Topics may include (1) intentional harms to persons, (2) intentional harms to property, (3) defenses to such intentional tort claims, (3) negligence, (4) defenses to negligence claims, (5) negligent infliction of emotional distress, and (6) the damages an individual may recover for claims based on these tort theories. May be offered in an online format.
Grading Restriction: A-F (letter grade) only.
Registration Restriction(s): Limited to students enrolled in master's level programs offered by or in conjunction with the College of Law. Not available to JD students.

LAW 511 Health Law and Compliance (MLS) (3) Will give students an understanding of the organization, financing, and rules that govern health care entities and services within the United States. Major topics explored include (1) the structure of the health care system, (2) paying for medical care through private insurance and public programs, (3) the rules governing access to care, and (4) the regulation of health care and compliance topics, including privacy, fraud and abuse, governance, employment, and the doctor-patient relationship. May be offered in an online format.
Grading Restriction: A-F (letter grade) only.
Registration Restriction(s): Limited to students enrolled in master's level programs offered by or in conjunction with the College of Law. Not available to JD students.

LAW 512 Intellectual Property (MLS) (3) Introduces non-JD students to federal and state law concerning intellectual property and related interests, including patents, trademarks, trade secrets, copyright, right of publicity, and unfair competition. May be offered in an online format.
Grading Restriction: A-F (letter grade) only.
Registration Restriction(s): Limited to students enrolled in master's level programs offered by or in conjunction with the College of Law. Not available to JD students.

LAW 513 Business Organizations (MLS) (3) Introduces non-JD students to legal problems associated with the formation, operation, combination, and dissolution of unincorporated and incorporated business firms; legal rights and duties of firm participants (principals and agents; partners, joint venturers, limited partners, limited liability partners, and members and managers of limited liability companies; and corporate shareholders, directors, and officers) and others with whom those participants interact in connection with the firm's business, including attorneys. Introduction to legal issues in close corporations and federal law concerning corporations. May be offered in an online format.
Grading Restriction: A-F (letter grade) only.
Registration Restriction(s): Limited to students enrolled in master's level programs offered by or in conjunction with the College of Law. Not available to JD students.

LAW 514 Legislation and Regulation (MLS) (3) Introduces non-JD students to legislative and administrative processes. May be offered in an online format.
Grading Restriction: A-F (letter grade) only.
Registration Restriction(s): Limited to students enrolled in master's level programs offered by or in conjunction with the College of Law. Not available to JD students.

LAW 598 Directed Research Paper (1-2) Research paper involving in-depth research and analysis of a legal issue under supervision of a faculty member. The paper should propose a solution to an important legal problem or present a sensible way of thinking about an important legal question. The paper must be well written, include citation to authority, and give appropriate attention to opposing arguments. At least one draft must be submitted for critique by the professor. The final version of the paper must respond to the professor's feedback on the draft or drafts. The paper must be a minimum of 5,000 words in length (disregarding footnotes or endnotes) for one credit hour or 10,000 words in length (disregarding footnotes or endnotes) for two credit hours. Proposals must be approved by the supervising faculty member and by the dean or the dean's designee.
Grading Restriction: A-F grading or Satisfactory/No Credit.
Repeatability: May be repeated. Maximum 4 hours.
Comment: Satisfies the requirement of a Written Project in Lieu of Thesis.
Registration Restriction(s): Graduate students with instructor permission. Not available to JD students.

LAW 599 Independent Study (1-2) Independent study under supervision of a faculty member, in which student independently explores a legal issue or issues and the final work product is not a research paper. For each hour of credit awarded, student must complete at least 42.5 hours of work including time spent meeting with the supervising faculty member. Proposals must be approved by the supervising faculty member and by the dean or the dean's designee.
Grading Restriction: A-F grading or Satisfactory/No Credit.
Repeatability: May be repeated. Maximum 4 hours.
Comment(s): Satisfies the requirement of a Written Project in Lieu of Thesis.
Registration Restriction(s): Graduate students with instructor permission. Not available to JD students.

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

Law 815 Legal Research (1) Basics of court systems and structures and how they relate to legal sources; types of authorities and their use in the research process; formulation of research plans; basics of researching statutes, cases, and regulations; use of tools for research including indexes, digests, and keyword searching; expanding and updating research; and appropriate use of citations.
Grading Restriction(s): Numeric grading (JD students); A-F grading (graduate students).
Registration Restriction(s): JD students only or with Instructor Permission.

Law 909 Transactional Law Clinic (6) Students will learn transactional law skills through the representation of small businesses, nonprofit organizations, community-based associations, entrepreneurs, and artists. Through supervised fieldwork, student attorneys will assume primary responsibility for representing clients with various non-litigation matters. Such matters might include: providing advice regarding legal entity choice and forming the entity; identifying state and local business licensing and permitting requirements; providing advice regarding tax-exempt status; drafting governance documents; negotiating and drafting contracts; advising entities on employment and independent contractor arrangements; and assisting with trademark and copyright registration.
(DE) Prerequisite(s): 827.
(DE) Corequisite(s): 814 and 842.
Grading Restriction(s): Numeric grading only.
Registration Restriction(s): Course is open to third-year and second-semester, second-year JD students only.

Law 932 Law Practice Technology (2) Covers the ethical duties surrounding the use of technology in a legal setting. Specific topics include, but are not limited to: ethical obligations surrounding the use of technology; cybersecurity; practice management software; word processing software and other production tools; electronic discovery; information literacy; advanced legal research strategies; and courtroom technology.
Grading Restriction(s): Numeric grading (JD students); A-F grading (graduate students).
Registration Restriction(s): JD students only or with Instructor Permission.

Law 864 Poverty, Race, Gender & the Law (2) In the United States, poverty disproportionally impacts women, immigrants, children, and people of color. Focuses on poverty law through a race and gender lens. Will begin with traditional poverty law topics – exploring definitions of poverty, competing theories about how to address poverty, the evolution of the legal rights of the poor, their access to legal assistance, and the tools that lawyers have used to advocate on their behalf and on behalf of the communities in which they live. Will then explore a few topics often seen in Race and the Law or Gender and the Law courses through a poverty lens. In this portion of the course, using a comparative framework, students will have an opportunity to ask whether and how regulatory frameworks and legal rights differ in the context of social support, work and family depending on the economic position of those subject to the legal rules. In the same vein, will provide an opportunity for students to explore how social support, civil and criminal justice systems operate differently in different U.S. communities. Finally, will spend some time taking a look at social movements and their interactions with legal institutions. Will include readings from law, legal theory, history, public policy, and sociology as well readings from more popular sources. Course requirements include several brief reflection papers, course participation, and working with a small group to design and lead one class period conversation on a course-related topic of the groups' choosing.
Grading Restriction(s): Numeric grading (JD students); A-F grading (graduate students).
Registration Restriction(s): JD students only or with Instructor Permission.

Law 870 Race & the U.S. Supreme Court (2) The role of race in the law's infrastructure can be more adequately understood through the United States Supreme Court decisions that created that infrastructure. This seminar will examine the United States Supreme Court's decisions on race and racism and how the Court, since Plessy, has struggled with fundamental issues of racial bias, bigotry, and inequality. Will take a neutral, microscopic view of landmark Supreme Court decisions that laid the foundation for the law's intersection with race. In reviewing the Court's decisions, students will consider how the Court's views impacted society's views of race and racism and, in turn, how society's views have impacted judicial analysis. Students will study the Supreme Court's decisions impacting race against the backdrop of history and will analyze how the Court's rationale affected the society's progress. In addition to this historical review, students will analyze current literature on race, racism, and anti-racism and will consider whether the tenets of this literature could provide a more equitable means for courts to evaluate issues of race.
Grading Restriction(s): Numeric grading (JD students); A-F grading (graduate students).
Registration Restriction(s): JD students only or with Instructor Permission.

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

Law 874 Reexamining the Constitution (3) Why do many Americans revere the Constitution while at the same time dislike the current political system, as if there were no connection between the two? If you could modify the constitutional order in the U.S., how would you do it? In this class, will examine these questions through an in-depth study of framing era documents to better understand why the Constitution was created and the forms of government it was designed to

establish. As this class meets the expository requirement for graduation, it is structed to assist you in creating your own original work of scholarship that addresses a current question of constitutional importance.
(DE) Corequisite(s): 812.
Grading Restriction(s): Numeric grading (JD students); A-F grading (graduate students).
Registration Restriction(s): JD students only or with Instructor Permission.

Law 893 The Law of Outer Space (2) Seminar examining the law of outer space, both from an international standpoint (chiefly treaties such as the Outer Space Treaty of 1967, the Liability Convention, etc.) and from a domestic standpoint (chiefly domestic regulatory law as embodied in the Commercial Space Launch Act as amended, and regulations administered by the FAA, Department of Commerce, etc.).
Grading Restriction(s): Numeric grading (JD students); A-F grading (graduate students).
Registration Restriction(s): JD students only or with Instructor Permission.

Law 885 Thriving as a Lawyer (2) Helps students recognize likely pitfalls in the practice of law, helps students identify and encourage positive changes now that will increase the likelihood of thriving in the legal profession later, prepares students to teach their future colleagues about attorney wellbeing (and the negative effects resulting from a lack of it), and arms students with the scientific theory and research data to support their own practical suggestions for positive changes among our legal institutions.
Grading Restriction(s): Numeric grading (JD students); A-F grading (graduate students).
Registration Restriction(s): JD students only or with Instructor Permission.

