Department of Child and Family Studies

CFS Undergraduate Early Childhood Education

Student Learning Outcomes
1. Students will demonstrate an understanding and knowledge of child and adolescent development.
2. Students will demonstrate an understanding of contemporary family processes and transitions in the context of marriage and parenting.
3. Students in the Community Outreach track will demonstrate the ability to interact professionally and work effectively with children and families in diverse community contexts.
4. Students in the Teacher Licensure track will apply the knowledge and skills appropriate to practice in settings with young children.

COURSE CHANGES

ADD COURSE

CFS 205 Early Childhood Language Development and Inclusive Interaction (3) Introduction to current theories and practices associated with the development and enhancement of language in young children (birth through 8) from diverse backgrounds and ability levels. Specifically, this course will focus on issues related to the development of receptive and expressive language. Further, this course will build understandings of instructive practices and assessment approaches to support children in these early phases of language and explore language interactions in the classroom both teacher-child and child-child interactions.

(RE) Prerequisite(s): CFS 106

Supporting Information
Rationale: The Child and Family Studies Prek-3 and PreK-K Early Childhood Teacher Licensure programs are undergoing significant curriculum revisions due to the mandated State of Tennessee Department of Education (DOE) licensure changes. The current CFS early childhood programs will be replaced with Early Childhood Education (ECE) Integrated PreK-3 and B-K endorsements that require both regular and special education coursework (i.e., dual licensure). Thus, we are maximizing course credits to ensure that CFS early childhood teacher licensure students receive the appropriate course content to meet the State of Tennessee DOE requirements. In addition to licensure changes, considerable emphasis has been shifted to foundational literacy and as a result, a course that can focus on language development will provide students with a solid foundation and further, allow for more focus in literacy-focused courses on reading and writing to meet state demands and best prepare teachers for the field.

Impact on other units: This course does not have a negative impact on other units.

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. This change will not increase the workload of existing faculty.

Additional Documentation
1) Frequency of Course: Two sections in fall semester
2) Course Capacity per semester : 70; 35 per section
3) Course format: One in-person lecture/discussion; hybrid; one asynchronous online lecture/discussion
4) How is this class to be staffed? CFS faculty or GTAs
5) Please see the attached syllabus for expanded course description and objectives.

Additional Documentation: The CFS faculty voted to approve these changes on 04/20/2022

ADD COURSE

CFS 335 Young Exceptional Learners: Integrated Curriculum Characteristics and Needs (3) Introduction to Universal Design for Learning and supports the development of universally designed inclusive curriculum for the early childhood classroom. Topics include: Universal Design for Learning principles, inclusive family-centered infant/toddler curriculum, home-centered routines-based early intervention, preparing learning materials for infants and toddlers in the home and classroom, differentiation and individualization of teaching in preschool and elementary school, embedded classroom interventions and progress monitoring, and blended teaching practices in the content areas.

(RE) Prerequisite(s): CFS 320, 350, or 360

Supporting Information
Rationale: The Child and Family Studies Prek-3 and PreK-K Early Childhood Teacher Licensure programs are undergoing significant curriculum revisions due to the mandated State of Tennessee Department of Education (DOE) licensure changes. The current CFS early childhood programs will be replaced with Early Childhood Education (ECE) Integrated PreK-3 and B-K endorsements that require both regular and special education coursework (i.e., dual licensure). Thus, we are maximizing course credits to ensure that CFS early childhood teacher licensure students receive the appropriate course content to meet the State of Tennessee DOE requirements.

Impact on Other Units: This course is a requirement for the Integrated ECE PreK-3 and B-K students. This course will not be a prerequisite or co-requisite for other courses. It will not be cross-listed in other units.
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. This change will not increase the workload of existing faculty.

Additional Documentation
1) Frequency of Course Offering: One section in fall and spring
2) Course Capacity per semester: 25 per section
3) Course format: Asynchronous online lecture and discussion; hybrid; on campus section
4) How is this class to be staffed? CFS faculty, GTAs, or adjuncts. Distance Coordinator (non-tenure track) will also teach.
5) Please see the attached syllabus for expanded course description and objectives.

The CFS faculty voted to approve these changes on 04/20/2022

ADD COURSE

CFS 430: Families of Children with Disabilities (3) Development of individuals with disabilities primarily focused on conception through early childhood with some attention to middle childhood, adolescence, and young adulthood. This also includes their caregivers’ experiences. Theory and application in home, center, and school-based contexts.
Prerequisite(s): CFS 320, 350, or 360

Supporting Information
Rationale: We are adding an undergraduate version of CFS 530 to meet requirements of the State of Tennessee mandated Early Childhood Education (ECE) Integrated PreK-3 and B-K initial teacher licensure programs. With upcoming licensure changes, ECE teacher preparation programs are required to meet standards focused on partnering, communicating, and collaborating with families of children with disabilities. This change is not driven by the SAC’s Assessment.

Impact on Other Units: This should not impact other units because it’s an undergraduate version of a current graduate-level course already offered in the CFS department.

Financial Impact on Other Units: 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:
1) Frequency of Course Offering: One section in fall and spring
2) Course Capacity per semester: 25 per section
3) Course format: Asynchronous and synchronous online lecture and discussion; hybrid, and on campus
4) How is this class to be staffed? The CFS faculty, GTAs, or adjuncts. Distance Coordinator (non-tenure track) will also teach.
5) Please see the attached syllabus for expanded course description and objectives.

The CFS faculty voted to approve these changes on 04/20/2022

ADD COURSE

CFS 435 Integrated Early Childhood Guidance, Behavioral Support, and Trauma Informed Practices (3) Examine essential practices to support children’s positive behaviors and respond to behavior challenges in the early childhood setting, including evidence-based trauma informed practices. Topics include: designing environments and supporting relationships that promote children’s positive behaviors, understanding and supporting children’s engagement in routines, supporting young children who struggle with play, supporting young children with disabilities, trauma responsive strategies, functional assessment of behavior and planning individual and classroom behavior supports.
(Re) Prerequisite(s): CFS 320, 350, or 360

Supporting Information
Rationale: The Child and Family Studies PreK-3 and PreK-K Early Childhood Teacher Licensure programs are undergoing significant curriculum revisions due to the mandated State of Tennessee Department of Education (DOE) licensure changes. The current CFS early childhood programs will be replaced with Early Childhood Education (ECE) Integrated PreK-3 and B-K endorsements that require both regular and special education coursework (i.e., dual licensure). Thus, we are maximizing course credits to ensure that CFS early childhood teacher licensure students receive the appropriate course content to meet the State of Tennessee DOE requirements.

Impact on Other Units: This course is a requirement for the Integrated ECE PreK-3 and B-K students. This course will not be a prerequisite or co-requisite for other courses. It will not be cross-listed in other units.

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. This change will not increase the workload of existing faculty.

Additional Documentation
1) Frequency of Course Offering: One section in fall and spring
2) Course Capacity per semester: 25 per section
3) Course format: Asynchronous online lecture and discussion; hybrid; on-campus section
4) How is this class to be staffed? CFS faculty, GTAs, or adjuncts. Distance Coordinator (non-tenure track) will also teach.
5) Please see the attached syllabus for expanded course description and objectives.

The CFS faculty voted to approve these changes on 04/20/2022.

ADD COURSE

CFS 455 Assessment for Diverse Learners (3) This course examines the practice of assessing young children (birth-3rd grade) with disabilities. Topics include gathering information to assist in the development of tiered interventions and the process of making referrals. Students will explore informal assessment techniques, standardized assessments, and screening instruments. Students will analyze the purpose and limitations of assessment instruments and engage in instructional planning based on assessment data. *(RE) Prerequisite(s): CFS 350 or permission of instructor.*

Supporting Information
Rationale: The Child and Family Studies PreK-3 and PreK-K Early Childhood Teacher Licensure programs are undergoing significant curriculum revisions due to the mandated State of Tennessee Department of Education (DOE) licensure changes. The current CFS early childhood programs will be replaced with *Early Childhood Education (ECE) Integrated PreK-3 and B-K endorsements that require both regular and special education coursework (i.e., dual licensure).* Thus, we are maximizing course credits to ensure that CFS early childhood teacher licensure students receive the appropriate course content to meet the State of Tennessee DOE requirements.

