COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

All Changes Effective Fall 2023

I. COURSE CHANGES

DEPARTMENT OF CHILD AND FAMILY STUDIES (CFS)

ADD

CFS 530  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 course also considers heir caregivers’ experiences. Theory and application in home, center, and school-based contexts. (RE): The course is restricted to graduate students admitted to the Early Childhood Integrated MS PreK-3 concentration. PreK-3 graduate students cannot take the undergraduate version of CFS 530, which is offered as CFS 430. Rationale: We are adding CFS 530 to meet requirements of the State of Tennessee mandated Early Childhood Education (ECE) Integrated PreK-3 initial teacher licensure programs. We are adding a course restriction because an undergraduate version of CFS 530 (i.e., CFS 430) will be offered to meet requirements of the State of Tennessee mandated Early Childhood Education (ECE) Integrated 8-K initial teacher licensure programs. PreK-3 graduate students take CFS 530, while 8-K undergraduate students take CFS 430. 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 SACs Assessment. Impact on Other Units: None. 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.

REVISE DESCRIPTION

CFS 551  Assessment in Early Childhood Education (3)  Overview of current child assessment and evaluation approaches and their connections to instructional adaptations in early childhood education (Prek-3 classrooms). Formerly: Overview of current child assessment and evaluation approaches and their connections to instructional adaptations in early childhood education (Prek-3 classrooms). This course will only be offered in the summer. Rationale: This will no longer be a summer course. It will be a required course the PreK-3 students take in the fall semester. The change is needed to meet the requirements of the new Integrated Early Childhood Education (ECE) program. PreK-3 students will complete this course during their graduate internship year. This change is not driven by the SACs Assessment. Impact on Other Units: None. Financial Impact: None. Additional Documentation: The CFS faculty voted to approve these changes on 04/20/2022.

REMOVE (DE)PREREQUISITE

CFS 552  Diversity in Child and Families (3) Formerly: (DE)Prerequisite(s): 550 Rationale: CFS 550 will no longer be a prerequisite. The change is needed to meet the requirements of the new Integrated Early Childhood Education (ECE) program. PreK-3 students will complete this course during their graduate internship year and can take the course along with CFS 550. This change is not driven by the SACs Assessment. Impact on Other Units: None. Financial Impact: None. Additional Documentation: The CFS faculty voted to approve these changes on 04/20/2022.

REVISE HOURS

CFS 575  Professional Internship and Teaching (1-5) Formerly: (1-8) Rationale: We are changing the credit hours to meet requirements of the State of Tennessee mandated Integrated Early Childhood Education (ECE) PreK-3 initial teacher licensure program. 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 initial teacher licensure track. The proposed change does not drop or alter courses required by other programs. This course is not cross-listed in other units. None. Financial Impact: None. Additional Documentation: The CFS faculty voted to approve these changes on 04/20/2022.
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES (ELPS)

Adult and Continuing Education (ACED)

ADD NEW SUBJECT CODE AND COURSES

ACED 519 Writing for Professional Publication (3)
Designed to help participants understand what is involved in the professional writing and publishing process. Participants will have an opportunity to develop and receive feedback on manuscripts.

ACED 520 Survey of Adult Education (3)
Historical development, philosophies of adult education agencies, associations, programs, issues, and literature illustrating process of adult education and diversity of continuing education.
Registration Permission: Consent of instructor.

ACED 521 Program Planning in Adult Education (3)
Theories and methods from research and practice in planning and operating educational programs. The focus is on the practice of planning educational programs. Concepts can be applied in a variety of contexts such as professional development, health education, training in the workplace, or parent education.

ACED 527 Ethical Issues in Adult Education (3)
Ethical issues confronting the field of adult education; development of critical analysis skills by examining ethical decision making processes.

ACED 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.

ACED 529 Facilitating Adult Learning (3)
Theory, research, and practice related to working with adults in teaching-learning situations.

ACED 530 Methods of Action Research (3)
Models of action research and applications in professional practice.

ACED 538 Non-Western Perspective on Teaching and Learning (3)
Explores non-Western perspectives of teaching and learning in formal as well as informal settings. It reviews and analyzes learning and teaching in the contexts of 10 different societies, cultures, history/traditions, religions, and/or philosophies, etc. and discusses their implications for adult learning settings.

ACED 539 International and Comparative Adult Education (3)
Introduces theoretical foundations of international and comparative education, examines practices of education particularly adult education from international and comparative lenses. Topics include historical development of international and comparative education, global issues; education as a function of national development, models for educational reform and policy making, roles of governmental, non-governmental, and international development agencies in education, impact of culture and technology, and case studies on selected nations and their education systems.

ACED 600 Doctoral Research and Dissertation (3-15)
Grading Restriction: P/NP only.
Repeatability: May be repeated.
Registration Restriction(s): Minimum student level – graduate.

Rationale: Recently the Adult Learning Concentration of the Ph.D. in Educational Psychological and Research (DE) Program and its faculty transitioned to the Department of Educational Leadership and Policy Studies (ELPS). This move requires some changes to the program, including a new name and the subject name. The new name is proposed: Adult and Continuing Education (ACED) concentration of the Ph.D. in Education Program (DE) for the Ph.D. in Education of ELPS to clearly reflect the scope of the program in the field and the new department for future DE program development. This course is being added to reflect dissertation work in ACED

Impact on Other Units: The addition of this course will not impact other units. Financial Impact: This course will not impact the current college or department budget. Supporting Documentation: None.
ACED 615 Advanced Study of Adult Learning and Development (theory and research) (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.
Registration Restriction(s): Minimum student level – graduate.

ACED 622 Advanced Seminar in Adult Education (3)
Adult development theory and research.
Registration Restriction(s): Minimum student level – graduate.

ACED 625 Advanced Seminar in Lifelong Learning (3)
Adult learning theories and concepts, research trends, and methodologies.
(Re) Prerequisite(s): 525.
Registration Restriction(s): Minimum student level – graduate.
Registration Permission: Consent of instructor.

ACED 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.
Registration Restriction(s): Minimum student level – graduate.

ACED 630 Learning to Develop and Emerge as Scholars (3)
Issues, theories, concepts and research in adult learning.
Grading Restriction: Satisfactory/No Credit or letter grade.
Repeatability: May be repeated. Maximum 12 hours.
Comment(s): Requires admission to adult learning concentration.
Registration Restriction(s): Minimum student level – graduate.

ACED 632 Dissertation 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.
Registration Restriction(s): Minimum student level – graduate.

**COURSE EQUIVALENCY TABLE**

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<th>Current courses</th>
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(EDAM) Educational Administration

ADD

EDAM 514 Leading Professional Learning Communities (3) Leading Professional Learning Communities is designed to assist aspiring school leaders in acquiring the knowledge, skills, and dispositions associated with leading professional learning communities in schools. Students in the course will learn how to develop, support, and nurture teacher and staff efficacy in meeting the academic, social, emotional, and physical needs of each student. The focus of the course is on developing leadership character in aspiring school leaders in order to develop and sustain a positive learning community that nurtures and supports professional learning and instructional practice.

Rationale: Replacing EDAM 515. After review of the program curriculum, the faculty determined it would better serve our students to add a course specifically covering leading professional learning communities. This course replaces a more general human resources and administration course with a K-12 specific curriculum. This course brings our curriculum into alignment with contemporary content.

Impact on Other Units: None. EDAM 514 is not required by other programs. Financial Impact: None. Will be taught by existing faculty. Additional Documentation: None. This change does not require additional approval.

EDAM 620 History and Philosophy of K-12 Education (3)
An advanced doctoral course in which major issues in the evolution of American K-12 education are examined through historical and philosophical lenses. Will assist students in organizing their learning around the historical and philosophical bases of American education through engagement in major principles and issues related to the K-12 public educational mission.

Registration Restriction(s): Minimum student level – graduate.

Rationale: This course has been taught twice under a temporary 695 course number. We will retain it as a required course. Impact on other units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course numbers/names. Financial impact: None.

EDAM 640 Policy and Politics in K-12 Education (3)
Course will draw on both classic and contemporary research and literature in K-12 educational policy and political science to examine education policy actors, political institutions, policy decision-making processes, policy implementation, and the politics of educational practice as determinants of policy choices. Students will explore research pertaining to the development, implementation, and evaluation of policy at the local, state, and federal levels in the United States. Attention will be given to case studies of current policy issues in education and political contexts.

Registration Restriction(s): Minimum student level – graduate.
Rationale: We have offered policy and politics as separate courses. However, there is a great amount of overlap between the two. The courses are best combined and offered as one. Impact on other units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course numbers/names. Financial impact: none.

DROP

EDAM 630 Politics of Education (3)
Rationale: Overlaps with EDAM 629 Seminar in Policy Issues in Education. It has been combined with EDAM 629 Seminar in Policy Issues in Education to form the new course EDAM 640 Policy and Politics in K-12 Education. Financial Impact: None.

EDAM 629 Seminar in Policy Issues in Education (3)
Rationale: Overlaps with EDAM 630 Politics of Education. It has been combined with EDAM 630 Politics in Education to form the new course EDAM 640 Policy and Politics in K-12 Education. Financial Impact: None.

REVISE TITLE AND DESCRIPTION

EDAM 554 Education Policy and Law (3) Education Policy and Law provides for the development of practical knowledge to better understand and influence the laws and policies that govern the operations and conduct of their organizations as administrators. Aspiring leaders will gain knowledge and political, policy, and legal issues that will help them effectively perform their professional duties within the boundaries of constitutional, statutory, and case law, as well as local, state, and federal policies and administrative rules and regulations. Specific topics in this course include, but are not limited to, key federal education laws (e.g., IDEA, HIPAA, FERPA, Title IX, Title VI, ESEA) and significant case laws focused on topics such as discrimination, discipline, freedom of speech/expression, search and seizure, employee rights and human resource policies, tort liability and negligence, and due process. The goal of this course is to develop in each student the ability to understand, respond to, and influence legal and policy issues at the local, state, and national levels.

Formerly: Policy Issues in Educational Law, K-12 (3). Educators must know the laws that govern the operation and conduct of their organizations as administrators face a highly litigious society. Will study the relevant legal principles that affect the operation, organization, and administration of American schools. Aspiring leaders will gain knowledge about legal issues that will help them in effectively performing their professional duties within the boundaries of constitutional, statutory, and case law. This course is framed around the necessary skills and knowledge of legal issues for building level administrative positions, mainly the positions of assistant principal or principal. School law elaborates on the legal rights, duties, and responsibilities of school personnel. Specific topics in this course include due process, tort liability, negligence, and contracts. Basic legal relationships between employer, colleagues, students, and adults are addressed.

Rationale: Revisions to title and description are to bring the course description into alignment with contemporary content. Impact on Other Units: None. EDAM 554 is not required by other programs. Financial Impact: None.

(ESM) Evaluation, Statistics, and Methodology

REVISE REPEATABILITY, REMOVE (RE) PREREQUISITE(S), AND REVISE REGISTRATION RESTRICTION(S)

ESM 660 Evaluation, Statistics, and Methodology Research Seminar (1-2)
Repeatability: May be repeated: Maximum 9 hours.
Registration Restriction(s): Evaluation, Statistics, and Methodology Major, PhD. Minimum student level – graduate.