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

REVISE TO ADD (DE)PREREQUISITE

Law 831 Mergers and Acquisitions (2-3)
(DE) Prerequisite(s): 827

DROP

Law 946 Business Law Clinic

Law 950 Community Economic Development Clinic

Rationale: Courses are no longer being offered.

II. PROGRAM CHANGES

REVISE REQUIREMENTS - LAW MAJOR, JD

In the 2022-23 Graduate Catalog, make the following revisions:

1) under the Required Courses Heading, in the First Year – First semester list, add immediately after Law 811:

   Law 815

2) under the Required Courses Heading, in the First Year – Second semester list, add immediately after Law 820:

   Law 815

3) under the Additional Course Requirements Heading, at the last bullet “Experiential courses” add the following course:

   Law 870

4) under the Additional Course Requirements Heading, at the third bullet “Perspective courses” add the following courses:

Law 864
Law 885
Law 893

5) under the Advocacy and Dispute Resolution Concentration Heading, under “Required Courses,” 3rd bullet,

Delete two courses: Law 946 and Law 950. Add course Law 909.

REVISE REQUIREMENTS, LAW MAJOR, MLSD

In the 2022-23 Graduate Catalog, under the Required Courses Heading, delete the current 4 bullets and replace with the following:

- Law 503 (2-3 credit hours)
- Law 504 (2-3 credit hours)
- At least two courses (excluding Law 811 and Law 820) based on the required first-year JD curriculum (minimum 4 credit hours)
- Written Project in Lieu of Thesis (satisfied by Law 598 or another Law course that satisfies the expository writing requirement (if enrollment is approved by the professor) (minimum 1 credit hour).

Formerly:
Law 988
Law 986
At least two courses (excluding Law 811 and Law 820) from the required first-year JD curriculum (minimum 5 credit hours)
Written Project in Lieu of Thesis (satisfied by LAW 993, LAW 994, or another Law course that satisfies the expository writing requirement (if enrollment is approved by the professor) (minimum 1 credit hour).

Under the Non-Course Requirements Heading, delete the third bullet point and replace with the following:

Students must earn all 30 credit hours at the College of Law unless an exception is approved by the Dean or the Dean’s designee.

Formerly: Students must earn all 30 credit hours at the College of Law.

REVISE REQUIREMENTS, LEGAL STUDIES GRADUATE CERTIFICATE

In the 2022-23 Graduate Catalog, revise requirements as shown below:

1) under Required Courses Heading, delete the two courses listed and replace with the following:

Law 503 (2-3 credit hours)
Law 504 (2-3 credit hours)

Formerly:
Law 988 (3 credit hours)
Law 986 (3 credit hours

2) under the Non-Course Requirements Heading, delete text in 3rd paragraph and replace with the following:

Students must earn all 15 credit hours at the College of Law unless an exception is approved by the Dean or the Dean’s designee.

Formerly: Students must earn all 15 credit hours at the College of Law.

COLLEGE OF NURSING

All changes effective Fall 2022

I. COURSE CHANGES

ADD

NURS 674 Educational Principles and Strategies for Healthcare Professionals (3) Analysis and application of educational principles and strategies for healthcare professionals.
Credit Level Restriction: Graduate credit only.
Registration Restriction: Minimum student level – graduate.
Registration Permission: Consent of instructor.
Short title: Educational Principles

Rationale: Elevating course to 600 level to align with doctoral courses. Impact on other units: None. Financial impact: None.

NURS 675 Teaching Practicum for Healthcare Professionals (3) Individually designed teaching experience in healthcare and academic settings.
Grading Restriction: Satisfactory/No Credit or letter grade.
Repeatability: May be repeated. Maximum 6 hours.
Credit Level Restriction: Graduate credit only.
Registration Restriction: Minimum student level – graduate.
Registration Permission: Consent of instructor.
Short title: Teaching Practicum

Rationale: Elevating course to 600 level to align with doctoral courses. Impact on other units: None. Financial impact: None.

NURS 684 Directed Clinical Practice (1-10) Additional opportunities for advanced nursing practice. Objectives to be developed collaboratively by student and faculty.
Grading Restriction: Satisfactory/No Credit or letter grade.
Repeatability: May be repeated. Maximum 14 hours.
Credit Level Restriction: Graduate credit only.
Comment: Enrollment in or completion of graduate-level courses in clinical nursing required.
Registration Restriction: Minimum student level – graduate.
Registration Permission: Consent of instructor.

Rationale: Adding 600 level course to align with doctoral requirements and clinical course remediation as needed. This replaces a previously dropped course. Impact on other units: None. Financial impact: None.

NURS 693 Independent Study (1-3)
Repeatability: May be repeated. Maximum 9 hours.
Credit Level Restriction: Graduate credit only.
Registration Restriction: Minimum student level – graduate.
Registration Permission: Consent of instructor.

Rationale: Elevating course to 600 level to align with doctoral courses. Impact on other units: None. Financial impact: None.

DROP

NURS 509 Graduate Seminar in Public Health (1)

NURS 519 Psychopharmacology in Advanced Practice (3)

NURS 594 Health System Quality Management (3)

NURS 565 Teaching Practicum for Healthcare Professionals (3)

NURS 566 Educational Principles and Strategies for Healthcare Professionals (3)

NURS 593 Independent Study (1-3)

Equivalency Table, Effective Fall 2022

Current Courses	Equivalent Courses Effective Fall 2022
565	675
566	674
593	693

REVISE TO DROP (RE) COREQUISITIES AND ADD CREDIT LEVEL RESTRICTION

NURS 672 Clinical Practice: Pediatric Acute Care (1-5)
Credit Level Restriction: Graduate credit only.

Formerly:
Clinical Practice: Pediatric Acute Care (1-5)
(RE) Corequisite(s): NURS 670 or NURS 671.

Rationale: Changes to program of study negates need for corequisites. Impact on other units: None. Financial impact: None.

II. PROGRAM CHANGES

REVISE REQUIREMENTS – NURSING MAJOR, DNP

In the 2022-2023 Graduate Catalog, make the following revisions:

1) In the introductory text, 5th paragraph, remove current 8 bullets about SLOs, and replace with the following:

- Utilizes nursing science with knowledge from other disciplines to implement evidence-based advanced nursing practice.
- Integrate core professional behaviors to provide ethical and equitable care in advanced nursing practice.
- Lead interprofessional teams to coordinate person-centered and population-based healthcare.
- Translate critically appraised evidence from nursing and related sciences into advanced nursing practice.
- Utilize relevant information systems and technology to drive decision making in advanced nursing practice.
- Evaluate improvement science initiatives designed within diverse health systems.

2) Following the above bullets, ADD statement for post-master's applicants as shown below.

Post-master's applicants: Post-master's applicants do not choose a concentration, but instead complete the core DNP course requirements and scholarly project to earn the degree.

3) At the heading, Concentrations - revise Required to: (Required for the BSN-DNP applicants)

Concentrations (Required for BSN-DNP applicants)

4) Under the Admissions Standards Heading, remove 8th bullet that reads:
- Complete College of Nursing Graduate Program Data Form

5) Under the Academic Standards Heading, revise 8th bullet to remove the word graduate. Sentence will now read:

- The College of Nursing prohibits students from repeating coursework with two exceptions: NURS 648 and NURS 649. Students may only repeat these courses after earning a D or F, original and repeat grades will be included in the graduate GPA.

Formerly: The College of Nursing prohibits students from repeating ~~graduate~~ coursework with two exceptions: NURS 648 and NURS 649. Students may only repeat these courses after earning a D or F, original and repeat grades will be included in the graduate GPA.

6) Under the Academic Standards Heading, revise 9th bullet (Residence Requirement) to remove the second sentence.

- For the doctoral degree, students must meet the residence requirement as specified by the Graduate School.

Formerly: For the doctoral degree, students must meet the residence requirement as specified by the Graduate School. ~~A statement as to how and during what period of time the residence requirements has been met will be presented with the Application for Admission to Candidacy along with signatures of approval from the major professor and the department head/program director.~~

7) After the grading scale, add heading and required courses for the MS-DNP students.

MS-DNP Students
Credit Hours Required
Minimum 38 graduate credit hours

Required Courses
Doctor of Nursing Practice Core Courses:
NURS 557
NURS 604
NURS 612
NURS 613
NURS 620
NURS 622
NURS 624
NURS 626
NURS 628
NURS 630
NURS 633
NURS 634

8) Under the Family Nurse Practitioner Concentration heading, revise credit hours required as shown below:

Credit Hours Required
Minimum 67 graduate credit hours

Formerly: Minimum 61 to maximum 72 graduate credit hours

9) Continued under the FNP concentration; under the Required Courses heading, revise first bullet and reorder the courses listed as shown below. This revision drops course NURS 673 from the list of courses.

- Doctor of Nursing Practice Core Courses

NURS 557
NURS 604
NURS 612
NURS 613
NURS 620
NURS 622
NURS 624
NURS 626
NURS 628
NURS 630
NURS 633
NURS 634

Formerly: Nursing Requirements (33-44 credit hours)
NURS 604
NURS 612
NURS 613
NURS 620
NURS 622
NURS *557*
NURS 624
NURS 626
NURS 628
NURS 630
NURS 633
NURS 634

10) At the Family Nurse Practitioner Requirements bullet, remove the hours listed in parenthesis from the heading (*28 credit hours*) and add course NURS 673 to the list of courses.