Impact on Other Units: This change will not require additional resources nor affect the department or college budget. This change may impact financially other units across campus. This course is replacing SPED 410, which is not currently being offered and is addressing standards that we are required to cover in our new integrated teacher licensure programs. This course is a requirement for the Integrated ECE PreK-3 and B-K students. This course will not be a prerequisite or co-requisite for other courses. It will not be cross-listed in other units.

Financial Impact: This change will not increase the workload of existing faculty. This change will not require additional resources.

Additional Documentation
1) Frequency of Course Offering: One section in fall and spring
2) Course Capacity per Semester: 25 per section
3) Course format: Asynchronous online lecture and discussion; hybrid; on-campus section once the new B-K and PreK-3 is established.
4) How is this class to be staffed? CFS faculty, GTAs, or adjuncts will teach. Distance Coordinator (non-tenure track) will also teach.
5) Please see the attached syllabus for expanded course description and objectives.

Additional Documentation: The CFS faculty voted to approve these changes on 04/20/2022.

REVISE CREDIT HOURS

CFS 350: Early Childhood Education I: Environments for Children (3)

Formerly: CFS 350: Early Childhood Education I: Environments for Children (4)

Supporting Information
Rationale: We are changing the credit hours to meet requirements of the State of Tennessee mandated *Early Childhood Education (ECE) Integrated PreK-3 and B-K initial teacher licensure programs.* The additional credit was for a lab component, which will be addressed through a field experience embedded within the course. This change is not driven by the SACs Assessment.

Impact on Other Units: This course is required for all CFS students on the Integrated ECE PreK-3 and B-K initial teacher licensure track. The proposed change does not drop or alter courses required by other programs. The proposed change does not require courses offered by other programs or affect other programs in any way. This course is not cross-listed in other units.

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. This change will not increase the workload of existing faculty. We changed the 4-credit courses to 3-credits courses to make space for the new ECE Integrated PreK-3 and B-K courses. Thus, this will not result in fewer credits in the program. The credits were shifted to make space for new courses. This change will not require additional resources.

Additional Documentation: The TLC faculty voted to approve these changes on 4/20/2022.

REVISE CREDITS HOURS

CFS 351: Early Childhood Education II: Curricular and Program Development for Young Children (3)

Formerly: CFS 351: Early Childhood Education II: Curricular and Program Development for Young Children (4)

Supporting Information
Rationale: We are changing the credit hours to meet requirements of the State of Tennessee mandated *Early Childhood Education (ECE) Integrated PreK-3 and B-K initial teacher licensure programs.* The additional credit was for a lab component, which will be addressed through a field experience embedded within the course. This change is not driven by the SACs Assessment.
Impact on Other Units: This course is required for all CFS students on the Integrated ECE PreK-3 and B-K initial teacher licensure track. The proposed change does not drop or alter courses required by other programs. The proposed change does not require courses offered by other programs or affect other programs in any way. This course is not cross-listed in other units.

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. This change will not increase the workload of existing faculty. We changed the 4-credit courses to 3-credit courses to make space for the new ECE Integrated PreK-3 and B-K courses. Thus, this will not result in fewer credits in the program. The credits were shifted to make space for new courses.

Additional Documentation: The CFS faculty voted to approve these changes on 4/20/2022

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

CFS 353: Reading and Writing in Early Childhood (3) This course is designed to introduce current theories and practices associated with the development and enhancement of literacy in young children (birth through 8). Specifically, this course will focus on issues related to the nature and development of ‘emergent’ literacy and foundational literacy skills, progressing to fluent, skilled reading, and the development of early writing skills. Further, this course will build understandings of instructive practices to support children in these early phases of reading and writing.

(RE) Prerequisite(s) CFS 2XX (a Language Development/Interactions Course)

Formerly: (CFS 353) Reading, Language, and Literacy (3). Theory and methods for creating learning environments for the development of language, emergent literacy, and reading and writing skills from infancy through eight years. (RE) Co-requisite(s): CFS 350.

Supporting Information
Rationale: We are changing the credit hours to meet requirements of the State of Tennessee mandated Early Childhood Education (ECE) Integrated PreK-3 and B-K initial teacher licensure programs. This change is not driven by the SACs Assessment.

Impact on Other Units: This course is required for all CFS students on the Integrated ECE PreK-3 and B-K initial teacher licensure track. The proposed change does not drop or alter courses required by other programs. The proposed change does not require courses offered by other programs or affect other programs in any way. This course is not cross-listed in other units.

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. This change will not increase the workload of existing faculty. We changed the 4-credit courses to 3-credit courses to make space for the new ECE Integrated PreK-3 and B-K courses. Thus, this will not result in fewer credits in the program. The credits were shifted to make space for new courses.

Additional Documentation: The CFS faculty voted to approve these changes on 4/20/2022

REVISE CREDIT HOURS

CFS 423: PreK-K Teaching Methods (3 to 6)

Formerly: CFS 423: PreK-K Teaching Methods (6)

Supporting Information
Rationale: We are changing the credit hours to meet requirements of the State of Tennessee mandated Integrated Early Childhood Education (ECE) PreK-3 and B-K initial teacher licensure programs. This change is not driven by the SACs Assessment.

Impact on Other Units: This course is required for all CFS students on the Early Childhood Education (ECE) Integrated B-K licensure track and for some students completing the provisional/add-on licensure program. The change is requested because provisional and add-on licensure candidates will require less supervision and/or field placement time and therefore need to register for fewer credits in the new Integrated ECE B-K program. The proposed change does not drop or alter courses required by other programs. The proposed change does not require courses offered by other programs or affect other programs in any way. This course is not a general education, tracking, or high demand course. This course is a prerequisite for CFS 472, but CFS 472 is not completed by those seeking add-on/provisional licensure. This course is not cross-listed in other units.

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. Since the course will be offered with other B-K courses required for licensure, there will be no negative financial impact beyond a student potentially enrolling in 3 credit hours instead of 6. However, this variable credit change may lead to more students enrolling in the program as add-on/provisional licensure candidates. This change will not increase the workload of existing faculty.

Additional Documentation: The CFS faculty voted to approve these changes on 4/20/2022.

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES (ELPS)

*ADD VOL CORE DESIGNATION*
ELPS 201 - Foundations of Leadership Studies (3)
Registration Restriction(s): Maximum student level – junior; or consent of instructor.
Satisfies Volunteer Core Requirement (EI)

Rationale: This program meets the requirements of Volunteer Core mode of engaged inquiry.

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 change will not require additional resources nor affect the department or college budget.

Additional Documentation and Approval: None. This change is before the General Education Committee. Documentation and approval will be included once complete.

*ADD VOL CORE DESIGNATION

ELPS 207 - Honors: Foundations and Theories in Leadership Studies (3)
Registration Restriction(s): Restricted to honors students
Satisfies Volunteer Core Requirement (EI)

Rationale: This program meets the requirements of Volunteer Core mode of Engaged Inquiry.

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 change will not require additional resources nor affect the department or college budget.

Additional Documentation and Approval: None. This change is before the General Education Committee. Documentation and approval will be included once complete.

*ADD VOL CORE DESIGNATION

ELPS 217 - Honors: Ethics in Leadership (3)
(RE) Prerequisite(s): ELPS 207
Registration Restriction(s): Restricted to honors students
Satisfies Volunteer Core Requirement (OC)

Rationale: This program meets the requirements of Volunteer Core mode of Oral Communication.

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 change will not require additional resources nor affect the department or college budget.

Additional Documentation and Approval: None. This change is before the General Education Committee. Documentation and approval will be included once complete.

*ADD COURSE

ELPS 251 - Educational Policy in the United States (3) This course examines the foundations of how educational policies are created and implemented in the United States. Using perspectives drawn from the social sciences, students will learn the key steps in the policymaking process from both theoretical and practical perspectives and how different groups of students experience the education system.
Satisfies Volunteer Core Requirement: (WC) (EI)

Rationale: This course provides undergraduate students with an opportunity to learn more about educational policy issues. We are also applying for the written communication and engaged inquiry modes of the Volunteer Core.

Impact on Other Units: There is no impact on other academic units. The proposed course is not required by other programs.

Financial Impact: This will not affect overall faculty course load, therefore, there is no financial impact expected on either the department or college budget. This change may impact financially other units across campus, as it may be taken as an elective.

Additional Documentation and Approval: Syllabus.

*ADD VOL CORE DESIGNATION
ELPS 350 - Coached Leadership Practicum (1-3)
Satisfies Volunteer Core Requirement (EI)

Rationale: This program meets the requirements of Volunteer Core mode of Engaged Inquiry.