Formerly:
Repeatability: May be repeated: Maximum 8 hours.
(RE) Prerequisite(s): 533.
Registration Restriction(s): Educational Psychology and Research Major, PhD - evaluation, statistics, and methodology concentration. Minimum student level – graduate.

Rationale: The ESM program was moved from EPC to ELPS. EPC students took a one-credit hour departmental seminar course (EDPY 601). Since this course is no longer offered, we are revising requirements for our program seminar course. Impact on Other Units: None. Financial Impact: None.
ADD REGISTRATION RESTRICTION ON 400-LEVEL COURSE

COUN 480 Skills for Counseling (3)
Registration Restriction: undergraduate students only.

Rationale: The program recently developed a parallel graduate course to meet licensure and accreditation requirements while differentiating from the undergraduate experience. Graduate students need to take COUN 580 instead. Impact on other Units: Adding a registration restriction does not impact other units. Financial Impact: None.

REVISE DESCRIPTION

COUN 535 Orientation to Counseling and Ethics (3)
Orientation to the counseling profession, ethical decision making, and legal considerations in professional counseling.

Formerly: Orientation to the counseling profession and professional practice issues in school and mental health counseling and related fields: education, research, standards of practice, credentialing, and policy.

Rationale: This revision streamlines the course description and focus of course content to more accurately reflect accreditation standards tasked to this course. Impact on other Units: None. Financial Impact: None.

COUN 550 Foundations in School Counseling (3)
Professional school counselor roles, introduction to the ASCA National Model and TN Comprehensive School Counseling Model, as well as professional issues related to school counseling.

Formerly: Professional school counselor roles, introduction to the ASCA National Model, and professional issues related to school counseling.

Rationale: Ensures coverage of TN comprehensive school counseling model for licensure purposes. Impact on other Units: None. Financial Impact: None. Additional Documentation: None.

COUN 645 Foundations in Counselor Education and Supervision (3)
Theories, models, and skills regarding critical topics in counselor education including leadership and advocacy, consultation, and grant-writing.

Formerly: Provides initial understanding of critical areas of work for Counselor Education Ph.D. students, including clinical supervision, teaching, and grant writing.

Rationale: Better reflects scope of course for accreditation purposes. Timing of the supervision course has been changed to reduce need to cover topic in this course. Impact on other Units: None. Financial Impact: None.

COUN 650 Seminar in Counselor Education (3)
Introduction to doctoral-level counselor education and supervision, professional identity development, and current topical and political issues impacting the counseling professions. Focused development of scholarly writing skills.

Formerly: Professional issues related to role and function of counselor educator.

Rationale: Better reflects scope of course for accreditation purposes and highlights scholarly writing component. Impact on other Units: None. Financial Impact: None.

COUN 655 Practicum in Counselor Education (3)
Supervised practice and application of counseling skills in a clinical or school setting selected based on student experience. Requires minimum of 100 total hours and 40 direct hours.

Formerly: Supervised practice and application of counseling skills with clients.

Rationale: Better reflects scope of course for accreditation purposes; specifies hour requirement. Impact on other Units: None. Financial Impact: None.
REVISE DESCRIPTION AND (RE) PREREQUISITES

COUN 555 Practicum in Counseling (3)
Supervised practice and application of counseling skills with individual clients in a clinical mental health or school setting appropriate to the student's specialization. Requires a minimum of 100 total hours and 40 direct hours.
(RE) Prerequisites: COUN 580 and COUN 555 and COUN 551 and COUN 554 and COUN 550 or COUN 556.
Formerly:
Supervised practice and application of counseling skills with individual clients.
(RE) Prerequisite(s): 480, 551, 550 or 556, and 554.
Rationale: Better reflects accreditation standards tasked to course. Impact on other Units: None. Financial Impact: None.

REVISE DESCRIPTION, REMOVE GRADING RESTRICTION (FROM S/NC TO LETTER GRADE) AND REVISE (RE) PREREQUISITES

COUN 558 Internship in School Counseling (1-6)
Supervised post-practicum experience at a school setting approved by the program. Requires minimum of 600 total hours and 240 direct hours across 6 credit hours of experience.
(RE) Prerequisites: COUN 555.
Formerly: Supervised post-practicum experience at school setting approved by the academic unit.
Grading Restriction: Satisfactory/No Credit grading only.
(RE) Prerequisite(s): 525 and 555.
Registration Restriction(s): Master of Science - counseling major/school counseling concentration.
Registration Permission: Consent of instructor.
Rationale: Better reflects accreditation standards tasked to course. Aligns course with grading standard used through the program, providing an opportunity to indicate quality of professional skill demonstration. Prerequisite matches new program sequence. Impact on other Units: None. Financial Impact: None.

REVISE DESCRIPTION, REMOVE GRADING RESTRICTION (FROM S/NC TO LETTER GRADE), REVISE (RE) PREREQUISITES

COUN 559 Internship in Clinical Mental Health Counseling (1-6)
Supervised post-practicum experience at a clinical mental health setting approved by the program. Requires minimum of 600 total hours and 240 direct hours across 6 credit hours of experience.
(RE) Prerequisite: COUN 555.
Formerly: Supervised post-practicum experience at a clinical mental health counseling setting approved by the academic unit.
Grading Restriction: Satisfactory/No Credit grading only.
(RE) Prerequisite(s): 525, 555, and School Psychology 690.
Rationale: Better reflects accreditation standards tasked to course. Aligns course with grading standard used through the program, providing an opportunity to indicate quality of professional skill demonstration. Prerequisite matches new program sequence. Impact on other Units: None. Financial Impact: None. Additional Documentation: None.

REVISE DESCRIPTION, REMOVE GRADING RESTRICTION (FROM S/NC GRADING TO LETTER GRADE)

COUN 659 Internship in Counselor Education (1-6)
Supervised experience specific to doctoral-level practice of counseling, teaching, supervision, or leadership and advocacy. Each credit hour requires a minimum of 100 hours field experience.
Formerly: Supervised experience in departmentally approved counseling, teaching, supervision, or consultation internship sites.
Grading Restriction: Satisfactory/No Credit grading only.
Rationale: Better reflects scope of course for accreditation purposes; specifies hour requirement. Aligns course with grading standard used through the program, providing an opportunity to indicate quality of professional skill demonstration. Impact on other Units: None. Financial Impact: None.

REVISE (DE) PREREQUISITES

COUN 565 Counseling Children and Adolescents (3)
(DE) Prerequisites: COUN 580 or COUN 545.
Formerly: 480 or 551 or 554.
Rationale: Prerequisite matches new course sequence. Impact on other Units: None. Financial Impact: None.
REVISE TITLE AND DESCRIPTION

COUN 541 Addictions Counseling (3)
Theories, models, and skills for assessing, referring, and counseling individuals with substance use or process disorders including abstinence based, harm reduction, and pharmacological treatment options. Evidenced-based approaches for youth, adults, and families affected by addiction in school and mental health settings.

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

Rationale: Streamlines course description and focus of course content to more accurately reflect accreditation standards tasked to this course. Impact on other Units: None. Financial Impact: None. Additional Documentation: None.

COUN 551 Counseling Theories (3)
Theories and models of counseling, case conceptualization skills, and theory-based counseling skills.

Formerly: Theory and Practice of Counseling (3)
Philosophical bases of helping relationships; development of counselor and client self-awareness; counseling theory/techniques.

Rationale: Streamlines course description and focus of course content to more accurately reflect accreditation standards tasked to this course. Impact on other Units: None. Financial Impact: None.

COUN 552 Career Development and Counseling (3)
Theories, models, and skills for conceptualizing and facilitating career development in clinical mental health and school settings.

Formerly: Career Development: Vocational Theory, Research and Practice (3)
Relationship of vocational theory, career development research, and societal factors to life career roles.

Rationale: Streamlines course description and focus of course content to more accurately reflect accreditation standards tasked to this course. Impact on other Units: None. Financial Impact: None.

COUN 554 Group Counseling and Group Work (3)
Theories, models, and skills for group counseling and group work in clinical mental health and school settings. As a required course component, students participate as a member of a structured small group experience.

Formerly: Group Dynamics and Methods (3)
Theory and types of groups, descriptions of group practices, methods, dynamics, and facilitative skills, supervision of leadership skills.

Rationale: Clearer title and better reflects accreditation standards tasked to course. Impact on other Units: None. Financial Impact: None. Additional Documentation: None.

COUN 556 Foundations in Clinical Mental Health Counseling (3)
Clinical mental health counselor roles, service delivery modalities, and professional issues related to clinical mental health counseling.

Formerly: Clinical Mental Health Counseling and Related Professional Issues (3)
Clinical mental health counseling and related professional issues such as managed care, addictions, and program development.

Rationale: Clearer, parallel title and better reflects accreditation standards tasked to course. Impact on other Units: None. Financial Impact: None. Additional Documentation: None.

COUN 560 Foundations and Applications of 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.

Formerly: Practicum in Grief Support (3)
Supervised practice and application of knowledge and skills about grief, loss, and life transitions.

Rationale: Clearer title with more descriptive coverage of course content. Impact on other Units: None. Financial Impact: None. Additional Documentation: None.

COUN 563 Crisis and Trauma Counseling (3)
Theories, models, and skills for crisis intervention and trauma-informed counseling.

Formerly: Crisis Intervention for Counselors
Advanced course designed to introduce the development of crisis intervention methodologies, differences among psychotherapeutic
approaches, a problem-solving approach to working with a client in crisis, and application of crisis counseling theory with various types of crises.

Rationale: Clearer title and better reflects trauma-informed accreditation standards tasked to course. Impact on other Units: None. Financial Impact: None. Additional Documentation: None.

COUN 570 Social and cultural diversity in counseling (3)

Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy. Culturally sustaining practices for conceptualizing and responding to socio-cultural influences on wellness.

Formerly: Cross-Cultural Counseling: Theory and Research (3)

Theory and research on issues and problems in counseling of clients from different cultural backgrounds in U.S. and abroad.


COUN 670 Theory and Practice of Counseling Supervision (3)
Theories, models, and skills for clinical supervision of counselors including conceptualization of counselor development.

Formerly: Theory and Practice of Counseling Supervision and Consultation (3)

Theory of counseling supervision and consultation, supervision of entry-level counselors, and agency consultation.

Rationale: Better reflects scope of course for accreditation purposes; removes consultation to be covered in COUN 645. Impact on other Units: None. Financial Impact: None.

COUN 672 Advanced Social and Cultural Diversity in Counseling (3)
Theories and advanced practice of multicultural and social justice counseling, cultural humility, and culturally sustaining practices in counseling, counselor education, and supervision.

Formerly: Advanced Multicultural Counseling (3)

Addresses the study of advanced practice of culturally competent counseling with an emphasis on critical self-reflection, application to counselor education, and advocacy.


COUN 675 Theory and Practice of Teaching in Counselor Education (3)
Theories, models, and skills for teaching in counselor education. Includes theories of learning, strategies for curriculum design, and approaches to instructional delivery.

Formerly: Theory and Practice of University Teaching in Counselor Education (3)

Emphasis on teaching and learning theories and classroom applications in the preparation of future mental health, school, and rehabilitation counselors.

Rationale: Better reflects scope of course for accreditation purposes. Impact on other Units: None. Financial Impact: None.