11) Under the Nurse Anesthesia Concentration heading, revise credit hours required as shown below:

Minimum 117 graduate credit hours

Formerly: Minimum 112 to maximum 123 graduate credit hours

12) Continued under the Anesthesia concentration; under the Required Courses heading, revise first bullet and reorder the courses listed as shown below.

- Doctor of Nursing Practice Core Courses

  NURS 557
  NURS 604
  NURS 612
  NURS 613
  NURS 620
  NURS 622
  NURS 624
  NURS 626
  NURS 628
  NURS 630
  NURS 633
  NURS 634

Formerly: Nursing Requirements (33-44 credit hours)
NURS 604
NURS 612
NURS 613
NURS 620
NURS 622
NURS 557
NURS 624
NURS 626
NURS 628
NURS 630
NURS 633
NURS 634

13) At the Nurse Anesthesia Requirements bullet, remove the hours listed in parenthesis from the heading as follows:

- Nurse Anesthesia Requirements

Formerly: Nurse Anesthesia Requirements (53 to 123 credit hours)

14) Under the Nurse Executive Practice Concentration heading, revise credit hours required as shown below:

Minimum 55 graduate credit hours

Formerly: Minimum 60 to maximum 71 credit hours

15) Continued under the Nurse Executive Practice concentration; under the Required Courses heading, revise first bullet and reorder the courses listed as shown below.

- Doctor of Nursing Practice Core Courses

  NURS 557
  NURS 604
  NURS 612
  NURS 613
  NURS 620
  NURS 622
  NURS 624
  NURS 626
  NURS 628
  NURS 630
  NURS 633
  NURS 634

Formerly: Nursing Requirements (33-44 credit hours)
NURS 604
NURS 612
NURS 613
NURS 620
NURS 622
NURS 557
NURS 624
NURS 626
NURS 628

NURS 630
NURS 633
NURS 634

16) At the Nurse Executive Practice Requirement bullet, remove hours listed in parenthesis from the heading as follows:

- Nurse Executive Practice Requirements

Formerly: Nurse Executive Practice Requirements (27 credit hours)

17) Under the Pediatric Primary Care Nurse Practitioner Concentration heading, revise credit hours required as shown below:

Credit Hours Required
Minimum 68 graduate credit hours

Formerly: Minimum 62 to maximum 73 graduate credit hours

18) Continued under the PPCNP concentration; under the Required Courses heading, revise first bullet and reorder the courses listed as shown below. This revision drops course NURS 673 from the list of courses.

- Doctor of Nursing Practice Core Courses

NURS 557
NURS 604
NURS 612
NURS 613
NURS 620
NURS 622
NURS 624
NURS 626
NURS 628
NURS 630
NURS 633
NURS 634

Formerly: Nursing Requirements (33-44 credit hours)
NURS 604
NURS 628
NURS 612
NURS 613
NURS 620
NURS 622
NURS 557
NURS 624
NURS 626
NURS 630
NURS 633
NURS 634
NURS 673

19) At the Pediatric Primary Care Nurse Practitioner Requirements bullet, remove the hours listed from the heading (*29 credit hours*) and add course NURS 673 to the list of courses.

20) At the Pediatric Primary/Acute Care Dual Nurse Practitioner Concentration heading, remove paragraph under the concentration name and revise credit hours required as shown below:

Credit Hours Required
Minimum 80 graduate credit hours

Formerly:
Students cannot get a stand-alone DNP as a Pediatric Acute Care Nurse Practitioner. They can earn a dual DNP as a Pediatric Primary and Acute Care Nurse Practitioner by completing the full Pediatric Primary Care Nurse Practitioner program and then adding additional course work as listed below.

Minimum 70 to maximum 80 graduate credit hours

21) Continued under the Pediatric Primary/Acute Care Dual Nurse Practitioner concentration; under the Required Courses heading, revise first bullet and reorder the courses listed as shown below. This revision drops course NURS 673 from the list of courses.

- Doctor of Nursing Practice Core Courses

  NURS 557
  NURS 604
  NURS 612
  NURS 613
  NURS 620
  NURS 622
  NURS 624
  NURS 626
  NURS 628
  NURS 630
  NURS 633
  NURS 634

Formerly: Nursing Requirements (33-44 credit hours)
NURS 604
NURS 628
NURS 612
NURS 613
NURS 620
NURS 622
NURS 557
NURS 624
NURS 626
NURS 630
NURS 633
NURS 634
NURS 673

22) At the Pediatric Primary/Acute Care Dual Nurse Practitioner Requirements bullet, remove the hours listed from the heading (*29 credit hours*) and add course NURS 673 to the list of courses.

23) At the Psychiatric Mental Health Nurse Practitioner Concentration heading, revise credit hours required as shown below:

Credit Hours Required
Minimum 69 graduate credit hours

Formerly: Minimum 63 to maximum 74 graduate credit hours

24) Continued under the Psychiatric Mental Health Nurse Practitioner concentration; under the Required Courses heading, revise first bullet and reorder the courses listed as shown below. This revision drops course NURS 673 from the list of courses.

- Doctor of Nursing Practice Core Courses

  NURS 557
  NURS 604
  NURS 612
  NURS 613
  NURS 620
  NURS 622
  NURS 624
  NURS 626
  NURS 628
  NURS 630
  NURS 633
  NURS 634

Formerly: Nursing Requirements (33-44 credit hours)
NURS 604
NURS 612
NURS 613
NURS 620
NURS 622
NURS 557

NURS 624
NURS 626
NURS 628
NURS 630
NURS 633
NURS 634
NURS 673

25) At the Psychiatric Mental Health Nurse Practitioner Requirements bullet, remove the hours listed from the heading (*30 credit hours*) and add course NURS 673 to the list of courses.

COLLEGE OF SOCIAL WORK

All changes effective Fall 2022

I. COURSE CHANGES

(SOWK) Social Work

ADD

SOWK 565 Clinical Assessment, Diagnosis, and Formulation in Behavioral Health (3) Required course for the Advanced Clinical concentration provides knowledge of the major categories of diagnoses for adults as formulated in the DSM-5 and of theoretical perspectives in those categories. Attention is given to the dynamics of development and culture, and to the interrelationship among biological, psychological, and social/cultural systems that impact diagnosis. Focus will be on utilizing these elements in order to provide a comprehensive bio-psycho-social assessment. Treatments specifically related to these diagnoses will be noted. The course will also address aspects of clinical and advanced policy practice in the contemporary environment of behavioral health including such concepts as telehealth, integrated care, trauma responsive care, and professional use of self all grounded in the concepts of social justice and anti-racist practice.
(RE)Prerequisite(s): 503, 504, 510, 511, 515, 516, 519, 538, 542 and 544.
Comment(s): Advanced Standing satisfies prerequisites.
Registration Restriction(s): Graduate students only. Minimum student level – graduate.
Registration Permission: Non-MSSW students may register with consent of instructor.

REVISE TITLES

SOWK 515 Human Development in Context: Pre-Natal to Adolescence (3)

Formerly: Human Development in Context: Pre-Natal through Adolescence

SOWK 622 Translational Implementation of Evidence-Based Practice Research (3)

Formerly: Translational Research (3)

SOWK 623 Emergent Interventions with Complex Populations (3)

Formerly: Emergent Intervention Methods for Complex Populations

REVISE DESCRIPTIONS

SOWK 607 (Neuroscience for Clinical Practice (3) Using a developmental framework, this introductory course will provide an overview of brain structure and function across the lifespan and associations with cumulative risks, adverse childhood experiences, social determinants of health, and enriching environmental experiences. We will review the neurobiological stress response, epigenetics, neurocognitive and affective development, the neural circuitry of various mental health conditions, and the impact of treatment.

Formerly: Provides a neuroscience framework for understanding lifespan development, trauma, addictions and other mental health disorders, psychotropic medications, and attachment.

SOWK 617 Clinical Management (3) Examines principles of leadership and management, strategic planning, program design and development, financial management (budgeting, cost/benefit analysis), resource development (grant writing), and informatics.

Formerly: Examines principles of leadership and management; Management practice (employee supervision and evaluation; conflict resolution); Strategic planning; Program design and development; Financial management (budgeting, cost/benefit analysis); Resource development; and Informatics.

REVISE TITLE AND DESCRIPTION

SOWK 516 Human Development in Context: Adolescence through Older Adulthood (3) Required generalist course examines biological, psychological, and social theories and frameworks for individuals and families, emphasizing the interaction between neurophysiological development and environmental contexts. Risk and protective factors that influence and shape development while promoting resilience are identified. The influences of culture, oppressive systems, and dynamic processes critical to risk and resilience for vulnerable populations are explored. Practice implications for working with adolescents and adults are examined, including behavioral health challenges, chronic illness, family and social relationships, and death and dying.

Formerly: Human Development in Context: Young Adulthood through Older Adulthood
A required generalist course examines biological, psychological, and social theories and frameworks for individuals and families, emphasizing the interaction between neurophysiological development and environmental contexts. Risk and protective factors that influence and shape development while promoting resilience are identified. The influences of culture, oppressive systems, and dynamic processes critical to risk and resilience for vulnerable populations are explored. Practice implications for working with adults are examined, including behavioral health challenges, chronic illness, family and social relationships, and death and dying.

SOWK 609 Epistemological Processes and Methods in Advanced Social Work Practice (3) Examines the foundations of knowledge that inform research questions and processes as a DSW practitioner-scholar. Introduction to methods that incorporate anti-oppressive frameworks into research and practice. Explores tools to find and critically evaluate resources. Designs tailored interventions to meet the needs of under-resourced populations.