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 change will not require additional resources nor affect the department or college budget.

Additional Documentation and Approval: None. This change is before the General Education Committee. Documentation and approval will be included once complete.

*ADD COURSE

ESM 350: Applied Statistical Concepts for Educators (3)
Applications of descriptive and inferential statistics to problems in the educational, behavioral, and social sciences. Topics include data visualization, central tendency, variability, correlations, introduction to probability, sampling distributions, interval estimation, and univariate hypothesis testing. Statistical software is used to analyze data through hands-on activities.
Satisfies Volunteer Core Requirement: (QR)

Supporting Information
Rationale: There are no courses in CEHHS that meet the QR requirement for Vol Core. Offer a course in applied statistical concepts to meet the Quantitative and Logical Reasoning (QR) Vol Core requirement with a focus on issues and data in educational, behavioral, and social science. The course is geared towards students in CEHHS. Similar type courses are taught in Anthropology (ANTH 446), Geography (GEOG 415), Psychology (PSYC 385), and Social Work (SOWK 410). The course will be taught by graduate students or faculty in the Evaluation, Statistics, and Methodology program in the Educational Leadership and Policy Studies Department.

Impact on Other Units: This course may have an effect on other units since it will be an elective to meet the Vol Core requirement for quantitative reasoning.

Financial impact: None – This course will be taught as part of the course load of existing faculty and graduate students, therefore, there is no financial request or demand on the department or college budget. This change may impact financially other units across campus, as it may be taken to meet QR requirement for Vol Core.

Additional Documentation and Approval: Syllabus.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

ADD

COUN 202 Wellness: Theory & Research (3)
Exploration of wellness at the individual, group, and systems levels. Consideration of research related to connection of wellness to cultural identity, development, and neuroscience.

Supporting Information
Rationale: We are revising the EPC Interpersonal Development undergraduate minor to include this course on wellness to promote critical thinking about human behavior and the dynamics of individual, political, and social phenomena as it relates to holistic wellness. Additionally, this course will help students demonstrate knowledge of appropriate and ethical methods, technologies, and data that social scientists use to investigate and describe the human condition as it relates to holistic wellness.

Impact on other units: There is no impact on other units.

Financial impact: This course will be offered annually in the spring by current EPC faculty. No additional resources are required.

Additional documentation: No additional approvals are required. The change is not substantive and does not need to be reported to SACSCOC. We are requesting the number 202 for this COUN course.

ADD

COUN 460S Foundations and Applications in Grief Support (3)
Exploration and understanding of death and non-death loss and grief, including intersections with trauma. Special focus on impacts on children and adolescents. A core aspect of the course is participation in a mentoring relationship with a K-12 student for the purpose of support. No clinical skill is required.

Supporting Information
Rationale: COUN 460 Practicum in Grief Support is an existing course that involves a longstanding collaboration with Knox County Schools in which students enrolled in the course learn about grief while engaging in weekly mentoring sessions with a K-12 student who has experienced a loss. We are seeking an S-designation for this course. As part of the application process, we are also clarifying the course title and description to include greater transparency about the service-learning nature of the course.

Impact on other units: There is no impact on other units.

Financial impact: This course will be offered annually in the spring by a GTA. Because this is a new designation for a long-standing course, no additional resources are required.
Additional documentation: No additional approvals are required. The change is not substantive and does not need to be reported to SACSCOC.

**ADD REGISTRATION RESTRICTION**

**COUN 480 Skills for Counseling (3)**

*Registration Restriction(s): Undergraduate only*

Supporting Information

Rationale: Department recently developed a unique course number for graduate-level credit. COUN 480 will only be taught by GTAs and needed to be restricted to undergraduates.

Impact on Other Units: None

Financial Impact: None

Additional Documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

**DROP**

**EDPY 490 - Interpersonal Development in Career Contexts and Beyond**

Supporting Information

Rationale: Department has restructured; course is no longer relevant to focus of the minor.

Impact on Other Units: Adult Learning is in agreement to no longer offer the course as they redirect their focus in ELPs.

Financial Impact: none, as the course will be replaced by a course taught via EPC’s existing resources.

Additional Documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

**IT 410 - Getting into Online Learning**

Supporting Information

Rationale: The department has restructured; we no longer have personnel to offer the course. Students can meet this learning objective using other courses on campus and reducing redundancy.

Impact on Other Units: None.

Financial Impact: none

Additional Documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

**Student Learner Outcomes**

**(KNS) KINESIOLOGY**

Learning objectives for the BS in Kinesiology:

1. Students will demonstrate an understanding of key disciplinary knowledge
2. Students will use disciplinary knowledge in practical settings related to the major
3. Students will demonstrate capacity for critical thinking

**(RSM) RECREATION AND SPORT MANAGEMENT**

Learning objectives for the Recreation and Sport Management BS program:

1. Students will apply sport management and therapeutic recreation principles in professional settings.
2. Students will illustrate current knowledge and skills necessary for practice in therapeutic recreation.
3. Students will understand the foundational knowledge and skills needed in the sport management and therapeutic recreation profession.
4. Students will demonstrate capacity for critical thinking.

**DEPARTMENT OF KINESIOLOGY, RECREATION, AND SPORT STUDIES**

**ADD COURSE**

**PYED 255 – Mind & Body Training (1)**

Physical activity methods to facilitate learning, practicing, and implementing a personal, broad-based lifestyle promoting the mind-body connection for overall health.

Supporting Information

Rationale: The last several semesters this course has been taught as a special topics course, and students have shown a consistent interest in it. Therefore, we feel it would be appropriate to include it as an official listed for the PYED options that many students utilize. Attached will also be the current special topics syllabus to give more insight into how the course is currently delivered. This is a course which has been taught as a Special Topics course for several semesters and having a designated number would be helpful to make the course more established.

Impact on Other Units: The proposed courses do not affect any other programs or course offerings.
Financial Impact: These courses will be taught as part of the course load of the existing faculty. Therefore, there is no financial request or demand on the department, nor do we expect this to take students away from other departments on campus.

Additional Documentation: No additional approval is required for the course addition. The change is not substantive and does not need to be reported to SACSCOC. Syllabus attached.

PROGRAM CHANGES

ADD PROGRAM / NEW CONCENTRATION-TRACK

Early Childhood Education Integrated PreK-3 Track, Major in Child and Family Studies, BS in Health and Human Sciences

The child and family studies major can provide the undergraduate preparation needed for a student who would like to be licensed to teach Early Childhood Education Integrated PreK-3 (teach children from birth to grade 3 in private and public school systems) in the State of Tennessee. The early childhood education licensure option is offered in conjunction with a master’s degree in child and family studies (early childhood education concentration). The Early Childhood Education Integrated PreK-3 track is a concentration designed with an emphasis on an inclusive, unified, and integrated curriculum in which early childhood and special education content are purposefully blended into courses/clinical experiences in the early childhood and elementary classroom. The overarching goal of the program is to prepare candidates to teach all children from an integrated lens through which early childhood and special education are no longer viewed as separate. The program objectives center on preparing candidates who understand children and families in a cultural context to meet a diverse set of needs (i.e., racial, linguistic, economic, and ability) across a range of early childhood settings. The strength of the program includes a series of integrated early childhood and special education clinical experiences that happen “early and often,” from which candidates benefit from hands-on practical experiences that use an embedded instruction approach with principles of universal design.

The PreK-3 teacher candidates must complete university-required general education courses in the first terms of their program. The education core comprises courses in educational psychology, educational technology, and an introductory-level special education course. CFS has additional integrated early childhood core courses that are required of candidates and focus solely on the scope of an integrated early childhood program to teach children from birth to grade 3. These courses provide foundational knowledge of integrated curriculum and blended designs for teaching young children, partnering with families, and collaboration with professionals in the community. The PreK-3 teacher candidates’ graduate level clinical experience consists of a full academic year (fall and spring semesters) internship in public school settings (kindergarten to grade 3) under the guidance and supervision of a professional team that has knowledge of an integrated and blended program design.