(EDPY) Educational Psychology

DROP

EDPY 601 Professional Seminar (1)

Rationale: This professional orientation course was created to provide a unifying experience for doctoral students in the department. The department has since restructured. Faculty agree that orientation can be handled within existing coursework without additional burden on students or faculty. Impact on other Units: Former EPC majors and concentrations did require EDPY 601 (cross listed with COUN 601); however, this change was initiated because those majors and concentrations will not require this course in the future. Financial Impact: None.
(SCHP) School Psychology

ADD

SCHP 530 History and Systems of Psychology and Education (3)
Explores the history of modern psychology, primarily in America, since 1879. It includes an exploration of the history of the care of America’s mentally ill and examines the evolution of mental asylums and the growth of American psychiatry. The philosophical and physiological viewpoints that led to the birth of the “new” psychology in Germany and ultimately to the major systems (or schools) of psychology in America, namely structuralism, functionalism, behaviorism, and psychoanalysis, are also explored. The science and practice of psychology evolved together in America and thus this course will focus not only on the history of the science of psychology but also on the profession of psychology.

Rationale: This course has been taught twice under a temporary 504 course number. It is an accreditation requirement and should be a permanent course. Impact on other units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course numbers/names. Financial impact: none.

SCHP 505 Quasi-experimental and single-subject design research (3)
History, theory and research design techniques used to examine cause and effect relationships during applied psychoeducational research. Focus on controlling threats to internal validity through research design.

SCHP 510 Psychological theories of human development applied to education (3)
Theory and research on emotional, social, and intellectual development over life span with applications to educational and therapeutic settings.

SCHP 515 Educational applications of behavioral theories of learning (3)
Behavioral theories and research, conditioning, observational learning, and ethological learning as systems apply to student motivation, discipline, and learning.

SCHP 516 Educational applications of cognitive and affective models (3)
Understanding of cognitive models of learning, how affect impacts behavior and acquisition of knowledge, and the relationship between cognition and affect.

SCHP 517 Direct assessment and interventions for academic skills deficits (3)
Theory, techniques, and procedures shown to prevent and remedy academic skills deficits: curriculum-based assessment and direct intervention procedures.

SCHP 545 Cognitive Behavioral Therapy: Research and Practice (3)
Training in cognitive behavioral therapy emphasizing treatment of social and emotional disorders in children and adolescents. Additionally, this course includes pediatric behavioral concerns and treatment, including parent training models and programs. This course will examine clients and students we serve with an eye toward understanding how to effectively serve diverse populations.

SCHP 580 Implementing and sustaining evidence-based practice in schools (3)
Explores how to provide systems-level support to educators to install and sustain evidence-based practices in schools. Topics will include best practices in implementation science, school centered program evaluation, data-based-problem solving, intervention intensification, and monitoring of fidelity in school settings. These topics will be explored within the context of integrated MTSS, including academics and behavior.

SCHP 600 Doctoral Research and Dissertation (3-15)
Grading Restriction: P/NP only.
Repeatability: May be repeated.
Registration restriction(s): Minimum student level – graduate

SCHP 636 Ethical, legal, and professional issues in psychology and behavior analysis (3)
Ethical practice of psychologists and applied behavior analyst; the APA Ethical Principles of Psychologists and Codes of Conduct; the Behavior Analyst Certification Board Guidelines for Responsible Conduct; the NASP Principles for Professional Ethics; School Law; Understanding the complexity of professional ethics and educational law.
**SCHP 655 Research in Psychoeducational Studies (1-6)**

Data analyses, collection, and interpretation.

Grading restriction: Satisfactory/No credit grading only.

Repeatability: May be repeated. Maximum 12 hours.

Registration restriction(s): Minimum student level – graduate

Rationale: Our department recently restructured, with several EDPY programs moving to another department. This course is taught by School Psychology (SCHP) faculty for SCHP students. Revision to a more accurate prefix will ensure clarity for faculty and students. Impact on other units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course numbers/names. Financial impact: none.

**DROP**

EDPY 505 Quasi-experimental and single-subject design research (3)

EDPY 510 Psychological theories of human development applied to education (3)

EDPY 515 Educational applications of behavioral theories of learning (3)

EDPY 516 Educational applications of cognitive and affective models (3)

EDPY 517 Direct assessment and interventions for academic skills deficits (3)

EDPY 547 Cognitive behavioral therapy: Research and practice (3)

EDPY 580 Implementing and sustaining evidence-based practice in schools (3)

EDPY 636 Ethical, legal, and professional issues in psychology and behavior analysis (3)

**COURSE EQUIVALENCY TABLE**

<table>
<thead>
<tr>
<th>Current courses</th>
<th>Equivalent Number, effective fall 2023</th>
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</thead>
<tbody>
<tr>
<td>EDPY 505</td>
<td>SCHP 505</td>
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<td>EDPY 547</td>
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<td>EDPY 580</td>
<td>SCHP 580</td>
</tr>
<tr>
<td>EDPY 636</td>
<td>SCHP 636</td>
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</table>

Rationale: Our department recently restructured, with several EDPY programs moving to another department. This course is taught by School Psychology (SCHP) faculty for SCHP students. Revision to a more accurate prefix will ensure clarity for faculty and students. Impact on other units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course numbers/names. Financial impact: Courses will continue to be taught by existing School Psych faculty. Subject codes are just changing from EDPY to SCHP.

**DEPARTMENT OF NUTRITION**

**(NUTR) Nutrition**

**REVISE DESCRIPTION AND (DE)COREQUISITE**

**NUTR 514 Advanced Community Nutrition Practicum (1-3)**

Experiential practice in community nutrition at local public health and community nutrition agencies; development of cultural awareness, knowledge, skills, and experience; use quality improvement methods to improve a nutrition-related community program, service or project. Fall term focuses on a community nutrition needs assessment for a priority population. Spring term focuses on planning, implementation, and evaluation of a community-focused nutrition intervention. Both terms culminate with a poster presentation for faculty, preceptors, students, and community members.

(DE) Corequisite(s): NUTR 503 or 504 or Permission of Instructor.

Formerly:

Experiential practice in community nutrition at local public health and community nutrition agencies; development of cultural awareness, knowledge, skills, and experience; participate in policy development and advocacy activities; plan, implement, and evaluate a population-focused nutrition intervention, culminating in a presentation for faculty, preceptors, students, and community members.

(DE) Corequisite(s): NUTR 503 or Permission of Instructor.
Rationale: Regular curricular review revealed the need to revise the current co-requisite, as NUTR 514 is the practicum component for both NUTR 503 and NUTR 504. This corrects an oversight. Revision of the course description better reflects the course contents. Impact on Other Units: None. There is no impact on other academic units as this course is only available to Nutrition Majors. Financial Impact: None. This course revision will not require additional resources nor affect the department or college budget.

REVISE DESCRIPTION

NUTR 513 Community Nutrition Practicum (3)
Experiential practice in community nutrition at local public health departments or community nutrition agencies. An introduction to community nutrition programs, services, and projects.

Formerly:
- Case study, simulation and experiential practice in community nutrition; development of cultural awareness, knowledge, skills, and experience.

Rationale: Regular curricular review revealed the need to revise the current course description to better reflect the course contents.
Impact on Other Units: None. There is no impact on other academic units as this course is only available to Nutrition Majors. Financial Impact: None. This course revision will not require additional resources nor affect the department or college budget.

DEPARTMENT OF PUBLIC HEALTH

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 612 previously 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.

REVISE TITLE

PUBH 528 Policy, Systems, and Environmental Change for Public Health Practitioners
- Short title: Policy, Systems, & Environment

Formerly: Policy, Systems, and Environmental Change

Rationale: Making a minor change for the course title to better reflect course content. Impact on Other Units: None. Financial Impact: None, this course is only revising the title.

DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION (TPTE)

(ASL) American Sign Language

REVISE DESCRIPTION

ASL 504 Clinical Experience in Teaching American Sign Language (3-9)
Designed to provide preservice training for future teachers of American Sign Language. Practical application of strategies and theory are provided via the classroom setting.

Formerly:
- Designed to provide preservice training for future teachers of the deaf and hard of hearing. Practical application of strategies and theory are provided via the classroom setting.

Rationale: We are changing the language from deaf and hard of hearing to American Sign Language to align with current state licensure programs. 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.
(CYAL) Children’s and Young Adult Literature

ADD NEW SUBJECT CODE AND COURSES

CYAL 505 Writing for Children and Young Adults I (3) Introduction to writing for children and young adults.

Short Title: WritingChildrenYoungAdultsI

Rationale: Demand for courses devoted to writing for young people continues to grow, yet accessible programming (e.g., regional, online) remains limited. As such, there is a need to offer an accessible course that draws on the expertise of literature and creative writing faculty. Impact on Other Units: There is no impact on other academic units. Financial Impact: This course will be taught by the existing faculty as their regular course load; no financial impact.

CYAL 506 Writing for Children and Young Adults II (3) Development of skills acquired in introduction to writing for children and young adult’s course.

(RE) Prerequisite: CYAL 505.

Short Title: WritingChildrenYoungAdultsII

Rationale: Demand for courses devoted to writing for young people continues to grow, yet accessible programming (e.g., regional, online) remains limited. As such, there is a need to offer an accessible course that draws on the expertise of literature and creative writing faculty. Impact on Other Units: There is no impact on other academic units. Financial Impact: This course will be taught by the existing faculty as their regular course load; no financial impact.

CYAL 509 Young Adult Literature in the Secondary School, Grades 7-12 (3) Content varies. Theoretical and practical approaches to using young adult literature in the secondary English classroom.

Short Title: TeachingYALitGrades712

Rationale: The course was ENED 509. That course is being dropped and this one added to align with the new program prefix (CYAL). This course is centered around children’s and young adult literature. Impact on Other Units: There is no impact on other academic units. Financial Impact: This course will be taught by the existing faculty as their regular course load; no financial impact.

(ELEM) Elementary Education

DROP

ELEM 528 Teaching Language Arts Elementary and Middle School (3)

Rationale: ELEM 528 is being added to the graduate catalog as REED 528. Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact. Additional Documentation: None.

<table>
<thead>
<tr>
<th>Course Equivalency Table (effective fall 2023)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Course</td>
</tr>
<tr>
<td>ELEM 528</td>
</tr>
</tbody>
</table>

(ENED) English Education

DROP

ENDED 509 Young Adult Literature in Secondary Schools, Grades 7-12 (3)

Rationale: ENED 509 is being added to the graduate catalog as CYAL 509. Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact.

<table>
<thead>
<tr>
<th>Course Equivalency Table (effective fall 2023)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Course</td>
</tr>
<tr>
<td>ENED 509</td>
</tr>
</tbody>
</table>
(MEDU) Mathematics Education

DROP

MEDU 581 Equity in STEM Education (3)

Rationale: MEDU 581 is changing to the existing STEM 581 in an effort to maintain STEM prefixes for all courses found in STEM degree and certificate programs. Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact. Additional Documentation: None.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Current Course</td>
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<tr>
<td>MEDU 581</td>
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</table>

(REED) Reading Education

ADD

REED 528 Teaching Writing in Elementary School (3) Recent trends, evidence-based practices and current materials and methods in teaching writing in elementary grades.

Short Title: Teaching Writing Elem School

Rationale: This course add is needed to replace ELEM 528 to be consistent with other literacy courses and the change will reflect the course revisions made to align with new TN Literacy standards which emphasize the inter-connectedness of reading and writing.