Formerly: Epistemology & Clinical EBP Methods (3) Examines the foundations of knowledge, tools to find resources, design tailored interventions, and implement evidence-based interventions and evidence supported common therapeutic factors.

SOWK 614 Relational and Interpersonal Psychotherapies (3) Provides a survey of relational and interpersonal approaches to psychotherapy, with an emphasis on attachment relationships, psychodynamic treatments, and contemporary interventions. Requires written case conceptualization, integration of sociocultural concerns, and live demonstration of key techniques.

Formerly: Interpersonal Psychotherapy (3) Examines the role of interpersonal and psychodynamic processes in biopsychosocial problems. Provides the theoretical and clinical framework of Interpersonal Psychotherapy, a time-limited, structured psychotherapy. Develops and enhances clinician technical skills to improve client's interpersonal relationships.

SOWK 616 Advanced EBP with Addictions and Co-occurring Disorders (3) Examines the biopsychosocial/cultural factors associated with addictive behaviors and co-occurring mental health disorders. Focus is placed on case-conceptualization, assessment, and evidence-based interventions for multiply diagnosed clients.

Formerly: Advanced EBP for Addictions and Dual Diagnosis Treatment (3) Examines the interaction of addictive and other mental health disorders. Particular focus is placed on case-conceptualization, assessment, and intervention with multiply diagnosed clients.

SOWK 618 Trauma Focused Interventions with Adults from Diverse Populations (3) Focuses on healing trauma and shame, and development of self-compassion. Includes evidence-based interventions, the acquisition of advanced diagnostic and treatment skills for treating adults, and strategies for preventing vicarious trauma.

Formerly: Trauma Focused Interventions (3) Presents current bio-ecological research findings that inform our understanding of trauma. Emphasis is placed on understanding biopsychosocial influences on the incidence, course and treatment of acute stress and PTSD, and the differential effect of these factors on diverse populations at risk. The course focuses on the acquisition of diagnostic skills as they relate to comprehensive social work assessment of adults, adolescents and children. Assessment and interventions skills will be taught for specific types of trauma, e.g. rape, war, natural disasters. Evidence-based interventions to treat victims of trauma will be presented.

SOWK 619 Translational Practice with Diverse Populations in Complex Systems (3) Examines how to adapt research evidence for practice with individuals, groups, and communities and explores dissemination practices as practitioner-scholars.

Formerly: Individual/Group Practice with Diverse Populations in Complex Systems (3) Examines adaptive evidence-based practice with individuals and groups in service delivery for complex, diverse & multi-problem populations.

SOWK 621 Clinical Leadership, Supervision & Consultation (3) Presents knowledge and skills for effective management of clinical teams and clinical supervision.

Formerly: Clinical Leadership (3) Presents knowledge and skills for effective management of clinical teams, clinical supervision, and educational andragogy.

SOWK 624 DSW Research Project I (3) Selection of a research topic, preparation of a literature review, identification of a research question(s), development of a research proposal, and presentation of an oral defense of the research proposal.

Formerly: DSW Capstone I (3) Preparation of a publishable paper that includes 1) selection of a biopsychosocial problem experienced by a specific population served in student's current practice, 2) addresses the empirical and theoretical understanding of the etiology, 3) reviews the array of possible evidence-based interventions and the demonstrated outcomes. Student defends his/her paper at an oral defense.

SOWK 625 DSW Research Project II (3) Conducts and completes the research project defended in SWOK 624 (Research Project 1). This includes preparation of a publishable-quality journal-style paper based on the research project.

Formerly: DSW Capstone II (3) Preparation of a publishable paper reporting the results of student's clinical research study. Student defends their paper at an oral defense.

REVISE DESCRIPTION AND (RE)PREREQUISITES

SOWK 545 Resource Development and Management (3) In this required course for the Organizational Leadership concentration, students will learn the fundamentals of organizational management in the social service sector. This course will provide an overview of the skills required by leaders of organizations and will discuss the purpose or mission of the organization and its place in society, including laws, regulations, and policies. The important logistics of nonprofit management are addressed including financial management, human resources, fund development, accreditation, resource management, trauma responsive systems, and grant acquisition and management. These concepts are all addressed through the lens of the NASW Code of Ethics with a special emphasis on the components of social justice such as contributive and distributive justice.
(RE) Prerequisite(s): 503, 504, 510, 511, 515, 516, 519, 538, 542 and 544.

Formerly: Focuses on financial matters involved in the leadership of a non-profit or governmental agency. Key factors such as fund attainment and accounting/budgeting resources will be addressed with a grounding in concepts of social justice, contributive justice, and distributive justice - all based on the National Association of Social Workers Code of Ethics. Specific content addressed in the course includes financial management, budgeting processes, basic accounting principles, financial reporting requirements, IRS standards, audits, financial software utilization, grant management including application writing skills, fund development, donor cultivation, fundraising, social agency mergers and acquisitions, real estate planning, impact of public policy on fiscal climate and justice, and ethics in resource development.
(RE) Prerequisite(s): 510, 512, 513, 519, 522, 537, 538, 539 and 543 or 544.

SOWK 547 Advanced Organizational Theory and Practice (3) In this required course for the Organizational Leadership concentration, students will be introduced to social service/nonprofit organizations through a trauma-informed, social, anti-racist, economic, and environmental justice lens. The students will gain the knowledge/skill needed for entrance into management positions in human service/nonprofit/governmental/quasi-governmental organizations. Topics addressed will include multi-organization initiatives such as partnerships, community coalitions and alliances, theories in economic development such as how economic factors affect the social sector with particular attention to entrepreneurship/venture philanthropy, and collective impact. The course will consider aspects of governmental relations, operational best practices including practical skills such as running meetings, employee development, advanced strategic planning and futuring, understanding and incorporating accreditation standards, organizational culture and ethical practice in organizations. Topics such as nonprofit governance and accountability, human resource development, supervision, compensation strategies, management theories and employment law will also be addressed.
(RE) Prerequisite(s): 503, 504, 510, 511, 515, 516, 519, 538, 542 and 544.

Formerly: Serves as an introduction to social service/nonprofit organizations through the lens of social, economic and environmental justice. The content provided will afford the knowledge/skill needed for entrance into management positions in human service/nonprofit/governmental/quasi-governmental organizations. Topics will include multi-organization initiatives such as partnerships, community coalitions and alliances, theories in economic development such as how economic factors affect the social sector with particular attention to entrepreneurship/venture philanthropy, and collective impact. Will consider aspects of governmental relations, operational best practices including practical skills such as running meetings, employee development, advanced strategic planning and futuring, understanding and incorporating accreditation standards, organizational culture and ethical practice in organizations. Topics such as nonprofit governance and accountability, human resource development, supervision, compensation strategies, management theories and employment law will also be addressed.
(RE) Prerequisite(s): 510, 512, 513, 519, 522, 537, 538, 539 and 543 or 544.

SOWK 549 Program Development and Continuous Improvement (3) In this required course for the Organizational Leadership concentration, students will address the important aspects of measuring and demonstrating the impact that social programming has on clients, organizations, and communities. Content includes the basic principles of program development, needs assessments, program implementation, impact measurements, applied data analysis, and dissemination of outcomes related to topics such as social justice, anti-racism, and trauma responsiveness.
(RE) Prerequisite(s): 503, 504, 510, 511, 515, 516, 519, 538, 542 and 544.

Formerly: Addresses the important aspects of measuring and demonstrating the impact that a social program has on clients. Topics such as assessment, evaluation in social sector, fidelity to evidence-based practices, basic principles of program development, needs assessments, environmental scan, impact measurements, process evaluation, information management through technology, data driven decision-making, and translational research skills will be addressed.
(RE) Prerequisite(s): 510, 512, 513, 519, 522, 537, 538, 539 and 543 or 544.

REVISE TITLE, DESCRIPTION AND (RE)PREREQUISITES

SOWK 560 Interpersonal Practice with Groups (3) This required concentration course focuses on recruitment and composition of group members, leadership structure of small groups, phases of group development, and such group processes as decision-making, tension reduction, conflict resolution, goal setting, contracting, and evaluation. Students will learn how to assess and address group problems, to employ a variety of intra-group strategies and techniques such as programs, structured activities, exercises, etc. Also considers how gender, ethnicity, race, social class, sexual orientation, and different abilities will impact on various aspects of group functioning such as purpose, composition, leadership, selection of intervention strategies, and group development. The course will also address aspects of clinical and advanced policy practice in the contemporary environment of behavioral health including such concepts as telehealth, integrated care, trauma responsive care, and professional use of self all grounded in the concepts of social justice and anti-racist practice.
(RE) Prerequisite(s): 503, 504, 510, 511, 515, 516, 519, 538, 542 and 544.

Formerly: Evidence-based Interpersonal Practice with Groups (3) Course focuses on recruitment and composition of group members, leadership structure of small groups, phases of group development, and such group processes as decision-making, tension reduction, conflict resolution, goal setting, contracting, and evaluation. Students will learn how to assess and address group problems, to employ a variety of intra-group strategies and techniques such as programs, structured activities, exercises, etc. Also considers how gender, ethnicity, race, social class, sexual orientation, and different abilities will impact on various aspects of group functioning such as purpose, composition, leadership, selection of intervention strategies, and group development.
(RE) Prerequisite(s): 510, 512, 513, 519, 522, 537, 538, 539 and 543 or 544.