Learning Objective for Integrated PreK-3 Early Childhood Education Track (Birth to grade 3)

1. Demonstrate expertise in Integrated Early Childhood Education birth to third grade content and child-centered pedagogy.
2. Provide research-based instruction and leadership in recognition and support of accountability measures facing today’s educators.
3. Engage as active members of learning communities through a commitment to ongoing professional development and collaboration.
4. Actively pursue evidenced-based initiatives in educational settings to promote continuous improvement to instruction that facilitate learning for all children.
5. Model the professional dispositions that are characteristic of successful educators.
6. Demonstrate attitudes and values that respect diversity among students, colleagues, community members, and others by promoting diversity as a means for strengthening the educational experiences of all students.
7. Demonstrate those skills necessary to promote continuous improvements to curriculum, instruction, use of high quality instructional materials, and the use of technology and assessment.

uTrack Requirements (for students entering Fall 2013 or later)

Universal Tracking (uTrack) is an academic monitoring system designed to help students stay on track for timely graduation. In order to remain on track, students must complete the minimum requirements for each tracking semester, known as milestones. Milestones include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students who first entered Fall 2013 or later. uTrack does not apply to transfer students who entered prior to Fall 2015.

Undergraduate Progression Requirements: Undergraduate Portion of Early Childhood Education Integrated PreK-3

Students interested in this licensure should work closely with their advisor to ensure that they understand and meet Teacher Education program requirements and that they strictly follow the application process. Students will complete the admission to Teacher Education process for the Early Childhood Education Integrated PreK-3 (teach children birth to grade 3) licensure program upon completion of 12 undergraduate hours.
A student desiring to be admitted into the Early Childhood Education Integrated PreK-3 teacher education program must meet the following admission requirements including, but not limited to the following:

- Academic achievement – minimum 2.75 cumulative GPA.
- 12 credit hours completed
- Tennessee state law (TCA 49-5-5610) requires that students wishing to enter an approved higher education educator preparation program must submit to a criminal history background check. Admission to the program is dependent on clearance of any conviction(s) as referenced to a list of crimes that would prohibit a person from being licensed in Tennessee.

Students are expected to know the criteria they must meet in order to progress into a practicum (CFS 470, CFS 472, CFS 480, or CFS 490) and to regularly monitor their progress in meeting these criteria. Students will not be allowed to progress into the practicum until these criteria are met. If students do not appear able to meet these criteria, they are encouraged to work closely with their advisor to plan an alternative educational program. Specific information on how to apply for the practicum is available from the instructor's advisor. Students must work closely with their advisor to ensure that they understand the requirements for progression and that they strictly follow the application process for the practicum experience of their choice.

Prior to the Practicum
1. Apply for the practicum by completing the application one year prior to the intended practicum semester.
2. Complete the self-disclosure forms allowing university personnel to obtain student conduct and criminal background information one year prior to the intended practicum semester. The department’s undergraduate committee will evaluate any negative background check.

Prerequisites for the Practicum
1. Completion of all prerequisites enforced by the registration system.
2. A cumulative GPA of at least 2.5 (A cumulative GPA of at least 2.75, including transfer credits, is required for students electing the CFS 470 practicum option).
3. A minimum grade of C in all child and family studies courses.

Graduate Progression Requirements: Graduate Portion of Early Childhood Education Integrated PreK-3

The child and family studies major can provide the undergraduate preparation needed for a student who would like to be licensed to teach Early Childhood Education Integrated PreK-3 (teach children birth to grade 3 in private and public school systems) in the State of Tennessee. The early childhood education integrated PreK-3 licensure option is offered in conjunction with a master’s degree in child and family studies (early childhood education concentration). Upon attainment of junior status (i.e., 60 hours), students will complete an additional admission process to the Early Childhood Education Integrated PreK-3 (birth to grade 3) teacher education graduate portion of the program (see details in the Teacher Education section of this catalog) and simultaneously make application for admission to the MS in child and family studies (see the Graduate Catalog for details). Acceptance into the graduate portion of integrated PreK-3 early childhood education teacher licensure program is contingent upon acceptance into the department’s master’s program. Students interested in this option should work closely with their advisor to ensure that they understand and meet the Teacher Education program requirements and the requirements for graduate study and that they strictly follow the application process.

Requirements for the Bachelor of Science in Health and Human Sciences; Major in Child and Family Studies with Early Childhood Education Integrated PreK-3 Track

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Hours</th>
<th>Milestone Notes</th>
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</thead>
<tbody>
<tr>
<td>ENGL 101* or ENGL 118* (WC 1 of 3 courses)</td>
<td>3</td>
<td>2.3 Cumulative GPA</td>
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<tr>
<td>1Expanded perspectives elective (SS – 1 of 2)</td>
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<tr>
<td>1Arts &amp; Humanities Elective (AH 1 of 1)</td>
<td>3</td>
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</tr>
<tr>
<td>1Natural Sciences Electives with lab</td>
<td>4</td>
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<tr>
<td>Math or Stats* (QR 1 of 2)</td>
<td>3</td>
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<td><strong>SEMESTER TOTAL:</strong></td>
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<tr>
<th>Term 2</th>
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<tr>
<td>ENGL 102* (WC 2 of 3)</td>
<td>Quantitative Reasoning Course*</td>
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<tr>
<td>Term 3</td>
<td>Hours</td>
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<tr>
<td>1Any GCUS* elective (1 of 1)</td>
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<tr>
<td>2CFS 205 Early Childhood Language Development and Inclusive Interactions</td>
<td>3</td>
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<tr>
<td>CFS 211 - Development in Infancy and Childhood</td>
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<td>1Any Expanded Perspectives elective (AH, AAH, GCI, GCUS, or SS – 1 of 2)</td>
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<td>CFS 220* - Marriage and Family: Roles and Relationships (Expanded Perspective SS 2 of 2)</td>
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<tr>
<td>Term 4</td>
<td>Hours</td>
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| 2CFS 335 Young Exceptional Learners: Integrated Curriculum, Characteristics, and Needs in Early Elementary | 3 | CFS 211  
| 2.75 Cumulative GPA | |  
| 2EDPY 301 Professional Studies: Applied Educational Psychology | 3 |  
| 6CFS 330 Global Perspectives on Childhood and Learning (GCI - 1 of 1) | 3 |  
| 2CFS 350 Early Childhood Education 1 - Environments for Children | 3 |  
| 2SPED 303: Professional Studies: Special Education and Diverse Learners | 3 |  
| **SEMESTER TOTAL:** | **15** |  
|  
| Term 5 | Hours |  
|---|---|---|
| 2,7CFS 351 Early Childhood Education II: Curricula and Program Development for Young Children (EI 2 of 3) | 3 | No milestones |
| 2CFS 353: Reading and Writing in Early Childhood | 3 |  
| CFS 385 Diversity Among Children and Families | 3 |  
| 2CFS 435 Integrated Early Childhood Guidance, Behavioral Support, and Trauma-Informed Practices | 3 |  
| 7CFS 320* Family Interactions (EI 1 of 3) | 3 |  
| **SEMESTER TOTAL:** | **15** |  

1Natural Sciences Electives (NS 2 of 2)  

Math or Stats* (QR 2 of 2)  

2CFS 106 Introduction to Early Childhood Education  

3CMST 210* or 240* (OC 1 of 2)  

SEMESTER TOTAL: 16
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<th>Term 6</th>
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<tr>
<td>11 CFS 445 Teaching in Kindergarten (WC 3 of 3)</td>
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<td>CFS 395 Introduction to Research Methods and Statistics</td>
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<td>SPED 320N Field experiences in Special Education: Mild/Moderate Disabilities Practicum</td>
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<td><strong>2CFS 416 Effective Instruction for Students with Learning Disabilities and Other Academic Difficulties (WC)</strong></td>
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<td><strong>2REED 430 Elementary Literacy K-2 (El 3 of 3)</strong></td>
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<td><strong>SEMESTER TOTAL:</strong></td>
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<td>Term 7</td>
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<td><strong>CFS 422: Early Childhood Teaching Methods</strong></td>
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<td><strong>ETEC 386: Integrating Technology into the Curriculum</strong></td>
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<td><em><em>CFS 405</em>: Development of Professional Skills (WC 3 of 3; AOC 2 of 2)</em>*</td>
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<tr>
<td><strong>MEDU 430 Teaching Mathematics in the Elementary School</strong></td>
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<tr>
<td>Term 8</td>
<td>Hours</td>
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<td><strong>CFS 470 Practicum: PreK Teaching</strong></td>
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<td><strong>CFS 455 Assessment for Diverse Learners</strong></td>
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<td><strong>SEMESTER TOTAL:</strong></td>
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Post-Baccalaureate Professional Year
Students must apply to and be admitted by the Graduate School prior to registration