Impact on Other Units: There is no impact on other academic units. Financial Impact: This course will be taught by the existing faculty as their regular course load; no financial impact.

REVISE TITLE AND DESCRIPTION

REED 543 Literacy and Literature in the Secondary Grades (3) Problems and issues particular to teaching reading in the secondary grades including teaching reading in an integrated curriculum, dealing with students reading below grade level, and teaching concept vocabulary.

Formerly: Literacy and Literature in the Middle Grades (3) Problems and issues particular to teaching reading in the middle grades including teaching reading in an integrated curriculum, dealing with students reading below grade level, and teaching concept vocabulary.

Rationale: We are changing the title and description from “middle grades” to “secondary grades.” The state has changed its licensure categories and now offers secondary content area degrees. Impact on Other Units: There is no impact on other academic units. Financial Impact: This course will be taught by the existing faculty as their regular course load; no financial impact.

(RCDE) Rehabilitation Counseling for Deaf Education

DROP

RCDE 521 Rehabilitation Services in the Deaf Community (3)

Rationale: We are dropping the Rehab Counseling for the Deaf graduate certificate program due to no student enrollment since its transfer from EPC to TPTE in 2017. RCDE 521 is one of four courses in the certificate program. Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact.

RCDE 522 Communication with Persons who are Deaf or Hard of Hearing (3)

Rationale: We are dropping the Rehab Counseling for the Deaf graduate certificate program due to no student enrollment since its transfer from EPC to TPTE in 2017. RCDE 522 is one of four courses in the certificate program. Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact.
RCDE 523  Special Populations and Topics in Rehabilitation of the Deaf (3)
Rationale: We are dropping the Rehab Counseling for the Deaf graduate certificate program due to no student enrollment since its transfer from EPC to TPTE in 2017. RCDE 523 is one of four courses in the certificate program. Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact.

(SPED) Special Education

REVISE (RE) PREREQUISITES

SPED 510  Field Experiences in Special Education: Mild/Moderate Disabilities (1-3)
(RE) Prerequisite(s): SPED 503.
Formerly: (RE) Prerequisite(s): SPED 402.
Rationale: SPED 402 was changed to SPED 503 for graduate students. The prerequisite needs to be changed for accuracy. Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact.

SPED 512  Field Experiences in Special Education: Moderate/Severe Disabilities (1-3)
(RE) Prerequisite(s): SPED 503.
Formerly: (RE) Prerequisite(s): SPED 402.
Rationale: SPED 402 was changed to SPED 503 for graduate students. The prerequisite needs to be changed for accuracy. Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact.

SPED 516  Effective Instruction for Students with Learning Disabilities and Other Academic Difficulties (3)
(RE) Prerequisite(s): SPED 503.
Formerly: (RE) Prerequisite(s): SPED 402.
Rationale: SPED 402 was changed to SPED 503 for graduate students. The prerequisite needs to be changed for accuracy. Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact.

SPED 520  Practical Teaching in Special Education (4)
(RE) Prerequisite(s): SPED 503.
Formerly: (RE) Prerequisite(s): SPED 402.
Rationale: SPED 402 was changed to SPED 503 for graduate students. The prerequisite needs to be changed for accuracy. Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact.

SPED 521  Special Education Practical Teaching Seminar (3)
(RE) Prerequisite(s): SPED 503.
Formerly: (RE) Prerequisite(s): SPED 402.
Rationale: SPED 402 was changed to SPED 503 for graduate students. The prerequisite needs to be changed for accuracy. Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact.

SPED 542  Methods of Teaching Students with Emotional and Behavioral Disorders (3)
(RE) Prerequisite(s): SPED 503.
Formerly: (RE) Prerequisite(s): SPED 402.
Rationale: SPED 402 was changed to SPED 503 for graduate students. The prerequisite needs to be changed for accuracy. Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact.

SPED 552  Classroom Management (3)
(RE) Prerequisite(s): SPED 503.
Formerly: (RE) Prerequisite(s): SPED 402.
Rationale: SPED 402 was changed to SPED 503 for graduate students. The prerequisite needs to be changed for accuracy. Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact.
SPED 593 Special Education Student Teaching Seminar (1)
(RE) Prerequisite(s): SPED 516 or SPED 514.
Formerly: (RE) Prerequisite(s): SPED 516 or SPED 518.
Rationale: SPED 518 was dropped and changed to 514 to parallel the undergraduate course numbers last year. The prerequisite needs to be changed for accuracy. Financial Impact: No financial impact.

SPED 594 Student Teaching in Special Education (12)
(RE) Prerequisite(s): SPED 516 or SPED 514.
Formerly: (RE) Prerequisite(s): SPED 516 or SPED 518.
Rationale: SPED 518 was dropped and changed to 514 to parallel the undergraduate course numbers last year. The prerequisite needs to be changed for accuracy. Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact.

(STEM) Science, Technology, Engineering, and Mathematics Education

ADD

STEM 612 STEM Education Seminar (1)  Credit for participation in seminars intended for doctoral students enrolled in STEM Education-related Ph.D. programs. Includes opportunities for students to prepare for seminars on a range of STEM Education-related topics and to discuss key take-aways from them. Students will have opportunities to learn about peers' research interests and projects and to share about their work with others. Repeatability: May be taken as a one-credit hour course up to 12 times. Maximum 12 credit hours.
Rationale: This course addition is based on the importance of providing additional structure and support for students to participate in the seminar. Impact on Other Units: There is no impact on other academic units. Financial Impact: This course will be taught by the existing faculty as their regular course load; no financial impact.

STEM 680 Foundations of Educational Data Science I (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, using, and visualizing complex data sources for analysis using the tidyverse suite of R packages. Data ethics are foregrounded. Includes an introduction to text analysis/Natural Language Processing. No pre-requisites or programming experience is required.
Rationale: This is a new course that is intended to introduce students to the foundations of using new data sources and methods—or, doing data science in educational contexts. This is a doctoral level class that introduces accessing, preparing/wrangling, and exploring new data sources; doctoral students have requested foundational coursework on data science and the use of the statistical software and programming language R (used in this course). Impact on Other Units: There is no impact on other academic units. Financial Impact: This course will be taught by the existing faculty as their regular course load; no financial impact.

STEM 685 Foundations of Educational Data Science II (3)  Intended to support graduate students to use data science methods to study new technology-based environments, such as online courses, educational technology platforms, and social media-based networks. Advanced data visualization and social network analysis techniques are emphasized. More advanced methods around writing custom functions and using machine learning for analyzing complex data sources are introduced. Course involves the use of the statistical software R.
Rationale: This is a new course that expands on the skills students develop in STEM 680. Students learn about accessing a range of digital data sources and how to use them in research. Introduces modeling, especially machine learning methods. As for STEM 680, doctoral students have requested foundational coursework on data science and the use of the statistical software and programming language R (used in this course). 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.

STEM 691 Visualizing 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: This is to add a new doctoral-level course on visualizing data using the statistical software and programming language R. This course extends upon the plans for STEM 591 For the Educational Data Science Graduate Certificate, which previously required 500-level courses; now, this Graduate Certificate is being revised to focus on doctoral-level students (and course activities). 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.
STEM 695 Capstone in Educational Data Science (3) Students will complete an educational data science course project involving advanced descriptive or modeling methods that can form the basis of a conference presentation proposal, journal article submission, grant proposal, or report. Includes an introduction to various techniques for creating and sharing data science products using R, such as interactive web applications (i.e., Shiny apps), dashboards, and web-based books. Students will receive ongoing feedback and support related to their course project throughout the semester, culminating in their sharing of their work in presentations open to the public.

Rationale: This is to add a course that involves a capstone experience for students in the Educational Data Science Graduate Certificate. This is intended to introduce a small set of new ideas with students related to sharing the products or outcomes of data science analyses while providing structure and support for students to complete an independent data science project. 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.

DROP

STEM 580 An Introduction to Data Science Methods in Education (3)
Rationale: Course is being dropped and added as a 600-level course to support the doctoral students who enroll in this course. 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.

STEM 585 Digital Learning Environments and Learning Analytics (3)

STEM 591 Visualize Data Using R (3)

STEM 595 Predictive Modeling and Machine Learning in Education (3)
Rationale: Courses above are being dropped and added as a 600-level course to support the doctoral students who enroll in this course. Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact.

Course Equivalency Table (effective fall 2023)

<table>
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<th>Current Course</th>
<th>Equivalent Course</th>
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</thead>
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<td>STEM 580</td>
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<tr>
<td>STEM 585</td>
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<td>STEM 591</td>
<td>STEM 691</td>
</tr>
<tr>
<td>STEM 595</td>
<td>STEM 695</td>
</tr>
</tbody>
</table>

REVISE TITLE AND DESCRIPTION

STEM 581 Equity in STEM Education (3)
Past, present and future issues influencing access, diversity, and inclusion in science, technology, engineering, and mathematics education, elementary through college. Theorizing equity in STEM teaching and learning, and implications for curriculum, instruction, and leadership.

Formerly: STEM 581 Mathematics Curriculum
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: Updating course description and title for STEM 581. Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact.

(TPTE) Theory and Practice in Teacher Education

ADD

TPTE 592 Improving Practice Through Action Research (3)
Designed to engage students in the action research process. This systematic process of inquiry guides efforts by teachers, administrators, counselors, and other education stakeholders to implement interventions, collect and analyze data, and identify implications that support classroom, school, and district-wide improvements in teaching and learning.

Short title: ImprPractActionResearch
Rationale: This course has been offered as a TPTE 595 Special Topics course during the summers of 2021 and 2022. This request is to assign the course its own TPTE course number and title. 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.

REVISE HOURS, REPEATABILITY, AND (RE)COREQUISITES

TPTE 574 Analysis of Teaching for Professional Development (1-3)
Repeatability: Not repeatable. May be taken once for 1-3 hours.
(RE) Corequisite(s): 575 or SPED 506.
Formerly: (2-3).
Repeatability: Not repeatable. May be taken once for 2-3 hours.
(RE) Corequisite(s): 575.
Rationale: TPTE 574 is a course that is used by all TPTE programs for students in the professional internship graduate program. Currently, it is available for 2-3 credit hours. Some programs would like the flexibility of having students enroll in the course for 1-3 credit hours. This would allow students to take other program-specific courses so their programs can be tailored to more closely meet their needs. It would also allow their transcripts to reflect those courses. Impact on Other Units: There is no impact on other academic units. Financial Impact: This course will be taught by the existing faculty as their regular course load; no financial impact.

TPTE 591 Clinical Studies (1-4)
Repeatability: Not repeatable. May be taken once for 1-4 hours.
(RE) Corequisite(s): 575 or SPED 506.
Formerly: (3-4)
Repeatability: Not repeatable. May be taken once for 3-4 hours.
(RE) Corequisite(s): 575.
Rationale: TPTE 591 is a course that is used by all TPTE programs for students in the professional internship graduate program. Currently, it is available for 3-4 credit hours. Some programs would like the flexibility of having students enroll in the course for 1-4 credit hours. This would allow students to take other program-specific courses so their programs can be tailored to more closely meet their needs. It would also allow their transcripts to reflect those courses. Impact on Other Units: There is no impact on other academic units. Financial Impact: This course will be taught by the existing faculty as their regular course load; no financial impact.