SOWK 562 Interpersonal Practice with Adult Individuals (3) A required concentration course that provides the foundation for clinical social work practice. Advanced knowledge and skills are developed in the areas of interviewing, building the therapeutic alliance, case formulation/conceptualization, and treatment planning and intervention, all from a strengths-based perspective. Particular emphasis is placed on effective case conceptualization and the use of evidence-based treatments for common mental health problems across populations. The course will also address aspects of clinical and advanced policy practice in the contemporary environment of behavioral health including such concepts as telehealth, integrated care, trauma responsive care, and professional use of self all grounded in the concepts of social justice and anti-racist practice.
(RE) Prerequisite(s): 503, 504, 510, 511, 515, 516, 519, 538, 542 and 544.

Formerly: Evidence-based Interpersonal Practice with Adult Individuals (3) Provides the foundation for clinical social work practice. Advanced knowledge and skills are developed in the areas of interviewing, the therapeutic alliance, risk assessment, and case formulation. Particular emphasis is placed on the use of evidence-based treatments for specific mental health problems and populations.
(RE) Prerequisite(s): 510, 512, 513, 519, 522, 537, 538, 539 and 543 or 544.

SOWK 563 Assessment and Evaluation of Interpersonal Practice (3) This required concentration course focuses on the development of knowledge, attitudes and skills necessary to systematically plan and evaluate interpersonal practice for the purpose of informing clinical decision-making and investigate policies that impact clinical practice. Builds upon the foundation research, human behavior, and practice courses, and examines evidence-based methods for conducting trauma-informed assessments through an anti-racist and social justice lens; identifying and implementing culturally relevant evidence-based interventions; and measuring and monitoring outcomes for individuals, couples, families, and small groups within a variety of settings, including interprofessional practice contexts.
(RE) Prerequisite(s): 503, 504, 510, 511, 515, 516, 519, 538, 542 and 544.

Formerly: Systematic Planning and Evaluation for Interpersonal Practice (3) Focuses on the development of knowledge, attitudes and skills necessary to systematically plan and evaluate interpersonal practice for the purpose of informing clinical decision-making. Builds upon the foundation research, human behavior, and practice courses, and examines evidence-based methods for conducting assessments; identifying and implementing evidence-based interventions; and measuring and monitoring outcomes for individuals, couples, families, and small groups.
(RE) Prerequisite(s): 510, 512, 513, 519, 522, 537, 538 and 539.

REVISE CREDIT HOURS AND REMOVE REPEATABILITY

SOWK 542 Generalist Field Practice I (3)

Formerly: (2-3)
Repeatability: Not repeatable. May be taken once for either 2 or 3 hours.

SOWK 544 Generalist Field Practice II (3)

Formerly: (3-4)
Repeatability: Not repeatable. May be taken once for either 3 or 4 hours.

REVISE (RE)PREREQUISITES

SOWK 527
(RE) Prerequisite(s): 503, 504, 510, 511, 515, 516, 519, 538, 542 and 544.

SOWK 529
(RE) Prerequisite(s): 503, 504, 510, 511, 515, 516, 519, 538, 542 and 544.

SOWK 531
(RE) Prerequisite(s): 503, 504, 510, 511, 515, 516, 519, 538, 542 and 544.

SOWK 532
(RE) Prerequisite(s): 503, 504, 510, 511, 515, 516, 519, 538, 542 and 544.

SOWK 533
(RE) Prerequisite(s): 503, 504, 510, 511, 515, 516, 519, 538, 542 and 544.

SOWK 534
(RE) Prerequisite(s): 503, 504, 510, 511, 515, 516, 519, 538, 542 and 544.

SOWK 535
(RE) Prerequisite(s): 503, 504, 510, 511, 515, 516, 519, 538, 542 and 544.

SOWK 540
(RE) Prerequisite(s): 503, 504, 510, 511, 515, 516, 519, 538, 542 and 544.

SOWK 548
(RE) Prerequisite(s): 503, 504, 510, 511, 515, 516, 519, 538, 542 and 544.

SOWK 553
(RE) Prerequisite(s): 503, 504, 510, 511, 515, 516, 519, 538, 542 and 544.

SOWK 555
(RE) Prerequisite(s): 503, 504, 510, 511, 515, 516, 519, 538, 542 and 544.

SOWK 557
(RE) Prerequisite(s): 503, 504, 510, 511, 515, 516, 519, 538, 542 and 544.

SOWK 561
(RE) Prerequisite(s): 503, 504, 510, 511, 515, 516, 519, 538, 542 and 544.

SOWK 564
(RE) Prerequisite(s): 503, 504, 510, 511, 515, 516, 519, 538, 542 and 544.

SOWK 566
(RE) Prerequisite(s): 503, 504, 510, 511, 515, 516, 519, 538, 542 and 544.

SOWK 567
(RE) Prerequisite(s): 503, 504, 510, 511, 515, 516, 519, 538, 542 and 544.

SOWK 570
(RE) Prerequisite(s): 503, 504, 510, 511, 515, 516, 519, 538, 542 and 544.

SOWK 571
(RE) Prerequisite(s): 503, 504, 510, 511, 515, 516, 519, 538, 542 and 544.

SOWK 572
(RE) Prerequisite(s): 503, 504, 510, 511, 515, 516, 519, 538, 542 and 544.

SOWK 573
(RE) Prerequisite(s): 503, 504, 510, 511, 515, 516, 519, 538, 542 and 544.

SOWK 577
(RE) Prerequisite(s): 503, 504, 510, 511, 515, 516, 519, 538, 542 and 544.

SOWK 584
(RE) Prerequisite(s): 503, 504, 510, 511, 515, 516, 519, 538, 542 and 544.

SOWK 586
(RE) Prerequisite(s): 503, 504, 510, 511, 515, 516, 519, 538, 542 and 544.

SOWK 587
(RE) Prerequisite(s): 503, 504, 510, 511, 515, 516, 519, 538, 542 and 544.

Formerly: (RE) Prerequisite(s): 510, 512, 513, 519, 522, 537, 538, 539 and 543 or 544.

Rationale for SOWK 515 and SOWK 516 Course Revisions - These courses are currently broken into Pre-natal through Adolescence and Young Adulthood-Older Adulthood. It was determined after 515 was built this Spring that there was not enough room to cover all of adolescence and so it needed to be moved to 516. Financial impact – none. Impact on other units – none.

Rationale for other MSSW Course Revisions - Based on input from social work practitioners and the most current body of research, we revised the curriculum to incorporate three key focus areas: social justice, interprofessional practice, and trauma practice. Financial impact – none Impact on other units – none

Rationale for DSW course revisions - We completed a design thinking planning process to update our curriculum in light of College of Social Work curriculum changes. We drew on student, faculty and alumni input for the revisions. We also undertook the redesign in preparation for the Council on Social Work Education accreditation process for DSW programs. Financial impact – none. Impact on other units – none.

II. PROGRAM CHANGES

- **DROP CONCENTRATION – SOCIAL WORK MAJOR, MSSW**

  Evidence-based Interpersonal Practice

- **ADD CONCENTRATION – SOCIAL WORK MAJOR, MSSW**

  Clinical Practice

In the 2022-2023 Graduate Catalog, add heading, text, and requirements for the Clinical Practice Concentration

Clinical Practice Concentration — Thesis Option, Coursework Only With Comprehensive Exams Option

Campus Code
Knoxville Campus
Nashville Campus
Distance Education

The Clinical Practice (CP) track is a clinical concentration that is based on the underlying principles of social justice, Anti-Racism and Anti-Black Racism, Interprofessional practice, and trauma informed care. Students in the CP concentration develop skills in interpersonal evidence-based treatments and interventions for use in individual and group settings. The goal of the CP concentration is to produce empathetic and culturally-responsive social work clinicians who are critical thinkers in using evidence-based practices for diverse clients and client systems. knowledge, skills, and competencies acquired by students in this concentration produce practitioners who are prepared to work as professionals on interdisciplinary teams and in interdisciplinary settings. These concepts are all taught through a social justice and trauma-informed lens with a special concern for those living in poverty and that have been marginalized.

Credit Hours Required
60 graduate credit hours; Advanced Standing requires 36 graduate credit hours

Required Courses

- Professional Generalist Curriculum
  - MSSW generalist content includes fundamental, evidence-based knowledge and skills that will prepare students to practice across client systems within a culturally affirming generalist social work context. MSSW generalist curriculum includes content in the following areas – social work practice, research, human behavior in the social environment, social policy, populations at risk and social and economic justice, values and ethics, diversity, critical thinking/evidence-based practice, and field.
    - SOWK 503 (3 credit hours)
    - SOWK 504 (3 credit hours)
    - SOWK 511 (3 credit hours)
    - SOWK 515 (3 credit hours)
    - SOWK 542 (3 credit hours)
    - SOWK 510 (3 credit hours)
    - SOWK 516 (3 credit hours)
    - SOWK 519 (3 credit hours)
    - SOWK 538 (3 credit hours)
    - SOWK 544 (3 credit hours)

- Advanced standing students take the following courses (6 credit hours) during their entry semester (summer) and then continue into the concentration curriculum.
  - SOWK 550 (3 credit hours)
  - SOWK 551 (3 credit hours)

- Professional Concentration Curriculum
  - SOWK 560 (3 credit hours)
  - SOWK 562 (3 credit hours)
  - SOWK 563 (3 credit hours)
  - SOWK 565 (3 credit hours)
  - SOWK 586 (12 credit hours)
  - SOWK 500 (6 credit hours)

Additional Course Requirements
Field Practice

- The generalist field placement (6 credit hours) reflects the educational competencies of the generalist curriculum and addresses values, theoretical knowledge, and skills common to all social work roles. The focus is on professional development, assessment, and intervention regardless of setting. Generalist competencies address policy, advocacy, ethics, and generalist practice with individuals, families, small groups and organizations. The generalist field practicum is scheduled for two full days each week for both fall and spring semesters.
- The concentration placement (12 credit hours) addresses the advanced competencies for the student's selected concentration and is individually designed to enhance career interests and educational needs. Emphasis is placed on the integration of advanced social work knowledge and values and the acquisition and development of advanced practice skills.
- For the advanced standing and two-year full-time programs, the concentration field practicum is scheduled for three full days each week fall and spring semesters. Part-time advanced standing and extended study students may complete concentration field in three days a week over two semesters or two days a week over three semesters. While the extended study concentration field practicum is more flexible, a schedule is required that conforms to the hours of the agency where the student is placed. At times, block and international field placements (40 hours/week for one semester) are available.
- Students completing certificate programs must follow procedures for certificate program placement planning in order to be sure to meet field requirements for the certificate.
- Participation in a group plan for professional liability insurance is required for all students enrolled in field practice courses.