<table>
<thead>
<tr>
<th>Term 10</th>
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<tbody>
<tr>
<td><strong>CFS 575 Professional Internship in Teaching</strong></td>
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<tr>
<td><strong>CFS 574 Analysis of Teaching for Professional Development</strong></td>
<td>2</td>
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<tr>
<td><strong>CFS 569 Practice Based Research in Early Childhood Education</strong></td>
<td>3</td>
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<tr>
<td><strong>CFS 551 Assessment in Early Childhood Education</strong></td>
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</tr>
<tr>
<td>Course</td>
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<tr>
<td>CFS 591 Clinical Studies</td>
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<td><strong>SEMESTER TOTAL:</strong></td>
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<tr>
<td>Summer Pre-or Post-Internship</td>
<td><strong>Hours</strong></td>
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<tr>
<td>CFS 510 (Theory in Human Development) OR 550 (Theory in Family Studies)</td>
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<tr>
<td>CFS 511 (Exploration in Child Development) OR 552 (Diversity in Children and Families)</td>
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<td>CFS 512 Survey of Research in Early Childhood Education</td>
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<td>CFS 530 Families of Children with Disabilities</td>
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</table>

* Meets Volunteer Core Requirements
* Chosen from the Quantitative Reasoning (QR) Volunteer Core list
1 Chosen from University General Education list.
2 Early Childhood Education Teacher Licensure Specialty Area course.
3 Meets Communicating through speech Oral Communication (OC) requirements.
4 Meets Written Communication (WC) and Applied Oral Communication (AOC) requirements.
5 CFS 470 requires a cumulative GPA of 2.75; completion of all prerequisites enforced by the registration system; a minimum grade of C in all child and family studies courses; completed application; student conduct and criminal background clearance. CFS 470 must be completed in one semester.
6 Meets Global Citizenship International (GCI) requirement
7 Meets Engaged Inquiry (EI) requirement
8 Meets CFS master’s degree core requirement

Rationale: The Tennessee Department of Education has changed the Early Childhood Education PreK-3 endorsement to a new Early Childhood Education Integrated PreK-3 endorsement with a fall 2023 implementation. The current early childhood education endorsement will remain in effect until fall 2026. The new Child and Families Studies Major with an Early Childhood Education Integrated PreK-3 track is necessary to align our teacher licensure program using the state’s new early childhood licensing requirements. The program has been approved by the Tennessee Department of Education. See attached approval documents from the TDOE. We are ending the current concentration and adding the new ECE integrated concentration. We are not adding a new major.

Impact on other units: While the program includes both early childhood and special education content, it does not impact other special education programs because they are not “integrated” and do not meet the requirements as outlined by the TDOE Early Childhood Integrated endorsement guidelines. The current special education programs offer dual licensure, which is different from an integrated program.
No impact on other units.

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. There would be a financial impact if we do not offer the new mandated TDOE ECE integrated endorsement because the current early childhood endorsement will be phased out by the TDOE in fall 2026. Therefore, moving from the current ECE licensure program to the new integrated ECE program will ensure that CFS continues to offer a licensure program that meets the requirements determined by the TDOE. Courses will be taught by existing and new faculty.

Additional Documentation: The CFS faculty voted to approve these changes on 04/20/2022.

**ADD PROGRAM / NEW CONCENTRATION TRACK**

Early Childhood Education Integrated Birth to Kindergarten (B-K) Track, Major in Child and Family Studies, BS in Health and Human Sciences
The child and family studies major provides the undergraduate preparation needed for a student who would like to be licensed to teach Early Childhood Education Integrated Birth to Kindergarten (B-K) in the State of Tennessee. The Early Childhood Education Integrated B-K track is a concentration designed with an emphasis on an inclusive, unified, and integrated curriculum in which early childhood and special education content are purposefully blended into courses/clinical experiences. The overarching goal of this program is to prepare candidates to teach all children from an *integrated* lens through which early childhood and special education are no longer viewed as separate. This program objectives center on preparing candidates who understand children and families in a cultural context to meet a diverse set of needs (i.e., racial, linguistic, economic, and ability) across a range of early childhood settings. The strength of the program includes a series of *integrated* early childhood and special education clinical experiences that happen "early and often," from which candidates benefit from hands-on practical experiences that use an embedded instruction approach with principles of universal design. Outside of the VolCore curriculum, courses in this program are offered in distance education and campus-based formats to allow for enrollment of both types of students.

The Early Childhood Education Integrated B-K candidates must complete university-required general education courses in the first terms of their program. The education core comprises courses in educational psychology, educational technology, and an introductory-level special education course. CFS has additional integrated early childhood core courses that are required of candidates and focus solely on the scope of an integrated early childhood program age range (birth to kindergarten). These courses provide foundational knowledge of integrated curriculum and blended designs for teaching young children, partnering with families, and collaboration with professionals in the community. The B-K candidates complete clinical experiences in a variety of collaborative and inclusive early childhood settings (birth to age 3; 3 to 5 years old). The student teaching course is the culminating/capstone full-time clinical practice for candidates that also includes a seminar experience.

**Learning Objective for Early Childhood Education Integrated B-K (Birth to Kindergarten) Track**

1. Demonstrate expertise in Integrated Early Childhood Education birth to kindergarten content and child-centered pedagogy.
2. Provide research-based instruction and leadership in recognition and support of accountability measures facing today’s educators.
3. Engage as active members of learning communities through a commitment to ongoing professional development and collaboration.
4. Actively pursue evidenced-based initiatives in educational settings to promote continuous improvement to instruction that facilitates learning for all stakeholders.
5. Model the professional dispositions that are characteristic of successful educators.
6. Value diversity among students, colleagues, community members, and others by promoting diversity as a means for strengthening the educational experiences of all students.
7. Demonstrate those skills necessary to promote continuous improvements to curriculum, instruction, use of high quality instructional materials, and the use of technology and assessment.

**uTrack Requirements (for students entering Fall 2013 or later)**

Universal Tracking (uTrack) is an academic monitoring system designed to help students stay on track for timely graduation. In order to remain on track, students must complete the minimum requirements for each tracking semester, known as milestones. Milestones include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students who first entered Fall 2013 or later. uTrack does not apply to transfer students who entered prior to Fall 2015.

**Progression Requirements**

Students interested in this licensure should work closely with their advisor to ensure that they understand and meet Teacher Education program requirements and that they strictly follow the application process. Students will complete the admission to Teacher Education process for the Early Childhood Education Integrated B-K licensure program upon completion of 12 undergraduate hours.

A student desiring to be admitted into the *Early Childhood Education Integrated Birth- Kindergarten* teacher education program must meet the following admission requirements including, but not limited to the following:

- Academic achievement – minimum 2.75 cumulative GPA.
- 12 credit hours completed
- Tennessee state law (TCA 49-5-5610) requires that students wishing to enter an approved higher education educator preparation program must submit to a criminal history background check. Admission to the program is dependent on clearance of any conviction(s) as referenced to a list of crimes that would prohibit a person from being licensed in Tennessee.

**Prior to the Practicum**

1. Apply for the practicum by completing the application one year prior to the intended practicum semester.
2. Complete the self-disclosure forms allowing university personnel to obtain student conduct and criminal background information.
one year prior to the intended practicum semester. The department’s undergraduate committee will evaluate any negative background check.

Prerequisites for the Practicum
1. Completion of all prerequisites enforced by the registration system. Students in the Early Childhood Education Integrated B-K Track are required to obtain a minimum 21 ACT (enhanced version) composite score; 1020 SAT (revised version) total score; or State Board of Education determined passing scores on PRAXIS Core (contact the college’s Student Services Center for current PRAXIS Core score requirements).
2. A cumulative GPA of at least 2.5 (A cumulative GPA of at least 2.75, including transfer credits, is required for students electing the CFS 472 practicum option).
3. A minimum grade of C in all child and family studies courses.

Students are expected to know the criteria they must meet in order to progress into a practicum (CFS 470, CFS 472, CFS 480, or CFS 490) and to regularly monitor their progress in meeting these criteria. Students will not be allowed to progress into the practicum until these criteria are met. If students do not appear able to meet these criteria, they are encouraged to work closely with their advisor to plan an alternative educational program. Specific information on how to apply for the practicum is available from the student’s advisor. Students must work closely with their advisor to ensure that they understand the requirements for progression and that they strictly follow the application process for the practicum experience of their choice.