II. PROGRAM CHANGES

DEPARTMENT OF CHILD AND FAMILY STUDIES (CFS)

DROP CONCENTRATION – CHILD AND FAMILY STUDIES MAJOR, MS

Teacher Licensure (PreK-3)

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. Please see attached approval of the new endorsement from the State of Tennessee. We have received “conditional” approval to offer the new concentration. Impact on other units: This change will not impact financially other units across campus. Financial impact: 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.

ADD CONCENTRATION – CHILD AND FAMILY STUDIES MAJOR, MS

Early Childhood Education Integrated PreK-3
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 on-going professional development and collaboration.
4. Actively pursue evidenced-based initiatives in educational settings to promote continuous improvement to instruction that facilitates 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.

Early Childhood Education Integrated PreK-3 concentration, Major in Child and Family Studies, Master of Science
The child and family studies major can provide the graduate preparation needed for a student who would like to be licensed to teach Early Childhood Education Integrated PreK-3 (children from birth to grade 3 in private and public school systems) in the State of Tennessee. 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 in the early childhood and elementary classroom (birth to grade 3). The PreK-3 teacher candidates’ graduate level clinical experience consists of a full academic year (fall and spring semesters) internship in public school settings under the guidance and supervision of a professional team that has knowledge of an integrated and blended program design.

Graduate Progression Requirements: Early Childhood Education Integrated PreK-3 Teacher Licensure
The teacher-licensure Early Childhood Education Integrated PreK-3 concentration is designed for students seeking a Master of Science (MS) degree along with initial teacher licensure in integrated early childhood education (PreK through Grade 3). At the University of Tennessee, Knoxville, students interested in the MS with a major in child and family studies must apply for admission to graduate study through the procedures outlined below. Application for admission to teacher licensure (PreK-3) is a part of the application process to the graduate program and is described in the Undergraduate Catalog. Admission to teacher licensure (PreK-3) is concurrent with admission to the child and family studies master’s program. The teacher-licensure (PreK-3) concentration requires 33 hours of course work, a practice-based review of research, and the edTPA (Teacher Performance Assessment).

Upon attainment of junior status (i.e., 60 hours), students will complete an additional admission process to the Early Childhood Education Integrated PreK-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 Master of Science (MS) in child and family studies department (see the Graduate Catalog for details). Acceptance into the graduate portion of Early Childhood Education 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.

<table>
<thead>
<tr>
<th>Term 9</th>
<th>Hours</th>
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<tbody>
<tr>
<td>1CFS 575 Professional Internship in Teaching</td>
<td>4</td>
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<tr>
<td>1CFS 574 Analysis of Teaching for Professional Development</td>
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<td>1CFS 569 Practice Based Research in Early Childhood Education</td>
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<td>1CFS 555 Assessment in Early Childhood Education</td>
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<tr>
<td>1CFS 591 Clinical Studies</td>
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<th>Summer Pre-or Post-Internship</th>
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<td>1CFS 511 (Exploration in Child Development) OR 552 (Diversity in Children and Families) OR CFS 510 (Theory in Human)</td>
<td>3</td>
</tr>
</tbody>
</table>
Development) OR 550 (Theory in Family Studies) OR 551 (Exploration in Child Development) OR 552 (Diversity in Children and Families) OR CFS 510 (Theory in Human Development) OR 550 (Theory in Family Studies) 3

CFS 512 Survey of Research in Early Childhood Education 3

CFS 530 Families of Children with Disabilities 3

SEMESTER TOTAL: 12

GRADUATE TOTAL 33

1 Early Childhood Education Teacher Licensure Specialty Area course.
2 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 concentration is necessary to align our teacher licensure program using the state’s new early childhood licensing requirements and will start fall 2023. The program has been approved by the Tennessee Department of Education. See attached approval documents from the TDOE.

Impact on other units: This change will not impact financially other units across campus. 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. 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.

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES (ELPS)

DROP CONCENTRATION – EDUCATIONAL PSYCHOLOGY AND RESEARCH MAJOR, PHD

Adult Learning (Distance Education)

ADD CONCENTRATION – EDUCATIONAL PSYCHOLOGY AND RESEARCH MAJOR, PHD

Adult and Continuing Education (Distance Education)

REVISE ADMISSIONS STANDARD, AND REVISE REQUIREMENTS

EDUCATIONAL PSYCHOLOGY AND RESEARCH MAJOR, PHD

In the 2023-2024 Graduate Catalog, drop concentration Adult Learning. Add concentration: Adult and Continuing Education (ACED)

In the 2023-2024 Graduate Catalog, remove course EDPY 601

In the 2023-2024 Graduate Catalog, revise the number of credit hours required from 85 to 84

In the 2023-2024 Graduate Catalog, remove “NOT” to indicate that a master’s degree is required for students who apply

Formerly: A Master’s degree is not required for students who apply for admission to the concentration. For students who are admitted to the concentration, prior graduate coursework will be examined on a case-by-case basis as it might be used to satisfy the overall course requirements of the concentration.
Rationale: This distance education (DE) program was approved and effective in Fall 2022. However, recently the Adult Learning Concentration of the Ph.D. in Educational Psychological and Research (DE) Program and its faculty transitioned to the Department of Educational Leadership and Policy Studies (ELPS). This requires some changes to the program, including a new name and the course designation. The new name is proposed: Adult and Continuing Education Concentration of the Ph.D. in Education Program (DE) for the Ph.D. in Education of ELPS to clearly reflect the scope of the program in the field and the new department for future DE program development. In addition, EDPY 601 was created to provide a unifying experience for doctoral students in the EPC department. The department has since restructured and EPC faculty agree that orientation can be handled within existing coursework without additional burden on students or faculty. We will do the same and include the orientation material in existing classes and meetings. Impact on Other Units: The change of this concentration name will not impact other units. Financial Impact: This change will not negatively impact the current college or department budget.

REVISE REQUIREMENTS

EDUCATIONAL ADMINISTRATION MAJOR, MS – ONLINE LEADERSHIP STUDIES SPECIALIZATION

In the 2023-2024 Graduate Catalog, under the Required Courses heading, under Core Requirement Courses, revise courses as shown below:

Under the Core Requirements bullet, revise as shown below:

- Core Requirements (12 credit hours)
  - EDAM 513
  - EDAM 514
  - EDAM 548
  - EDAM 554

Rationale: With the addition of EDAM 514 course title and description, students are not required to take EDAM 515 at this time. The proposed text changes to the catalog reflected in this section simply provide clarity of required courses. Impact on Other Units: None. There is no impact on other academic units. Financial Impact: None.

REVISE REQUIREMENTS

EDUCATION MAJOR, EDS, EDUCATIONAL ADMINISTRATION CONCENTRATION – ONLINE LEADERSHIP STUDIES SPECIALIZATION

In the 2023-2024 Graduate Catalog, under the Required Courses heading, under Core Requirement Courses, revise courses as shown below:

Under the Core Requirements bullet, revise as shown below:

- Core Requirements (12 credit hours)
  - EDAM 515
  - EDAM 514
  - EDAM 548
  - EDAM 554

Rationale: With the addition of EDAM 514 course title and description, students are not required to take EDAM 515 at this time. The proposed text changes to the catalog reflected in this section simply provide clarity of required courses. Impact on Other Units: None. There is no impact on other academic units. Financial Impact: None.

REVISE CERTIFICATE

INSTRUCTIONAL LEADER GRADUATE CERTIFICATE

In the 2023-2024 Graduate Catalog, under the Required Courses heading delete EDAM 515 and replace with EDAM 514.

Required Courses

- EDAM 583 (3 credit hours)
- EDAM 515 (3 credit hours) (remove EDAM 515 and replace with EDAM 514)
- EDAM 544 (3 credit hours)
- EDAM 554 (3 credit hours)
- EDAM 548 (3 credit hours)
- EDAM 580 (3 credit hours)
- EDAM 519 (3 credit hours)
Rationale: With the addition of EDAM 514 course title and description, students are not required to take EDAM 515 at this time. The proposed text changes to the catalog reflected in this section simply provide clarity of required courses. Impact on Other Units: None. There is no impact on other academic units. Financial Impact: None.

MOVE CONCENTRATIONS

Move the Education Major, MS – Evaluation Methodology concentration from the Department of Educational Psychology and Counseling to the Department of Educational Leadership and Policy Studies
Current URL: https://catalog.utk.edu/preview_program.php?catoid=35&poid=17723

Move the Evaluation, Statistics, and Methodology concentration from the Department of Educational Psychology and Counseling to the Department of Educational Leadership and Policy Studies into the new ESM major once approved by THEC. 
Current URL: https://catalog.utk.edu/preview_program.php?catoid=35&poid=17728

Move the Adult Learning concentration from the Department of Educational Psychology and Counseling to the Department of Educational Leadership and Policy Studies 
Current URL: https://catalog.utk.edu/preview_program.php?catoid=35&poid=17728#edr-phd-adult_learning

Move the Evaluation, Statistics, and Methodology certificate from the Department of Educational Psychology and Counseling to the Department of Educational Leadership and Policy Studies 
Current URL: https://catalog.utk.edu/preview_program.php?catoid=35&poid=17742

Move the Qualitative Research Methods in Education certificate from the Department of Educational Psychology and Counseling to the Department of Educational Leadership and Policy Studies 
Current URL: https://catalog.utk.edu/preview_program.php?catoid=35&poid=17824

Rationale: Over the 2022 summer, college administration made the decision to move these majors, concentrations, and certificates to the Department of Educational Leadership and Policy Studies (ELPS) from the Department of Educational Psychology and Counseling (EPC). Departments and faculty were consulted but the decision was made at the college level. Impact on Other Units: Moving these majors, concentrations, and certificates will impact each unit. Units outside of ELPS and EPC should not be impacted. Financial Impact: These changes will impact the department budgets for ELPS and EPC. Both departments are aware of these impacts and are taking steps to address them, when needed.

REVISE REQUIREMENTS

Educational Psychology and Research Major, PhD – Evaluation, Statistics, and Methodology (ESM)
URL: https://catalog.utk.edu/preview_program.php?catoid=35&poid=17728&returnto=4809#edr-phd-eval_stat_method

In the 2023-2024 Graduate Catalog, under “Applied Professional Experiences,”
1. remove course EDPY 601
2. revise the number of credit hours for ESM 660 from 8 to 9

Rationale: The ESM program was moved from EPC to ELPS. EPC students took a one-credit hour departmental seminar course (EDPY 601). This course will no longer be offered by EPC. Program requirements were modified to include an additional hour in the program seminar course to correspond to the semester students would have been in EDPY 601. Impact on Other Units: None. Financial Impact: None.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING (EPC)

MOVE CONCENTRATIONS (FROM ONE MAJOR AND DEPARTMENT TO ANOTHER)

For the Educational Psychology and Research Major, PhD - Move the Adult Learning concentration from the Department of Educational Psychology and Counseling to the Department of Educational Leadership and Policy Studies for the Education Major, PhD.
For the Educational Psychology and Research Major, PhD - Move the Evaluation, Statistics, and Methodology concentration from the Department of Educational Psychology and Counseling to the Department of Educational Leadership and Policy Studies into the new ESM major - once approved by THEC.