Non-Course Requirements

- Thesis Defense
- Proficiency Examination
  - Students may apply to waive certain MSSW generalist courses on the basis of proficiency, allowing them to receive credit for knowledge acquired in previous courses.
  - Requests to proficiency out of courses are optional and recommended only for students who have done exceptionally well in their previous coursework.
  - Students interested in proficiency examinations are referred to the College of Social Work Student Handbook statement describing the procedure for applying for examination and the applicable courses.

Clinical Practice Concentration — Coursework Only With Comprehensive Exams

The Clinical Practice (CP) track is a clinical concentration that is based on the underlying principles of social justice, Anti-Racism and Anti-Black Racism, Interprofessional practice, and trauma informed care. Students in the CP concentration develop skills in interpersonal evidence-based treatments and interventions for use in individual and group settings. The goal of the CP concentration is to produce empathetic and culturally-responsive social work clinicians who are critical

thinkers in using evidence-based practices for diverse clients and client systems. knowledge, skills, and competencies acquired by students in this concentration produce practitioners who are prepared to work as professionals on interdisciplinary teams and in interdisciplinary settings. These concepts are all taught through a social justice and trauma-informed lens with a special concern for those living in poverty and that have been marginalized.

Credit Hours Required
60 graduate credit hours; Advanced Standing requires 36 graduate credit hours

Required Courses

- Professional Generalist Curriculum
  - MSSW generalist content includes fundamental, evidence-based knowledge and skills that will prepare students to practice across client systems within a culturally affirming generalist social work context. MSSW generalist curriculum includes content in the following areas – social work practice, research, human behavior in the social environment, social policy, populations at risk and social and economic justice, values and ethics, diversity, critical thinking/evidence-based practice, and field.
    - SOWK 503 (3 credit hours)
    - SOWK 504 (3 credit hours)
    - SOWK 511 (3 credit hours)
    - SOWK 515 (3 credit hours)
    - SOWK 542 (3 credit hours)
    - SOWK 510 (3 credit hours)
    - SOWK 516 (3 credit hours)
    - SOWK 519 (3 credit hours)
    - SOWK 538 (3 credit hours)
    - SOWK 544 (3 credit hours)

- Advanced standing students take the following courses (6 credit hours) during their entry semester (summer) and then continue into the concentration curriculum.
  - SOWK 550 (3 credit hours)
  - SOWK 551 (3 credit hours)

- Professional Concentration Curriculum
  - SOWK 560 (3 credit hours)
  - SOWK 562 (3 credit hours)
  - SOWK 563 (3 credit hours)
  - SOWK 565 (3 credit hours)
  - SOWK 586 (12 credit hours)
  - MSSW electives (6 credit hours)

Additional Course Requirements

- Field Practice
  - The generalist field placement (6 credit hours) reflects the educational competencies of the generalist curriculum and addresses values, theoretical knowledge, and skills common to all social work roles. The focus is on professional development, assessment, and intervention regardless of setting. Generalist competencies address policy, advocacy, ethics, and generalist practice with individuals, families, small groups and organizations. The generalist field practicum is scheduled for two full days each week for both fall and spring semesters.
  - The concentration placement (12 credit hours) addresses the advanced competencies for the student's selected concentration and is individually designed to enhance career interests and educational needs. Emphasis is placed on the integration of advanced social work knowledge and values and the acquisition and development of advanced practice skills.
  - For the advanced standing and two-year full-time programs, the concentration field practicum is scheduled for three full days each week fall and spring semesters. Part-time advanced standing and extended study students may complete concentration field in three days a week over two semesters or two days a week over three semesters. While the extended study concentration field practicum is more flexible, a schedule is required that conforms to the hours of the agency where the student is placed. At times, block and international field placements (40 hours/week for one semester) are available.
  - Students completing certificate programs must follow procedures for certificate program placement planning in order to be sure to meet field requirements for the certificate.
  - Participation in a group plan for professional liability insurance is required for all students enrolled in field practice courses.

Non-Course Requirements

- Comprehensive examination
  - Students who do not develop and defend a thesis must pass a final comprehensive examination during the concentration year.
  - Information about this exam will be provided to students the semester before they are expected to graduate.
  - Students taking the final examination but not otherwise using university facilities must register for one credit hour of SW 502 (Use of Facilities), or pay a fee equal to one hour of graduate credit instead of registering.
  - In case of failure, the student may not retake the exam until the following semester. The comprehensive exam is offered each spring and fall semester; retakes for failures in the spring semester are taken during the summer session The result of the second examination is final.

- Proficiency Examination
  - Students may apply to waive certain MSSW generalist courses on the basis of proficiency, allowing them to receive credit for knowledge acquired in previous courses.
  - Requests to proficiency out of courses are optional and recommended only for students who have done exceptionally well in their previous coursework.
  - Students interested in proficiency examinations are referred to the College of Social Work Student Handbook statement describing the procedure for applying for examination and the applicable courses.

REVISE TEXT - ORGANIZATIONAL LEADERSHIP CONCENTRATION

In the 2022-2023 Graduate Catalog, under the Organizational Leadership Concentration revise introductory paragraph for both options (Thesis and Coursework Only With Comprehensive Exams)

Organizational Leadership Concentration
The Organizational Leadership (OL) track is a macro concentration that is based on the underlying principles of social justice, anti-racism, interprofessional practice, and trauma informed leadership. The concentration equips students with management, social-economic development, and policy practice skills that enable them to lead non-profit and governmental agencies, and engage with communities to build strong organizations that address pressing needs.

The goal of this concentration is to produce social workers who are critical thinkers in skill-based, evidence-based practices, including social and economic development, planning, organizing, coordinating, developing, and evaluating services and policies for at-risk clients and client systems. The knowledge, skills, and competencies acquired by students in this concentration produce practitioners who are prepared to work as professionals on interdisciplinary teams and in interdisciplinary settings. These concepts are all taught through a social justice lens with a special concern for the poor and marginalized. Students will be prepared to deliver, develop, manage, and evaluate programs; acquire funding; write grants; as well as analyze and advocate for policy change in political systems, organizations, and communities.

Formerly: The organizational leadership concentration is based on the underlying principles of social, economic and environmental justice. The students graduating from this concentration will be prepared to work in a variety of settings including varieties of human service agencies, schools, health care facilities, governmental entities, quasi-governmental entities, foundations, funding and membership nonprofits, and policy analysis and advocacy positions. The goal of the concentration is to produce social workers who are critical thinkers in ethically-sound, systemic, skill-based, evidence-based practice. The social workers who graduate with this concentration will be equipped to be involved in activities such as, but not limited to, leading and managing programs and organizations, planning, asset and financial management, use of information technology, grant writing and management, coordinating, developing and evaluating direct and indirect activities for targeted at-risk populations, clients and client systems. Students will also graduate understanding advanced policy analysis and advocacy strategies.

Rationale: The MSSW curriculum redevelopment has incorporated the themes of social justice and anti-racism, interprofessional practice, and trauma-responsive practice throughout the generalist MSSW curriculum. The goal is to ensure strong integration of course material and reduce fragmentation across the curriculum while preparing students to fill current needs in professional areas in TN and prepare for future trends. Financial Impact: None. Impact on other units: None.

REVISE DUAL MSSW-JD PROGRAM, SOCIAL WORK – LAW

In the 2022-2023 Graduate Catalog, for the Dual MSSW-JD programs, revise to show the name change of the MSSW concentration (from Evidence-Based Interpersonal to Clinical Practice) as shown below.

Concentrations
For Social Work major (concentrations required)
Clinical Practice — Course Only with Comprehensive Exams
Organizational Leadership —Course Only with Comprehensive Exams

Formerly:
Evidence-Based Interpersonal Practice (EBIP) — Course Only with Comprehensive Exams
Organizational Leadership —Course Only with Comprehensive Exams

REVISE DUAL MSSW-MLS PROGRAMS, SOCIAL WORK - LEGAL STUDIES

In the 2022-2023 Graduate Catalog, for the Dual MSSW-MLS programs, revise to show the name change of the MSSW concentration (from Evidence-Based Interpersonal to Clinical Practice) as shown below.