Requirements for the Bachelor of Science in Health and Human Sciences • Major in Child and Family Studies with Early Childhood Education Integrated B-K Track

<table>
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<tr>
<th>Term 1</th>
<th>Hours</th>
<th>Milestone Notes</th>
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<tbody>
<tr>
<td>ENGL 101* or ENGL 118* (WC 1 of 3 courses) (3hours)</td>
<td>3</td>
<td>2.3 Cumulative GPA</td>
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<tr>
<td>¹Expanded perspectives elective (AH, AAH, GCI, GCUS, or SS – 1 of 2)</td>
<td>3</td>
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<tr>
<td>Arts &amp; Humanities Elective (AH 1 of 1) (3hours)</td>
<td>3</td>
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</tr>
<tr>
<td>Natural Sciences Electives with lab (4hrs)</td>
<td>4</td>
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</tr>
<tr>
<td>Math or Stats* (QR 1 of 2)</td>
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<td><strong>SEMMESTER TOTAL:</strong></td>
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<td>ENGL 102* (WC 2 of 3)</td>
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<td>Quantitative Reasoning Course*</td>
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<td>Math or Stats* (QR 2 of 2)</td>
<td>3</td>
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<tr>
<td>²CFS 106 Introduction to Early Childhood Education</td>
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<tr>
<td>CMST 210* or 240* (OC 1 of 1)</td>
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<tr>
<td>²CFS 205 Early Childhood Language Development and Inclusive Interactions (birth to 5)</td>
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<td>CFS 211 Development in Infancy and Childhood</td>
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<td>¹Any Expanded perspectives elective* (AH, AAH, GCI, GCUS, or SS – 2 of 2)</td>
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<td>Course Code</td>
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<td>CFS 220*</td>
<td>Marriage and Family: Roles and Relationships (Expanded Perspective SS 2 of 2)</td>
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<td><strong>Term 4</strong></td>
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<td>CFS 335</td>
<td>Young Exceptional Learners: Integrated Curriculum, Characteristics, and Needs in Early Elementary</td>
<td>3</td>
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<td>EDPY 301</td>
<td>Professional Studies: Applied Educational Psychology</td>
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<td>CFS 330</td>
<td>Global Perspectives on Childhood and Learning (GCI - 1 of 1)</td>
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<td>CFS 350</td>
<td>Early Childhood Education I: Environments for Children</td>
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<td>SPED 303</td>
<td>Professional Studies: Special Education and Diverse Learners</td>
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<td>CFS 351</td>
<td>Early Childhood Education II: Curricula and Program Development* (EI 2 of 3)</td>
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<td>CFS 353</td>
<td>Reading and Writing in Early Childhood</td>
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<td>CFS 385</td>
<td>Diversity Among Children and Families</td>
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<td>CFS 435</td>
<td>Integrated Early Childhood Guidance, Behavioral Support, and Trauma-Informed Practices</td>
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<td>CFS 320</td>
<td>Family Interactions* (EI 1 of 3)</td>
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<td>Teaching in Kindergarten (WC 3 of 3)</td>
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<td>CFS 430</td>
<td>Families of Children with Disabilities</td>
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<td>CFS Unrestricted Elective</td>
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<td>REED 430</td>
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<td>CFS 423</td>
<td>PreK-K Teaching Methods</td>
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<td>CFS 455</td>
<td>Assessment for Diverse Learners</td>
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<td>Hours</td>
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<td>CFS 405: Development of Professional Skills (WC 3 of 3; AOC 2 of 2)</td>
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</tr>
<tr>
<td>Hours</td>
<td>Days/Times</td>
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<tr>
<td><strong>UNDERGRADUATE TOTAL</strong></td>
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*R Meets Volunteer Core Requirements
*2 Chosen from the Quantitative Reasoning (QR) Volunteer Core list
*3 Chosen from University General Education list.
*4 Early Childhood Education Teacher Licensure Specialty Area course.
*5 Meets Communicating through speech Oral Communication (OC) requirements.
*6 Meets Written Communication (WC) and Applied Oral Communication (AOC) requirements.
*7 CFS 472 requires a cumulative GPA of 2.75; completion of all prerequisites enforced by the registration system; a minimum grade of C in all child and family studies courses; completed application; student conduct and criminal background clearance. CFS 472 must be completed in one semester.
*8 Meets Global Citizenship International (GCI) requirement
*9 Meets Engage Inquiry (EI) requirement

Rationale: The Tennessee Department of Education has changed the Early Childhood PreK-K endorsement to a new Early Childhood Education Integrated B-K endorsement with a fall 2023 implementation. The current early childhood education endorsement will remain in effect until fall 2026. The new Child and Families Studies Major with an Early Childhood Education Integrated B-K track is necessary to align our teacher licensure program using the state’s new early childhood education licensing requirements. The program has been approved by the Tennessee Department of Education. See attached approval documents from the TDOE. We are ending the current concentration and adding the new ECE integrated concentration. We are not adding a new major.

Impact on other units: While the program includes both early childhood and special education content, it does not impact other special education programs because they are not “integrated” and do not meet the requirements as outlined by the TDOE Early Childhood Integrated endorsement guidelines. The current special education programs offer dual licensure, which is different from an integrated program.

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. There would be a financial impact if we do not offer the new mandated TDOE endorsement because the current early childhood endorsement will be phased out by the TDOE in fall 2026. Therefore, moving from the current ECE licensure program to the new integrated ECE program will ensure that CFS continues to offer a licensure program that meets the requirements set by the TDOE. Courses will be taught by existing and new faculty.

Additional Documentation: The CFS faculty voted to approve these changes on 04/20/2022.

END PROGRAM

Early Childhood Education PreK-K Track, Major in Child and Family Studies, BS in Health and Human Sciences

Rationale: The Child and Family Studies Early Childhood PreK-K Teacher Licensure programs are undergoing significant curriculum revisions due to the mandated State of Tennessee Department of Education (DOE) licensure changes. The current CFS early childhood programs will be replaced with Early Childhood Education Integrated B-K endorsement that require both regular and special education coursework (i.e., dual licensure). Please see attached approval of the new endorsement from the State of Tennessee. We have received “conditional” approval to offer the new concentration effective fall 2023. We will end the current concentration effective fall 2023.

Impact on other units: We are replacing the current concentration with the new concentration. This change will not require additional resources nor affect the department or college budget.
Financial impact: We are replacing the current concentration with the new concentration. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: The CFS faculty voted to approve these changes on 04/20/2022.

END PROGRAM

Early Childhood Education PreK-3 Track, Major in Child and Family Studies, BS in Health and Human Sciences

Rationale: The Child and Family Studies Early Childhood Pre-3 teacher licensure programs are undergoing significant curriculum revisions due to the mandated State of Tennessee Department of Education (DOE) licensure changes. The current CFS early childhood programs will be replaced with Early Childhood Education Integrated PreK-3 endorsement that require both regular and special education coursework (i.e., dual licensure). Please see attached approval of the new endorsement from the State of Tennessee. We have received “conditional” approval to offer the new concentration effective fall 2023. We have already received “conditional” approval to offer the new program. We will end the current concentration effective fall 2023.

Impact on other units: We are replacing the current concentration with the new concentration. This change will not require additional resources nor affect the department or college budget.

Financial impact: We are replacing the current concentration with the new concentration. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: The CFS faculty voted to approve these changes on 04/20/2022.

(ELPS) EDUCATIONAL POLICY AND STUDIES

REVISE TEXT AND REQUIREMENTS

Leadership Studies Minor
URL: https://catalog.utk.edu/preview_program.php?catoid=34&poid=17036&returnto=4753

For the 2023-24 Undergraduate Catalog, revise the description text, chart of required hours, and footnotes for the Leadership Studies Minor, as follows:

FROM:

The Department of Educational Leadership and Policy Studies, through its Leadership Studies minor, offers a 12-hour curriculum of applied leadership education within the collegiate setting. This minor is open to students of every major. This experiential learning approach to leadership education (i.e., knowledge, disposition, and skill development) combines seminar, coached experiences, and lecture formats with mentoring and portfolio-based self-assessment, skill development and application in a capstone project – either self-directed or faculty guided experiential learning course. 