Note: The Educational Psychology and Research Major, PhD, for the Applied Educational Psychology concentration is NOT moving. It will stay in the EPC department. Therefore, the Educational Psychology and Research Major, PhD will now show one concentration.

MOVE CONCENTRATIONS (FROM ONE MAJOR AND DEPARTMENT TO ANOTHER)

For the Education Major, MS, in the Department of Educational Psychology and Counseling, move the Evaluation Methodology concentration from the Department of Educational Psychology and Counseling to the Department of Educational Leadership and Policy Studies for the Education Major, MS.

For the Education Major, MS, in the Department of Educational Psychology and Counseling, move the Instructional Technology concentration from the Department of Educational Psychology and Counseling to the Department of Theory and Practice in Teacher Education for the Teacher Education Major, MS.

Note: With moving the two concentrations for the Education Major, MS – the Department of Psychology and Counseling will no longer be offering an Education Major for the MS.

MOVE CERTIFICATES

Move the Evaluation, Statistics, and Methodology certificate from the Department of Educational Psychology and Counseling to the Department of Educational Leadership and Policy Studies

Move the Qualitative Research Methods in Education certificate from the Department of Educational Psychology and Counseling to the Department of Educational Leadership and Policy Studies

Rationale: Over the Summer 2022 term, Dean McIntyre made several major changes to the composition of the department of Education Psychology and Counseling (EPC). Several majors, concentrations, and certificates are moving out of EPC and into either TPTE or ELPS. Impact on other Units: These changes do have an impact on the departments of EPC, TPTE, and ELPS. Financial Impact: These changes will impact the budgets for these departments. These changes have been negotiated and agreed upon by Department Heads in all 3 departments and Dean McIntyre.

REVISE COUNSELING MAJOR, MS, CLINICAL MENTAL HEALTH COUNSELING CONCENTRATION

In the 2023-2024 Graduate Catalog revise text in five areas, as shown below.

1) Revise concentration options to remove the Thesis Option for Clinical Mental Health Counseling. The only option will be - Coursework Only with Comprehensive Exams.

2) Following “Clinical Mental Health Counseling, Coursework Only with Comprehensive Exams” revise the paragraph:

   The clinical mental health counseling concentration prepares professionals to use strong professional identity and relationship skills across diverse counseling settings including community agencies, nonprofits, and private practice. Throughout the program, we work to embrace our core values—Commitment, Humility, Openness, Respect, Integrity, and Self-Awareness—and to attend to culturally sensitive, developmentally appropriate, and ethical relationships. Our program is face-to-face and conducted in a cohort-like community. Most students enroll on full-time basis for six consecutive semesters; part-time options are available by advisement.

3) following “Clinical Mental Health Counseling, Coursework Only with Comprehensive Exams” third bullet to read:

   Graduates will demonstrate professional dispositions including Commitment, Humility, Openness, Respect, Integrity, and Self-Awareness.

4) At the “Non-Course Requirements” heading, revise first bullet as shown below.

   The program of study includes a minimum of 700 hours of supervised practicum and internship counseling experiences in clinical mental health counseling settings.

5) At the “Non-Course Requirements” heading, delete the third bullet to remove: Thesis option: defense of the thesis.
Under the Required Courses heading, make the following revisions:

1. Under the Research bullet - remove course ESM 682 and replace with COUN 534
2. Under Required Courses heading, for COUN 559, revise number of credit hours of 9 to 6
3. At last bullet for electives – revise first sub-bullet: Course only with comprehensive exam from 3 elective courses (9 credit hours) to 4 elective courses (12 credit hours)
4. At last bullet for electives – remove the second sub-bullet as thesis option will no longer be an option.

Rationale: These curricular text changes are in response to faculty observations across time and feedback from alumni, cooperating site supervisors, and employers. Some changes also relate to forthcoming 2023 Counseling and Related Educational Programs (CACREP) Standards.

These curricular requirement changes are in response to faculty observations across time and feedback from alumni, cooperating site supervisors, and employers. Some changes also relate to forthcoming 2023 Counseling and Related Educational Programs (CACREP) Standards. We propose removing the thesis option. The program has long allowed a thesis option which is rarely used by students. It has been five years since a student pursued a thesis option, and use of the option was rare. This is a clinical practice degree in which practitioners are not expected to produce research. However, candidates must pass several standardized exams for practice. Requirement of a comprehensive examination only is consistent with work demands related to the degree. Students interested in developing research skills for possible doctoral study can enroll in an independent study to satisfy that interest. We propose increasing the number of elective hours by 3. CACREP requires master’s programs be at least 60 credit hours. This increase is needed to account for reduction of hours from removing 3 credits of COUN 559 (CMHC). We propose removing ESM 682 and replacing it with COUN 534. This is necessary because the new 2023 CACREP standards required enhanced attention to evidence-based practice and accountability procedures specific to counseling. Previously, our program required students to take a research and program evaluation course offered in Evaluation, Statistics, and Methodology. However, the nature of new standards require that we offer specialized learning in evidence-based practice and evaluation applied specifically to counseling context. Addition of this new course to the curriculum will continue to meet licensure standards while also addressing accreditation standards. We propose reducing the hours of COUN 559 from 9 to 6 credits. Previously, the program required completion of a 900-hour internship across three semesters for students in the CMHC concentration. This exceeded licensure and accreditation requirements. Faculty did not note any appreciable changes in skills during the final semester of internship; however, the time commitment created hardship for students and increased time to degree. The faculty is reducing internship hours requirements to 600 consistent with current national standard. This will expedite student progress without impacting quality of experience.

Impact on other Units: Text revisions and should not impact other units. Requirement changes will impact ESM (now in ELPS). Financial Impact: None for text edits. Requirement changes: removal of ESM 682 will impact ESM (and ELPS) by reducing demand for that course by approximately 25 students per year. We have advised the unit of this change, and they indicated understanding and support for the decision.

REVISE COUNSELING MAJOR, MS, SCHOOL COUNSELING CONCENTRATION

In the 2023-2024 Graduate Catalog revise text in three areas:

1. Under the “School Counseling, Coursework Only with Comprehensive Exams” revise the paragraph as follows:

   The school counseling concentration prepares professionals to become professional school counselors within preK-12 schools in Tennessee and most other states. Our students learn about their role as a leader within a data-driven comprehensive, developmental school counseling program as supported by the TN Model for School Counseling and the ASCA National Model®. Throughout the program, we work to embrace our core values—Commitment, Humility, Openness, Respect, Integrity, and Self-Awareness—and to attend to culturally sensitive, developmentally appropriate, and ethical relationships. Our program is face-to-face and conducted in a cohort-like community. Most students enroll on full-time basis for six consecutive semesters; part-time options are available by advisement.

2. Under the “School Counseling, Coursework Only with Comprehensive Exams” revise 3rd bullet as follows:

   Graduates will demonstrate professional dispositions including Commitment, Humility, Openness, Respect, Integrity, and Self-Awareness.

3. Delete heading and bullet: Additional Course Requirements: SPED 570 also is required for students without a teaching license

Rationale: These curricular changes are in response to faculty observations across time and feedback from alumni, cooperating site supervisors, and employers. Some changes also relate to forthcoming 2023 Counseling and Related Educational Programs (CACREP) Standards. Impact on other Units: These are text revisions and should not impact other units. Financial Impact: None.

Under the Required Courses heading, make the following revisions:

1. Under the Research bullet - remove course ESM 682 and replace with COUN 534
2. For the Special Education bullet – remove bullet and course SPED 552.
3. At last bullet revise as follows: Revise Two Electives (6 credit hours) to Three Electives (9 credit hours)

Rationale: These curricular changes are in response to faculty observations across time and feedback from alumni, cooperating site supervisors, and employers. Some changes also relate to forthcoming 2023 Counseling and Related Educational Programs (CACREP) Standards. We propose removing ESM 682 and replacing it with COUN 534. This is necessary because the new 2023 CACREP
In the 2023 Graduate Catalog, remove course COUN 601 and revise the number of credit hours required from 74 to 73.

Rationale: This professional orientation course was created to provide a unifying experience for doctoral students in the department. The department has since restructured. Faculty agree that orientation can be handled within existing coursework without additional burden on students or faculty.

Impact on other Units: Former EPC majors and concentrations did require EDPY 601 (cross listed with COUN 601); however, this change was initiated because those majors and concentrations will not require this course in the future. Financial Impact: None. Additional Documentation: None.

REVISE TEXT (IN 5 AREAS)

COUNSELOR EDUCATION MAJOR – PhD
URL: https://catalog.utk.edu/preview_program.php?catoid=35&poid=17694

In the 2023-2024 Graduate Catalog revise text in five areas:

1. following “Admissions Standards/Procedures” heading, revise text to read:
   Doctoral program admissions criteria include the following (a) academic aptitude for doctoral-level study, (b), previous professional experience, counseling preferred, (c) dispositions consistent with professional practice, including self-awareness, (d) oral and written communication skills, and (e) Potential for scholarship, professional leadership, and advocacy

2. Following a written application addressing admissions criteria, select candidates will be invited to a participate in an on-campus interview.

Following “Non-course requirements” heading, revise text to read:

3. Residency requirement: Graduate students must complete two consecutive semesters of 9 credit hours to satisfy the residence requirement. Students can meet this requirement by registering for 2 consecutive semesters of dissertation credit hours (COUN 600)

4. Comprehensive exams: Students must take and pass a written comprehensive examination portfolio prior to admission to candidacy for the doctoral degree. The portfolio assesses competence in the five CACREP core areas (i.e., counseling, leadership and advocacy, supervision, teaching, and research). The portfolio combines learning artifacts from the program with written essays administered during the last semester of coursework. Students submit their entire portfolio to an examination committee and engage in an oral exam after review. Students may receive a pass, conditional pass, or fail. If a student fails any exam question, CE faculty will form a committee to create a formal remediation plan. Remediation must be completed before the student can retake the failed areas and the retake date must be approved by the committee. Students who have not passed all five sections after the second attempt will be dismissed from the program.

5. Dissertation Proposal and Defense: Doctoral candidates work closely with their dissertation chair to complete a dissertation proposal. A candidate will present the proposal to the dissertation committee, and once approved by all committee members, will begin work on the dissertation research. With the chair’s approval, the candidate will schedule an oral defense for the dissertation. During the dissertation defense, the candidate will present the work completed for the dissertation, which will be reviewed by the dissertation committee.
Rationale: These curricular changes are in response to faculty observations across time and feedback from alumni, cooperating site supervisors, and employers. Some changes also relate to forthcoming 2023 Counseling and Related Educational Programs (CACREP) Standards. Impact on other units: These are text revisions and should not impact other units. Financial Impact: none.