Concentrations
For Social Work major (concentrations required)
Clinical Practice — Coursework Only with Comprehensive Exams
Organizational Leadership —Coursework Only with Comprehensive Exams

Formerly:
Evidence-Based Interpersonal Practice (EBIP) — Coursework Only with Comprehensive Exams
Organizational Leadership —Coursework Only with Comprehensive Exams

Rationale: Revised to reflect the new MSSW concentration. Financial Impact – none. Impact on other units – none

REVISE REQUIREMENTS - GERONTOLOGY GRADUATE CERTIFICATE

In the 2022-2023 Graduate Catalog, revise credit hours required from 21 to 15 and revise course listing as shown below.

Credit Hours Required: 15 credit hours

Required Courses (9 credit hours)

- SOWK 555 (3 credit hours)
- SOWK 566 (3 credit hours)
- SOWK 572 (3 credit hours)
- Other MSSW or graduate elective as approved by the Gerontology Certificate Chair

For MSSW Students: Field Practice (at least 6 credit hours)

- SOWK 542 and SOWK 544 (6 credit hours), OR
- SOWK 586 (12 credit hours)
  - At least 6 credit hours in a gerontology focused field placement.
  - The field placement must be approved by the MSSW Field Coordinator.

For Non-MSSW students: 6 credit hours of SOWK 593 – Independent Study, focused on working with or on behalf of older adults.
Must be approved by the Gerontology Certificate Chair.

Formerly:
21 credit hours
Required Courses
SOWK 555 (3 credit hours)
SOWK 566 (3 credit hours)
SOWK 572 (3 credit hours)
Electives (6 credit hours)
SOWK 513 (3 credit hours)
SOWK 519 (3 credit hours)
SOWK 549 (3 credit hours)
SOWK 563 (3 credit hours)
Other MSSW or graduate elective as approved by the Gerontology Certificate Chair
Field Practice (at least 6 credit hours)
SOWK 542 and SOWK 544 (6 credit hours), OR
SOWK 586 (12 credit hours)
6 credit hours in a gerontology focused field placement.
The field placement must be approved by the MSSW Field Coordinator.

Rationale: The Veterinary Social Work certificate and Gerontology certificate requirements have been revised to align with new course offerings in the updated MSSW curriculum. The Gerontology certificate revisions will also now allow students in other majors to fulfill the certificate requirements. These changes have been reviewed by faculty and staff connected with this certificate and all agree that these are positive changes made for the students and faculty. Impact on other units: none. Financial impact – none.

REVISE REQUIREMENTS – FORENSIC SOCIAL WORK GRADUATE CERTIFICATE

In the 2022-2023 Graduate Catalog, revise credit hours required from 23 to 18 and revise course listing as shown below.

Credit Hours Required: 18 graduate/law credit hours

Required Courses

- 6 credit hours to be taken during the generalist year of the program:
  - LAW 986 (3 credit hours)
  - LAW 988 (3 credit hours)
- 6 credit hours to be taken during the concentration year of the program:
  - SOWK 573 (3 credit hours)
  - One elective from the College of Law (3 credit hours). Offerings will vary each semester.

Additional Course Requirements

- At least 6 credit hours in a field placement that focuses on work with and/or on behalf of populations impacted by the legal system (i.e., a placement in which more than half of the student's time is spent working within forensic related systems).

- SOWK 542 and SOWK 544 (6 credit hours), OR
- SOWK 586 (12 credit hours)
  - The 6 credit hour field placement must be approved by the MSSW Field Coordinator.
  - Forensic social work students will develop a field learning plan in preparation for their foundation or concentration field that focuses on forensic social work specific learning. The field learning plan will include learning goals specific to the arena of forensic social work.

Formerly:
Credit Hours Required - 23 graduate/law credit hours
Required Courses
4 credit hours to be taken during the generalist year of the program:
LAW 990 Legal Research, Writing, and Analysis for the Non-JD Student (2 credit hours)
LAW 998 Structure and Operation of the American Legal System (2 credit hours)
7 credit hours to be taken during the concentration year of the program:
SOWK 573 (3 credit hours)
Two electives from the College of Law (2 credit hours each, totaling 4 credit hours). Students may choose from the following courses:
LAW 933 Elder Law (2 credit hours)
LAW 990 Sex, Gender and Justice (2 credit hours)
LAW 990 Poverty, Race, Gender and the Law (2 credit hours)
LAW 990 Advanced Advocacy and Expert Witnesses (2 credit hours)
Additional Course Requirements
12 credit hours in a field placement that focuses on work with and/or on behalf of populations impacted by the legal system (i.e., a placement in which more than half of the student's time is spent working within forensic related systems).
The 12 credit hour field placement must be approved by the MSSW Field Coordinator.
Forensic social work students will develop a field learning plan in preparation for their concentration field that focuses on forensic social work-specific learning. The field learning plan will include learning goals specific to the arena of forensic social work.

Rationale
The Forensic Social Work Certificate has been in place for two years. The feedback from students indicates a need for greater flexibility in the field practice, need for stronger foundational knowledge on legal concepts, and less burden of coursework the final semester in the MSSW program due to the comprehensive exam requirement. The structure of the MSSW program is changing which will eliminate the ability to take the SWOK 573 course in the Spring semester. With the increase of online students in the Forensic Certificate Program there is a need to focus or limit the number of Law courses in order to increase availability for off campus students. We are addressing these concerns by increasing foundational knowledge attained in the Generalist year by increasing the credit hours of the initial courses. We are increasing flexibility in attaining the Field placement requirements by asking students to take the field requirement in either their generalist or concentration year. The SWOK 573 course will be offered in the Spring semester to accommodate other course offerings in the Fall within the MSSW Program. We have addressed the workload issue for the final semester, as well as the availability for online students by reducing the Law College course to one three credit hour course and one social work course. Impact on other units: none. Financial impact – none.

REVISE REQUIREMENTS – TRAUMA TREATMENT GRADUATE CERTIFICATE

In the 2022-2023 Graduate Catalog, revise required course list, as shown below.

Required Courses

- Three Trauma Courses (9 credit hours)
  - SOWK 531 (3 credit hours)
  - Two of the following:
    - SOWK 529 (3 credit hours)
    - SOWK 533 (3 credit hours)
    - SOWK 534 (3 credit hours)
    - SOWK 535 (3 credit hours)

Formerly:
Required Courses
Three Trauma Courses (9 credit hours)
SOWK 531 (3 credit hours)
Two of the following:
SOWK 529 (3 credit hours)
SOWK 533 (3 credit hours)
SOWK 534 (3 credit hours)
SOWK 535 (3 credit hours)
SOWK 540 (3 credit hours)
Students may petition the Trauma Treatment Chair to substitute another trauma-based graduate course for second or third elective

Rationale:
Trauma Treatment certificate requirements have been revised because one of the courses, SOWK 540, is a special topics course. The instructor of the trauma-focused option (Disaster Management) has retired and therefore this option is no longer being offered. It will be revisited in the future. Impact on other units: none. Financial impact – none.

REVISE REQUIREMENTS – VETERINARY SOCIAL WORK GRADUATE CERTIFICATE

In the 2022-2023 Graduate Catalog, revise to show name change of concentration and to revise courses listed.

Under the Required Courses heading, 4th and 5th bullets, revise as follows:

- For students in the MSSW Clinical Practice Concentration, 3 credit hours with an assignment in the course on a veterinary social work topic. Select from SOWK 560, SOWK 562, SOWK 563, SOWK 565.

- For students in the MSSW Organizational Leadership concentration, 3 credit hours with an assignment in the course on a veterinary social work topic. Select from SOWK 545, SOWK 547, SOWK 548, SOWK 549.

Formerly:
For students in the MSSW Evidence-Based Interpersonal Practice (EBIP) concentration, 3 credit hours with assignment in the course on a veterinary social work topic. Select from SOWK 570, SOWK 571, or SOWK 572.

For students in the MSSW Organizational Leadership concentration, 3 credit hours with assignment in the course on a veterinary social work topic. Select from SOWK 545, SOWK 548, or SOWK 549.

Rationale: The Veterinary Social Work certificate and Gerontology certificate requirements have been revised to align with new course offerings in the updated MSSW curriculum. The Gerontology certificate revisions will also now allow students in other majors to fulfill the certificate requirements. These changes have been reviewed by faculty and staff connected with this certificate and all agree that these are positive changes made for the students and faculty. Impact on other units: none. Financial impact – none.

COLLEGE OF VETERINARY MEDICINE

All changes effective Summer 2022

I. COURSE CHANGES

(VMP) VETERINARY MEDICINE – PRE-CLINICAL

REVISE GRADING (FROM LETTER GRADE (A-F) TO S/NC GRADING ONLY)

VMP 860 Transition and Accreditation Seminars (2)
Grading Restriction(s): Satisfactory/No Credit grading only.

Rationale: This course is focused largely on the transition from the pre-clinical to the clinical curriculum. It prepares students to be able to prepare prescriptions, manage conflict, make lawful clinical decisions, and earn accreditation for USDA animal inspection for communicable diseases. Students are also oriented to the veterinary teaching hospital. As such, this course does not lend itself to A–F grading. Impact on other units: None. Financial impact: None.

REVISE TITLE AND DESCRIPTION

VMP 844 Veterinary Ophthalmology (2)
Ocular anatomy and physiology, as well as pathology, medicine, and surgery of ocular diseases. To provide a basis for students to engage in clinical ophthalmology in a variety of animal species.

Formerly: VMP 844 Special Senses (2)
Pathophysiology, special pathology, medicine and surgery of diseases of visual and auditory systems.