Admission

Student applications to the minor are accepted throughout the year. The application packet includes a completed application (e.g., contact information, references, a list of leadership activities and involvements), and permission to access student records. An admissions committee comprised of ELPS faculty and instructors teaching in the program conduct a holistic review of the applications with the goal of creating a diverse cohort of students with demonstrated academic and experiential leadership success. Students are admitted into the minor based on the following criteria:

• Academic potential as demonstrated by the GPA or leadership coursework;
• Proven ability and preparation to lead a self-directed project;
• Demonstrated passion for engaging in leadership, social change, and/or service;
• Positional and/or non-positional leadership while in college;
• Evidence of commitment to developing leadership potential; and
• Unique contributions to the leadership learning cohort.

Minimally, students must be and remain in good standing with the university and Leadership Studies. The Leadership Studies minor must be declared and ELPS 351 or ELPS 352 passed with a B or better before beginning a self-directed leadership capstone project. Students must pass the ELPS 499 Proficiency course requirements to graduate. Additional admission, timeline, curricular, and program contact information is available at: https://elps.utk.edu/leadership-studies-minor/.

Minor Requirements:
The minor requires 12 hours of coursework.

In addition to the nine hours of core requirements students must complete three hours of electives to be selected from the provided list of approved electives and the following co-curricular requirements. Approved electives taken prior to admission may be accepted toward completion of the minor. Portfolio requirements and other co-curricular requirements must be met prior to graduation.

Complete 5 credits of:
• ELPS 201 - Foundations of Leadership Studies
• ELPS 350 - Coached Leadership Practicum

Select one sequence of 4 credit hours:

Self-Generated Capstone Project Sequence
- ELPS 352 - Personally and Socially Responsible Leadership in Action
- and
- ELPS 451 - Leadership in Transition Seminar
- and
- ELPS 499 - Experiential Leadership Proficiency

Faculty-Initiated Project Course Sequence
- ELPS 351 - Personally and Socially Responsible Leadership
- and
- ELPS 451 - Leadership in Transition Seminar
- and
- ELPS 499 - Experiential Leadership Proficiency
- and
- Department Approved Project Course* (2 Credit Hours)

Electives**
Select 3 hours from
- ALEC 202 - Leadership and Diversity in Organizations and Communities *
- ALEC 303 - Analysis of Leadership Approaches and Styles *
- ECON 305 - Markets, Ethics, and Capitalism
- ELPS 211 - Servant Leadership and Social Justice Seminar
- ELPS 310 - Emerging Leaders
- ELPS 350 - Coached Leadership Practicum (1-3; repeatable with a maximum of 6)
- ELPS 411 - Leadership Knoxville Scholars Capstone Seminar
- ELPS 452 - Experiential Leadership Capstone and Portfolio
- ELPS 493 - Independent Study
- ELPS 495 - Special Topics
- ENT 410S - Leadership in Nonprofits and Social Entrepreneurship
- MGT 331 - Leadership Skills
- PHIL 244 - Professional Responsibility *
- PSYC 382 - Contemporary Topics in Psychology
- PSYC 440 - Organizational Psychology
- SOCI 341 - Social Inequalities *
- SOWK 316 - Social Justice and Anti-oppressive Practices
- SOWK 318 - Honors: Social Justice and Anti-oppressive Practices

Co-curricular Requirements
- Leadership Development Portfolio
- Capstone Project Proposal and Report – Complete Self-Generated Capstone Project if completing ELPS 352 and Faculty initiated Project if completing ELPS 351.

* Approved courses include: ANSC 481*, AE 450, BCPP 317, BME 460*, CMST 312, ELPS 411, HONR 498, MICR 401. Student may petition the department for a course not listed to count as an approved course.

** Elective substitutions may be considered by the program. Student may petition the department for a course not included to count as an elective.

TO:

The Department of Educational Leadership and Policy Studies, through its Leadership Studies minor, offers a 12-hour curriculum of applied leadership education within the collegiate setting. This minor is open to students of every major. This experiential learning approach to leadership education (i.e., knowledge, disposition, and skill development) combines seminar, coached experiences, and lecture formats with mentoring and portfolio-based self-assessment, skill development and application in a capstone project – either self-directed or faculty guided experiential learning course.

Admission
Student applications to the minor are accepted throughout the year. The application packet includes a completed application (e.g., contact information, references, a list of leadership activities and involvements), and permission to access student records. An admissions committee comprised of ELPS faculty and instructors teaching in the program conduct a holistic review of the applications with the goal of creating a diverse cohort of students with demonstrated academic and experiential leadership success. Students are admitted into the minor based on the following criteria:

• Academic potential as demonstrated by the GPA or leadership coursework;
• Proven ability and preparation to lead a self-directed project;
• Demonstrated passion for engaging in leadership, social change, and/or service;
• Positional and/or non-positional leadership while in college;
• Evidence of commitment to developing leadership potential; and
• Unique contributions to the leadership learning cohort.

Minimally, students must be and remain in good standing with the university and Leadership Studies. The Leadership Studies minor must be declared and ELPS 351 or 352 passed with a B or better before beginning a self-directed leadership capstone project. Students must pass the ELPS 499 Proficiency course requirements to graduate. Additional admission, timeline, curricular, and program contact information is available at: https://elps.utk.edu/leadership-studies-minor/.

**Minor Requirements:**
The minor requires **12 hours** of coursework.

In addition to the nine hours of core requirements students must complete three hours of electives to be selected from the provided list of approved electives and the following co-curricular requirements. Approved electives taken prior to admission may be accepted toward completion of the minor. Portfolio requirements and other co-curricular requirements must be met prior to graduation.

**Complete 5 credit hours of:**

- ELPS 201 - Foundations of Leadership Studies (3)
- ELPS 350 - Coached Leadership Practicum (1-3)

**Select one sequence of 4 credit hours:**

- ELPS 352 – Personally and Socially Responsible Leadership in Action (3)
- ELPS 451 - Leadership in Transition Seminar (1)
- ELPS 499 – Experiential Leadership Proficiency (0)
- ELPS 351 - Personally and Socially Responsible Leadership (1)
- ELPS 451 - Leadership in Transition Seminar (1)
- Department Approved Project Course* (2)
- ELPS 499 – Experiential Leadership Proficiency (0)

**Electives**
Select 3 hours from:

- ALEC 202 - Leadership and Diversity in Organizations and Communities
- ALEC 303 - Analysis of Leadership Approaches and Styles
- ECON 305 - Markets, Ethics, and Capitalism
- ELPS 211 - Servant Leadership and Social Justice Seminar
- ELPS 310 - Emerging Leaders
- ELPS 350 - Coached Leadership Practicum (1-3; repeatable with a maximum of 6)
- ELPS 411: Leadership Knoxville Scholars Capstone Seminar
- ELPS 452 - Experiential Leadership Capstone and Portfolio
- ELPS 493 - Independent Study
- ELPS 495 - Special Topics
- ENT 410 - Leadership in Nonprofits and Social Entrepreneurship
- MGT 331 - Leadership Skills
- PHIL 244 - Professional Responsibility
- PSYC 382 - Contemporary Topics in Psychology
- PSYC 435 - Multicultural Psychology
- PSYC 440 - Organizational Psychology
- SOCI 341 - Social Inequalities
- SOWK 316 - Understanding Diversity in a Global Society
- SOWK 318 - Honors: Understanding Diversity in a Global Society
Co-curricular Requirements

- Leadership Development Portfolio
- Capstone Project Proposal and Report – Complete Self-Generated Capstone Project if completing ELPS 352 and Faculty-Initiated Project, if completing ELPS 351.

Supporting Information

Rationale: The proposed program change addresses a grammatical error.

Impact on Other Units: This revision does not change the total number of hours of required credit hours, content of the minor, or the student workload required to complete the program. The change adjusted the timing and delivery of student learning and reallocates the related activities; no impact on other units.

Financial Impact: None since the change is a grammatical correction.

Additional Documentation: None

REVISE TEXT AND REQUIREMENTS

Leadership Studies Minor – Honors
URL: https://catalog.utk.edu/preview_program.php?catoid=34&poid=17085&returnto=4753

For the 2023-2024 Undergraduate Catalog, revise the description text, chart of required hours, and footnotes for the Leadership Studies Minor – Honors program, as follows:

FROM:
The Department of Educational Leadership and Policy Studies, through its Leadership Studies Minor – Honors, offers a 13-hour curriculum of applied leadership education within the collegiate setting. This minor is open to students of every major. This experiential approach to leadership education (i.e., knowledge, disposition, and skill development) combines seminar, experiential learning, and lecture formats with mentoring and portfolio-based self-assessment, skill development and application in a capstone project – either self-directed or faculty guided experiential learning course.