REVISE REQUIREMENTS (IN 15 AREAS)

SCHOOL PSYCHOLOGY MAJOR – Education Major, EdS, School Psychology Concentration
URL: https://catalog.utk.edu/preview_program.php?catoid=35&poid=17839

In the 2023-2024 Graduate Catalog, revise the following requirements:

1. Modify Credit Hours Required from 61 to 66.
   Following Foundational Coursework
2. Remove EDPY 516
3. Remove SCHP 541
4. Add ESM 680
5. Add SCHP 547
6. Add EDPY 580
7. Remove the statement, “One course in systems consultation approved by major professor.”
8. Add COUN 580
   Following Research Methods
9. Modify credit hours from 10 to 6
10. Remove EDPY 655 (4 credit hours)
   Following Applied Practicum and internship
11. Modify credit hours from 15 to 21
12. Modify the credit hours for SCHP 546 from 1 to 3
13. Remove SCHP 551
14. Increase credit hours for SCHP 552 from 3 to 6
15. Increase credit hours for SCHP 649 from 2 to 6
   Following Additional Course Requirements
16. Modify “To complete the Board Certified Behavior Analyst (BCBA) verified course sequence, students must complete EDPY 515 as an additional class” to “To complete the Board Certified Behavior Analyst (BCBA) verified course sequence, students must complete EDPY 515 and SPED 501 as additional classes

Rationale: The school psychology program faculty conducted a full curricular review as part of an annual program review process. In response to student feedback and in anticipation of accreditation pursuits, we have increased program credits from 61 to 66 credits, which puts us more in line with other EdS school psychology programs. Based on feedback from students, we are removing EDPY 516 due to content and lack of congruence with accrediting body. We do not have program expertise to teach 541 (psychometrics). We are replacing that course with ESM 680 (advanced measurement). We are adding SCHP 547 as was always intended. This class teaches core consultation skills and process which is a foundational skill for school psychologists. We are adding EDPY 580 in place of the statement “One course in systems consultation approved by major professor.” This course will become a permanent course in our program. We are adding COUN 580 to provide all students with foundational counseling skills. Many students were taking this as an additional, non-required class. We are removing required research participation (EDPY 655; research groups). While EdS students may elect to participate in faculty research, this degree is an applied practice degree. Students learn to consume and critically evaluate research but are not expected to be creators of new research. Based on student feedback, we propose increasing the practica required for this program. Our EdS students have indicated they need more applied experiences to be prepared for internship. We are increasing required credits for SCHP 546 and SCHP 552 to give the EdS students more practica time in K-12 schools. SCHP 649 is a full year internship experience and 6 credits are required by the NASP accrediting body. We are removing SCHP 551 which was an introductory practicum in the K-12 schools. This practicum is associated with SCHP 540 and introductory class in school psychology. We are eliminating the practicum and including the activities as part of the SCHP 540 course requirements. As an additional course requirement, we need to add SPED 501 as it is a new requirement for the BCBA but is only required for students who want to complete the sequence.

REVISE REQUIREMENTS (IN 13 AREAS)

SCHOOL PSYCHOLOGY MAJOR – PhD
URL: https://catalog.utk.edu/preview_program.php?catoid=35&poid=17839

In the 2023-2024 Graduate Catalog, revise the following requirements:

1. Modify Credit Hours Required from 121 to 114
   Following “foundational courses,”
2. Change credit hours from 28 to 24
3. Remove course EDPY 601
4. Remove EDPY 515

Rationale: In response to student feedback and in anticipation of accreditation pursuits, we have increased program credits from 121 to 114 credits, which puts us more in line with other PhD school psychology programs. Based on feedback from students, we are removing EDPS 501 due to content and lack of congruence with accrediting body. We do not have program expertise to teach 541 (psychometrics). We are replacing that course with ESM 680 (advanced measurement). We are adding SCHP 547 as was always intended. This class teaches core consultation skills and process which is a foundational skill for school psychologists. We are adding EDPY 580 in place of the statement “One course in systems consultation approved by major professor.” This course will become a permanent course in our program. We are adding COUN 580 to provide all students with foundational counseling skills. Many students were taking this as an additional, non-required class. We are removing required research participation (EDPY 655; research groups). While PhD students may elect to participate in faculty research, this degree is an applied practice degree. Students learn to consume and critically evaluate research but are not expected to be creators of new research. Based on student feedback, we propose increasing the practica required for this program. Our PhD students have indicated they need more applied experiences to be prepared for internship. We are increasing required credits for SCHP 546 and SCHP 552 to give the PhD students more practica time in K-12 schools. SCHP 649 is a full year internship experience and 6 credits are required by the NASP accrediting body. We are removing SCHP 551 which was an introductory practicum in the K-12 schools. This practicum is associated with SCHP 540 and introductory class in school psychology. We are eliminating the practicum and including the activities as part of the SCHP 540 course requirements. As an additional course requirement, we need to add SPED 501 as it is a new requirement for the BCBA but is only required for students who want to complete the sequence.
5. Add course COUN 580

Following “school psychology core courses

Remove “A 3-credit advanced statistics course approved by the student’s advisor.”

Following” Research Courses,

7. Change credit hours from 21 to 18

Remove SCHP 541
Add ESM 680

Following “Practicum/Applied Field Work

10. Change credit hours from 28 to 24
11. remove course SCHP 551
12. remove course SCHP 652
13. increase credit hours from 2 to 4 for SCHP 552

Rationale: The school psychology program faculty conducted a full curricular review as part of an annual program review process. In response to student feedback and in anticipation of an accreditation visit, we attempted to clean up catalog errors and make minor reductions to the program requirements. We propose removing EDPY 601. This professional orientation course was created to provide a unifying experience for doctoral students in the department. The department has since restructured. Faculty agree that orientation can be handled within existing coursework without additional burden on students or faculty. We are making EDPY 515 an optional course and can discuss this option with students during advising. We are adding COUN 580 to provide all students with foundational counseling skills. Many students were taking this as an additional, non-required class. In addition, we removed the requirement for an advanced statistics course, as these students already complete 4 research intensive classes and 3-4 years of applied research practice. We do not have program expertise to teach SCHP 551 (psychometrics). We are replacings course with ESM 680 (advanced measurement). We are removing SCHP 551 which was an introductory practicum in the K-12 schools. This practicum is associated with SCHP 540 and introductory class in school psychology. We are eliminating the practicum and including the activities as part of the SCHP 540 course requirements. In addition, we removed the requirement for an advanced statistics course, as these students already complete 4 research classes and 3-4 years of applied research practice. We are removing SCHP 652 and increase the number of credits for SCHP 552. We do not need an advanced section for this practicum.

Impact on other Units: Former EPC majors and concentrations did require EDPY 601 (cross listed with COUN 601); however, this change was initiated because those majors and concentrations will not require this course in the future. Financial Impact: None.

DEPARTMENT OF NUTRITION

ADD ACCELERATED FIVE-YEAR BS/MS PROGRAM – NUTRITION MAJOR, MS – COMMUNITY NUTRITION CONCENTRATION

Five-Year BS/MS Program - Nutrition Major, MS – Community Nutrition 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 Community Nutrition. 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 project option without comprehensive exam or a course-only, without comprehensive exam option. Those who choose the project option will begin working on their project not later than Term 6 of undergraduate studies by enrolling in NUTR 493 with Public Health Nutrition faculty. 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, Community Nutrition 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 three Community Nutrition faculty members.
• 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 before conditionally admitting a student to the BS/MS accelerated degree program (Community Nutrition Concentration). Conditional admission of a student into the 5-year BS/MS accelerated degree 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 the Program in Public Health Nutrition, the Department 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 accelerated degree 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 accelerated degree program does not guarantee acceptance into either the Graduate School or the MS program. Students in the BS/MS accelerated degree program (Community Nutrition Concentration) 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 fall 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: 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.

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 credentialing 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.

The Nutrition faculty is in favor of this addition

Impact on Other Units: None. This program 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 EDPY (EDM) courses as recommended electives (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 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.

*Submitted and approved at college level in 2021-2022 CRC cycle, but not included in 2022-2023 grad catalog. Proposal not submitted for Graduate Curriculum or Graduate Council for approval.

REVISE NUTRITION MAJOR, MS

In the 2023-2024 Graduate Catalog, revise text, to move hyperlink, in the third bulled under “Concentrations (Required) and Options Available”, from “Community Nutrition” to “Project Without Comprehensive Exam Option”

Concentrations (Required) and Options Available
• Biomedical Nutrition Science — Thesis Option, Project Without Comprehensive Exam Option, 5-Year BS-MS
• Clinical Nutrition and Dietetics — Coursework Only Without Comprehensive Exam Option
• Community Nutrition — Project Without Comprehensive Exam Option
• Public Health Nutrition — Thesis Option, Project Option

Rationale: This is a house-keeping change, requested so the hyperlinks are on the same content for each concentration. Impact on Other Units: None. This is only a formatting change. Financial Impact: This change will not require additional resources nor affect the department or college budget. This change should not impact financially other units across campus.

REVISE TEXT

NUTRITION MAJOR, PhD
URL: https://catalog.utk.edu/preview_program.php?catoid=35&poid=17808

In the 2023-2024 Graduate Catalog, revise wording in the third sub-bullet under “Admission Standards/Procedures”, as follows:

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 are encouraged, especially for PhD students, but are not required. Applicants are encouraged to reach out to the Director of their program of interest with any questions. Contact information can be found on the Department of Nutrition page of this catalog.

Rationale: This requested revision is a result of faculty discussion of the wholistic application process and is in keeping with approaches taken by aspirational and peer institutions. The Nutrition Faculty support this revision. Impact on Other Units: None. There is no impact on other academic units as these changes are relevant to future applicants. Financial Impact: None. This revision will not require additional resources nor affect the department or college budget. This change should not impact financially other units across campus.

Additional Documentation: No additional approvals are required for this change.

REVISE PROGRAM LANGUAGE

FIVE-YEAR BS/MS PROGRAM – NUTRITION MAJOR, MS – BIOMEDICAL SCIENCE CONCENTRATION
URL: https://catalog.utk.edu/preview_program.php?catoid=35&poid=17806#5yr_bs-ms_nutr_ms_biomed_nutr_sci_conc

In the 2023-2024 Graduate Catalog, revise the language in the fourth sentence of the first paragraph and the requirements for the Five-Year BS/MS Program – Nutrition Major, MS – Biomedical Nutrition Science Concentration, as follows:

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 project 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:

Rationale: This is a house-keeping change, as “project” is the appropriate term to use instead of “non-thesis”. This same change was submitted to the UG CRC in this narrative cycle. Impact on Other Units: None. This is only a terminology change. Financial Impact: This change will not require additional resources nor affect the department or college budget. This change should not impact financially other units across campus.
REVISE PROGRAM LANGUAGE

NUTRITION MAJOR, MS – COMMUNITY NUTRITION CONCENTRATION – PROJECT WITHOUT COMPREHENSIVE EXAM OPTION
URL: https://catalog.utk.edu/preview_program.php?catoid=35&poid=17806#comm_nutr_project_without_comps

In the 2023-2024 Graduate Catalog, revise the language in the first sentence of the second paragraph, describing required prerequisites, for the Community Nutrition Concentration – Project Without Comprehensive Exam Option, as follows:

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, an undergraduate human physiology 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.

Rationale: Regular curricular review identified the inadvertent omission of this prerequisite content area when program initially created (in CRC cycle leading up to the 2022-2023 catalog). Impact on Other Units: None. This is already an expected prerequisite. Financial Impact: This change will not require additional resources nor affect the department or college budget. This change should not impact financially other units across campus.

REVISE REQUIREMENTS

NUTRITION MAJOR, PHD - IMPLEMENTATION SCIENCE IN COMMUNITY NUTRITION CONCENTRATION PROGRAM LANGUAGE
URL: https://catalog.utk.edu/preview_program.php?catoid=35&poid=17808

In the 2023-2024 Graduate Catalog, indent the third bullet under “Additional Course Requirements”, so as to be a sub-bullet of the bullet starting with “Exceptionally well-prepared…”, as follows:

Additional Course Requirements

• 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.