Rationale: This course has not included diseases of auditory systems in many years, so this change in title and description is to align the written curriculum with the taught curriculum. Impact on other units: None. Financial impact: None.

DROP

VMP 877 Cultural Influences on Animal Health Elective (1)

Rationale: Content of this elective course has been absorbed into Professional Skills, Wellness, and Ethics core courses. Impact on other units: None. Financial impact: None.

(VMC) VETERINARY MEDICINE – CLINICAL

REVISE TITLES AND DESCRIPTIONS

VMC 810 Clinical Rotation in Small Animal Medicine (1–4) Clinical training in medicine for small companion animals. Direct responsibility for diagnosis, care, and treatment of clinical patients.

Formerly: VMC 810 Clinical Rotations in Small Animal Clinical Sciences I (1–4)
Clinical training in medicine, surgery and specialty disciplines for companion animals. Direct responsibility for diagnosis, care, and treatment of clinical patients.

Rationale: This generic course title does not accurately reflect the course nor its content. For many years, this rotation has been small animal medicine-focused. The proposed change is to align the written curriculum with the taught curriculum. Impact on other units: None. Financial impact: None.

VMC 811 Clinical Rotation in Community Practice (2–4) Clinical training in primary veterinary care for companion animals. Direct responsibility for diagnosis, care, and treatment of clinical patients.

Formerly: VMC 811 Clinical Rotations in Small Animal Clinical Sciences II (2–4)
Clinical training in medicine, surgery and specialty disciplines for companion animals. Direct responsibility for diagnosis, care, and treatment of clinical patients.

Rationale: This generic course title does not accurately reflect the course nor its content. For many years, this rotation has been companion animal practice-focused. The proposed change is to align the written curriculum with the taught curriculum. Impact on other units: None. Financial impact: None.

VMC 813 Clinical Rotation in Small Animal Soft Tissue Surgery (2–4) Clinical training in soft tissue surgery for companion animals. Direct responsibility for diagnosis, care, and treatment of clinical patients.

Formerly: VMC 813 Clinical Rotations in Small Animal Clinical Sciences III (2–4)
Clinical training in medicine, surgery and specialty disciplines for companion animals. Direct responsibility for diagnosis, care, and treatment of clinical patients.

Rationale: This generic course title does not accurately reflect the course nor its content. For many years, this rotation has been small animal soft tissue surgery-focused. The proposed change is to align the written curriculum with the taught curriculum. Impact on other units: None. Financial impact: None.

VMC 820 Clinical Rotation in Equine Medicine (2–4) Clinical training in equine medicine. Direct responsibility for diagnosis, care, and treatment of clinical patients.

Formerly: VMC 820 Clinical Rotations in Large Animal Clinical Sciences I (2–4)
Clinical training in medicine, surgery, specialty disciplines and herd health of food animals and horses. Direct responsibility for diagnosis, care and treatment of clinical patients.

Rationale: This generic course title does not accurately reflect the course nor its content. For many years, this rotation has been equine medicine-focused. The proposed change is to align the written curriculum with the taught curriculum. Impact on other units: None. Financial impact: None.

VMC 821 Clinical Rotation in Farm Animal Medicine and Surgery (2–4) Clinical training in farm animal medicine and surgery. Direct responsibility for diagnosis, care, and treatment of clinical patients.

Formerly: VMC 821 Clinical Rotations in Large Animal Clinical Sciences II (2–4)
Clinical training in medicine, surgery, specialty disciplines and herd health of food animals and horses. Direct responsibility for diagnosis, care and treatment of clinical patients.

Rationale: This generic course title does not accurately reflect the course nor its content. For many years, this rotation has been farm animal medicine and surgery-focused. The proposed change is to align the written curriculum with the taught curriculum. Impact on other units: None. Financial impact: None.

VMC 823 Clinical Rotation in Equine Surgery, Lameness, and Rehabilitation (2–4) Clinical training in the diagnosis and treatment of surgical conditions of the horse, including lameness, podiatry, and rehabilitation.

Formerly: VMC 823 Equine Surgery (2–4)
Clinical training in the diagnosis and treatment of surgical conditions of the horse.

Rationale: The equine surgery service was recently combined with equine performance and rehabilitation (EPRC), and students now receive training in both areas in this core clinical rotation/course. An elective with EPRC-specific content will remain. The proposed change is to align the written curriculum with the taught curriculum. Impact on other units: None. Financial impact: None.

(VMD) VETERINARY MEDICINE

DROP ACADEMIC DISCIPLINE AND ALL COURSES

VMD 800 One Health, Wellness, and Ethics V (1)

VMD 801 Application-Based Learning Exercise (ABLE) I (1)

VMD 802 Application-Based Learning Exercise (ABLE) II (2)

VMD 804 Application-Based Learning Exercise (ABLE) and Clinical Exposure I (2)

VMD 805 Application-Based Learning Exercise (ABLE) and Clinical Exposure II (2)

VMD 806 Application-Based Learning Exercise (ABLE) and Clinical Exposure III (2)

VMD 811 Infection and Immunity II - Bacteriology and Mycology (3)

VMD 812 One Health, Wellness, and Ethics I (1)

VMD 813 Infection and Immunity I – Immunology (2)

VMD 814 Clinical Correlations and Ethics I (1)

VMD 815 Infection and Immunity III – Virology (2)

VMD 816 Clinical Correlations and Ethics II (1)
VMD 817 One Health, Wellness, and Ethics II (1)
VMD 820 Wildlife Medicine: Conservation and Policy (2–3)
VMD 821 Veterinary Anatomy I (4)
VMD 822 Veterinary Anatomy II (4)
VMD 823 Physiology I (4)
VMD 824 Physiology II (4)
VMD 825 Advanced Veterinary Anatomy I (2)
VMD 826 Advanced Veterinary Anatomy II (2)
VMD 829 Special Studies in Veterinary Medicine (1–8)
VMD 831 Physical Diagnosis (1)
VMD 832 Anesthesiology (2)
VMD 833 Epidemiology and Evidence-Based Medicine (2)
VMD 835 Principles and Practice of Surgery (2)
VMD 836 Toxicology (2)
VMD 837 Food Hygiene and Zoonoses (2)
VMD 839 One Health, Wellness, and Ethics III (1)
VMD 840 Integumentary System (3)
VMD 841 Reproductive System (3)
VMD 842 Alimentary System (4)
VMD 843 Musculoskeletal System I (3)
VMD 844 Musculoskeletal System II (3)
VMD 845 Veterinary Nutrition (2)
VMD 846 Multispecies Medicine (2)
VMD 849 One Health (3)
VMD 851 Urinary System (3)
VMD 852 Cardiovascular System (2)
VMD 853 Endocrine System (2)
VMD 854 Respiratory System (3)
VMD 855 Radiology (3)
VMD 856 Special Senses (2)
VMD 857 Nervous System (3)
VMD 858 One Health, Wellness, and Ethics IV (1)
VMD 861 Pharmacology I (2)
VMD 862 Advanced Veterinary Pharmacology I (0.5)
VMD 864 Infectious Diseases (2)
VMD 865 Advanced Veterinary Pharmacology II (0.5)
VMD 867 Special Problems in Comparative Medicine (1–8)
VMD 868 Introduction to Animal Behavior (1)
VMD 871 General Pathology (3)
VMD 873 Infection and Immunity IV – Parasitology (3)
VMD 874 Oncology (2)
VMD 876 One Health, Wellness, and Ethics VI (1)
VMD 877 Special Problems in Pathology (1–8)
VMD 887 Special Problems in Small Animal Clinical Sciences (1–8)
VMD 888 Clinical Pathology (3)
VMD 890 Transition and Accreditation Seminars (2)

VMD 897 Special Problems in Large Animal Clinical Sciences (1–8)

Rationale: The college underwent a major curriculum change with the class of 2022. All VMD courses were gradually phased out and replaced with previously approved VMP courses. Now that the class of 2021 (the last class on the previous curriculum) has graduated, the VMD courses will no longer be offered.

II. PROGRAM CHANGES

REVISE REQUIREMENTS, VETERINARY MEDICINE MAJOR, DVM

In the 2022–23 Graduate Catalog, under the Non-Course Requirements heading, revise the bullet: Music City Veterinary Conference Career Day. Remove current text and replace as shown below.

Career Day: In collaboration with the Tennessee Veterinary Medical Association and held on-site or in conjunction with a local or regional conference, provides students with content on job search and selection, navigating financial options for salary, and student debt management. Students have the opportunity to interact with various veterinarians to explore job options, while learning tips for finding the right job for them.

Formerly:
Music City Veterinary Conference Career Day: Held in conjunction with the Tennessee Veterinary Medical Association conference, Career Day provides 3rd-year students with lecture content on job search and selection, navigating financial options for salary, and student loan management. Students will have the opportunity to meet with state veterinary leaders and interact with various veterinarians to explore job options, while learning tips for finding the right job for them.

Rationale: Previously, students in their third year attended this event. Now that students enter clinical rotations in the spring of their third year, it is no longer possible for students in their third year to attend the Music City Veterinary Conference Career Day, as it is held annually in February. We wish to continue a career day but are seeking alternative options for its placement in the curriculum, as well as its format and location. Adjusting the language will give us more flexibility. Impact on other units: None. Financial impact: For many years, the TVMA has sponsored career day, through an arrangement with our college. We will seek their continued sponsorship and the sponsorship of other entities to offset any cost the college might incur to hold the event on site.