Admission
Admission to the Leadership Studies Minor – Honors is limited to select students. Student applications to the minor are accepted throughout the year. The application packet includes a completed application (e.g., contact information, references, a list of leadership activities and involvements), and permission to access student records. An admissions committee comprised of ELPS faculty and instructors teaching in the program conduct a holistic review of the applications with the goal of creating a diverse cohort of students with leadership potential and varied experiences. Students are admitted into the minor based on the following criteria:

- Academic potential as demonstrated by the GPA or leadership coursework;
- Demonstrated passion for engaging in leadership, social change, and/or service;
- Positional and/or non-positional leadership while in high school;
- Evidence of commitment to developing leadership potential;
- Unique contributions to the leadership learning cohort; and
- Honors requirements met.

Minimally, students must be and remain in good standing with the university and Leadership Studies. The Leadership Studies minor must be declared and either ELPS 351 or ELPS 352 passed with a B or better before beginning a self-directed leadership capstone project. Students must pass the ELPS 499 Proficiency course requirements to graduate.

Minor Requirements:
The minor requires 13 hours of coursework and the following co-curricular requirements. Portfolio requirements and other co-curricular requirements must be met prior to graduation.

Complete Eight Credit Hours:

- ELPS 207 - Foundations and Theories of Leadership Studies (3)
- ELPS 217 - Honors: Ethics in Leadership (3)
- ELPS 350 - Coached Leadership Practicum (2)

Select One Sequence of Eight Credit Hours:

- ELPS 352 - Personally and Socially Responsible Leadership in Action (3)
- ELPS 493 - Independent Study (1)
- ELPS 451 - Leadership in Transition Seminar (1)
- ELPS 499 – Experiential Leadership Proficiency (0)
The Department of Educational Leadership and Policy Studies, through its Leadership Studies Minor – Honors, offers a 13-hour curriculum of applied leadership education within the collegiate setting. This minor is open to students of every major. This experiential approach to leadership education (i.e., knowledge, disposition, and skill development) combines seminar, experiential learning, and lecture formats with mentoring and portfolio-based self-assessment, skill development and application in a capstone project – either self-directed or faculty guided experiential learning course.

Admission

Admission to the Leadership Studies Minor – Honors is limited to select students. Student applications to the minor are accepted throughout the year. The application packet includes a completed application (e.g., contact information, references, a list of leadership activities and involvements), and permission to access student records. An admissions committee comprised of ELPS faculty and instructors teaching in the program conduct a holistic review of the applications with the goal of creating a diverse cohort of students with leadership potential and varied experiences. Students are admitted into the minor based on the following criteria:

- Academic potential as demonstrated by the GPA or leadership coursework;
- Demonstrated passion for engaging in leadership, social change, and/or service;
- Positional and/or non-positional leadership while in high school;
- Evidence of commitment to developing leadership potential;
- Unique contributions to the leadership learning cohort; and
- Honors requirements met.

Minimally, students must be and remain in good standing with the university and Leadership Studies. The Leadership Studies minor must be declared and ELPS 351 or 352 passed with a B or better before beginning a self-directed leadership capstone project. Students must pass the ELPS 499 Proficiency course requirements to graduate.

Minor Requirements:
The minor requires 13 hours of coursework and the following co-curricular requirements. Portfolio requirements and other co-curricular requirements must be met prior to graduation.

Complete Eight Credit Hours:
- ELPS 207 - Foundations and Theories of Leadership Studies (3)
- ELPS 217 - Honors: Ethics in Leadership (3)
- ELPS 350 - Coached Leadership Practicum (2)

Select One Sequence of Five Credit Hours:
- ELPS 352: Personally and Socially Responsible Leadership in Action (3)
- ELPS 493 - Independent Study (1)
- ELPS 451 - Leadership in Transition Seminar (1)
- ELPS 499 – Experiential Leadership Proficiency (0)

or
- ELPS 351 - Personally and Socially Responsible Leadership (1)
- ELPS 451 - Leadership in Transition Seminar (1)
ELPS 499 – Experiential Leadership Proficiency (0)

and

• Department Approved Project Course* (3)

Co-curricular Requirements:

• Leadership Development Portfolio

• Capstone Project Proposal and Report – Complete Self-Generated Capstone Project if completing ELPS 352 or Faculty-Initiated Project if completing ELPS 351

* Approved courses include: ANSC 481*, AE 450, BCPP 317, BME 460*, CMST 312, ELPS 411, HONR 498, MICR 401.

* Student may petition the department for a course not listed to count as an approved course.

* A list of approved courses is on the Leadership Minors website. Students may petition the department for a course not included to count as an approved course.

Supporting Information

Rationale: The proposed program changes bring Leadership Studies – Honors into alignment with the Leadership Studies Minor co-curricular requirements. The proposed program change does not amend the required number of credit hours in the minor, nor the academic experience.

The Program Coordinator’s review of the program’s catalogue entry identified this discrepancy after the 2022-23 curricular changes and returns the Capstone project to the honors minor.

Financial Impact: This change more accurately reflects the current delivery costs of the current program and thus does not require additional resources; no financial impact.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

REVISE TEXT AND REQUIREMENTS

URL: https://catalog.utk.edu/preview_program.php?catoid=34&poid=17183&hl=%22Interpersonal+development%22&returntosearch

In the 2022-23 Undergraduate Catalog, revise the title, the description text, chart of required hours, and footnotes for the Interpersonal Development Minor, as follows:

FROM:

Interpersonal Development Minor

In this minor, students develop their own interpersonal skills while learning approaches to the development of interpersonal skills in others for workplace, learner, and life development. Students explore a wide range of knowledge and skills associated with interpersonal development and human support services. While these knowledge and skills have broad application to a range of careers, a capstone course and experience further engages students in the exploration of careers in the disciplines of Adult Learning; Educational Psychology; Evaluation, Statistics, Measurement; Instructional Technology; School Psychology; Clinical Mental Health Counseling, and School Counseling. The capstone also engages students in better understanding of organizational context and development as well as the necessary skills associated with being an effective consumer of research and other forms of information.

Minor Requirements:
The minor consists of 15 credit hours.

Required Courses:

• EDPY 210 - Psychoeducational Issues in Human Development *
• EDPY 490 - Interpersonal Development in Career Contexts and Beyond
• IT 410 - Getting into Online Learning

Select one of the following:

• COUN 480 - Skills for Counseling
• EDPY 310 - Human Relationships in Workplace and Personal Contexts *

Select one human service learning requirement:

• COUN 333 - Service Learning with Students with Intellectual and Developmental Disabilities *
• COUN 460 - Practicum in Grief Support
• or a service learning course (i.e., an S-designated course) with approval of the director of the minor.

* Meets Volunteer Core Requirements.

TO:

Successful relationships are key in today’s evolving workplace, but they don’t always come about naturally. In this minor, students cultivate relational and communication skills, as well as critical thinking and practical experience, which together form a professional foundation that will serve them as they are promoted to leadership roles throughout their careers. The minor pairs well with science, technology, engineering, and math (STEM) and other majors that train students for careers...
in fields of great technical expertise, as it provides the complementary leadership and workplace relationship skills. Students gain the interpersonal and collaborative prowess necessary to successfully thrive through the complexities of the modern workplace.

Minor Requirements:
The minor consists of **12 credit hours**.

**Required Courses:**
- COUN 202 – Wellness: Theory & Research
- EDPY 210 - Psychoeducational Issues in Human Development

**Select one of the following:**
- COUN 480 - Skills for Counseling
- EDPY 310 - Human Relationships in Workplace and Personal Contexts

**Select one human service learning requirement:**
- COUN 333 - Service Learning with Students with Intellectual and Developmental Disabilities
- COUN 460 - Practicum in Grief Support
  or a service learning course (i.e., an S-designated course) with approval of the director of the minor.

* Meets Volunteer Core Requirements.

**Supporting Information**
Rationale: In light of the other proposed changes- changing the title, dropping EDPY 490 and IT 410, and adding COUN 202 - Wellness: Theory & Research, the department considered and approved the change to the description to align with the focus and goals of the minor.

Impact on Other Units: None
Financial Impact: none

Additional Documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.