Rationale: This is a housekeeping change. Impact on Other Units: None. This is a formatting change. Financial Impact: None. This is a formatting change.

REVISE NUTRITION HOME PAGE

In the 2023-2024 Graduate Catalog, revise the second paragraph, starting with “Admission to MS in Nutrition…”, as follows:

Admission to MS in Nutrition with concentrations in cellular and molecular nutrition, community nutrition, or public health nutrition, MS-MPH, and PhD degree programs.

A complete file for review includes the Graduate Application for Admission, completed departmental application form, and three Graduate Rating Forms completed by individuals who can attest to the applicant’s potential for graduate education. A link to the Graduate School’s electronic application process, along with application due dates, can be found on the department website. Admission into the graduate program in the department is dependent on completion of undergraduate courses that give the necessary background for success in the graduate program, and may include:
general and organic chemistry, physiological chemistry/biochemistry, physiology, statistics and introductory* nutrition. Details regarding the minimum semester credit hours expected for each prerequisite are available in the Graduate Student Handbook on the department’s website. Applicants to all programs with related research interests and experience will be given preference.

*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: Adding the Community Nutrition concentration to this list corrects an oversight from last CRC cycle. Inclusion of the word “may” allows for some variability in required prerequisites by program. Nutrition faculty supports these changes.

Impact on Other Units: None. There is no impact on other academic units as these changes are relevant to future applicants. Financial Impact: None. This course revision will not require additional resources nor affect the department or college budget. This change should not impact financially other units across campus.

REVISE NUTRITION MAJOR, MS, TO ADD THE KNOXVILLE CAMPUS CODE FOR THE COMMUNITY NUTRITION CONCENTRATION

In the 2023-24 Graduate Catalog, add the Knoxville Campus Code as an option for the Community Nutrition concentration.

Rationale: Our proposal for the Nutrition Major, MS, for the Community Nutrition concentration proposal was fully approved in the last catalog cycle (2022-2023 catalog), but with only the Distance Education (DE) Campus code. However, it was, and remains, our intent to have this concentration available for Knoxville Campus as well, so we are requesting adding the Knoxville Campus Code as an option. Courses used for this concentration have already been built for both the K (Knoxville Campus) and the KPV (Distance Education Campus or Distance) options.

Impact on Other Units: None. There is no impact expected on other academic units as this is only relevant to future applicants of this program. Financial Impact: This change will not require additional resources nor affect the department or college budget. This change should not impact financially other units across campus.

DEPARTMENT OF PUBLIC HEALTH

REVISE TO ADD DISTANCE EDUCATION CAMPUS CODE TO THE EPIDEMIOLOGY CONCENTRATION

In the 2023-2024 Graduate Catalog, revise to add the Distance Education campus code to the Epidemiology concentration the Public Health Major, MPH.

Revise the introduction paragraph as shown below:

Graduate study with a major in public health leads to the Master of Public Health (MPH). Preparation for professional practice in improving community health emphasizes a population perspective, service-learning and application opportunities through rigorous internships. The MPH degree is offered on-campus and online (Community Health Education, Epidemiology, Health Policy and Management and Veterinary Public Health concentrations).

Concentrations (Required) and Option Available
- Community Health Education — Coursework Only with Comprehensive Exam
- Epidemiology — Coursework Only with Comprehensive Exam
- Health Policy and Management — Coursework Only with Comprehensive Exam
- Veterinary Public Health — Coursework only with Comprehensive Exam

Campus Code:
- Knoxville Campus
- Distance Education

Rationale: The epidemiology concentration is the most sought-after areas of study in the MPH Program. We offered it for the first time in fall 2019. We are now ready to add it to our online DE program. Our concentrations align with a growing job market. According to the US Department of Labor the field of Epidemiology is projected to have a 5% growth rate. An online option offers the working professional who cannot relocate the opportunity to acquire their degree for promotion, retention or advancing their career in a different direction. This is particularly meaningful for the public health workforce in the state of Tennessee who often express this desire at conferences and through other professional channels. They cannot leave their position but want the degree and have the educational benefits to pay for it. As the land-grant institution we are committed to making this option available to the workforce.
ADD ACCELERATED FIVE YEAR BACHELOR’S/MASTER’S PROGRAM -

Five-Year BS or BA/MPH Program

Public Health Minor – Five-Year BS or BA/MPH Program

Students pursuing the Public Health Minor, if qualified, may apply for advanced placement in the Master of Public Health (MPH) degree program, allowing them to satisfy MPH degree requirements in one year, rather than two. The primary component of the program is that a qualified undergraduate student may take up to 9 hours of approved graduate courses for their senior undergraduate electives and have them count toward both their undergraduate degree and the MPH degree. Any student pursuing a Bachelor of Science (BS) or Bachelor of Arts (BA) at UTK, who is also accepted into the Public Health Minor, and who meets the additional requirements described below, may apply for this pathway and begin the MPH program the summer after their senior year. Additional information, regarding MPH program concentrations, can be found in the Graduate Catalog.

The primary component of the program is that a qualified student may take up to 9 hours of approved graduate courses and have them count toward both the undergraduate degree and the MPH degree. With the approval of the department in which the student’s undergraduate degree is located, some or all of the 9 hours of graduate courses may be applied to specific curricular requirements in the undergraduate degree.

Approved graduate courses for students accepted into the program:

- Term 7 - PUBH 530 Biostatistics 3 Credit Hours
- Term 8 - PUBH 510 Environmental Health 3 Credit Hours and PUBH 520 Health Systems, Policy and Leadership 3 Credit Hours

The process of seeking admission to the program begins in the spring semester of the junior or third year of undergraduate study. Students will apply electronically using the program application form located on the Public Health website (https://publichealth.utk.edu/) to indicate eligibility requirements are met and provide a brief statement of interest. This is a competitive admission process. Program applications must be submitted to the UT Department of Public Health by March 1 of the student’s junior/third year of undergraduate study and will be approved by the Director of the Undergraduate Public Health Minor by April 1.

Additionally, in order to be considered for the program students must:

- Have a minimum overall UT GPA of 3.3;
- A student must be a declared Public Health Minor and must have completed at least NUTR 100 - Introductory Nutrition 3 Credit Hours*, PSYC 110 - General Psychology 3 Credit Hours* or SOCI 120 – Introduction to Sociology 3 Credit Hours*, STAT 201 - Introduction to Statistics 3 Credit Hours* or MATH 115 - Statistical Reasoning 3 Credit Hours*, PUBH 201 - Introduction to Public Health 3 Credit Hours*, and PUBH 202 - Introductory Epidemiology 3 Credit Hours, and PUBH 320 – Social and Behavioral Theories in Public Health* 3 Credit Hours with a B or better in PUBH 201 - Introduction to Public Health 3 Credit Hours* and PUBH 202 - Introductory Epidemiology 3 Credit Hours, and PUBH 320 – Social and Behavioral Theories in Public Health* 3 Credit Hours;
- Must have completed at least 90 hours of the 120 hours of coursework required for their Bachelor’s degree.
- A student may be considered for conditional admission if they have the above listed courses in process. Admission requires successful completion of the courses.

Acceptance into the program must be obtained before taking a graduate course that is to be used to satisfy the requirements of the student’s bachelor’s degree and the MPH degree. Students must complete the Senior Requesting Graduate Credit form (https://gradschool.utk.edu/forms-central/senior-requesting-graduate-credit/) before registering for the graduate courses. This form must be approved by the graduate school. Students will be informed of the outcome of their application prior to the beginning of their fourth year of undergraduate study.

Acceptance into the Public Health Minor – Five-Year BS or BA/MPH program does not guarantee acceptance into the Graduate School or the MPH program. Students who have been admitted to the program must apply for admission to the Graduate School and to the MPH program during their fourth year of undergraduate study, following the standard application procedure. Students will be fully admitted to the MPH program after they have been accepted both by the Graduate School and by the MPH program.

Once fully admitted to the MPH program, students are required to complete the standard curriculum for the MPH program. A student will not be eligible for a graduate assistantship until the student has satisfied all of the requirements for their BS or BA degree.

* Meets Volunteer Core Requirements

Rationale: We need to add the option of completing the accelerated / combined program with the public health minor. Our UG CRC submission is being submitted concurrently and reflects the above changes. Impact on Other Units: None. Financial Impact: Admission to the Five-Year program will increase Public Health credit hours in the graduate public health courses (PUBH 510, 520, 530).
Public Health Major – Five-Year BSPH/MPH Program

Students pursuing the Public Health Major, if qualified, may apply for advanced placement in the Master of Public Health (MPH) degree program, allowing them to satisfy MPH degree requirements in one year, rather than two. The primary component of the program is that a qualified undergraduate student may take up to 9 hours of approved graduate courses for their senior undergraduate electives and have them count toward both their undergraduate degree and the MPH degree. Any student pursuing a Bachelor of Science in Public Health (BSPH), and who meets the additional requirements described below, may apply for this pathway and begin the MPH program the summer after their senior year. Additional information, regarding MPH program concentrations, can be found in the Graduate Catalog.

The primary component of the program is that a qualified student may take up to 9 hours of approved graduate courses and have them count toward both the undergraduate degree and the MPH degree. Public health majors may apply the 9 hours of graduate course credit to Professional Electives in the undergraduate degree. The process of seeking admission to the program begins in the spring semester of the junior or third year of undergraduate study. Students will apply electronically using the program application form located on the Public Health website (https://publichealth.utk.edu/) to indicate eligibility requirements are met and provide a brief statement of interest. This is a competitive admission process. Program applications must be submitted to the UT Department of Public Health by March 1 of the student’s junior/third year of undergraduate study and will be approved by the Director of the Undergraduate Public Health program by April 1.

Additionally, in order to be considered for the program students must:
• Have a minimum overall UT GPA of 3.3;
• A student must be a declared Public Health Major and must have completed at least NUTR 100 - Introductory Nutrition 3 Credit Hours*, PSYC 110 - General Psychology 3 Credit Hours* or SOCI 120 – Introduction to Sociology 3 Credit Hours*, STAT 201 - Introduction to Statistics 3 Credit Hours* or MATH 115 - Statistical Reasoning 3 Credit Hours*, PUBH 201 - Introduction to Public Health 3 Credit Hours*, and PUBH 202 - Introductory Epidemiology 3 Credit Hours, and PUBH 320 – Social and Behavioral Theories in Public Health* 3 Credit Hours with a B or better in PUBH 201 - Introductory Epidemiology 3 Credit Hours, and PUBH 320 – Social and Behavioral Theories in Public Health* 3 Credit Hours;
• Must have completed at least 90 hours of the 120 hours of coursework required for their Bachelor’s of Science in Public Health degree.
• A student may be considered for conditional admission if they have the above listed courses in process. Admission requires successful completion of the courses.

Acceptance into the program must be obtained before taking a graduate course that is to be used to satisfy the requirements of the student’s bachelor’s degree and the MPH degree. Students must complete the Senior Requesting Graduate Credit form (https://gradschool.utk.edu/forms-central/senior-requesting-graduate-credit/) before registering for the graduate courses. This form must be approved by the graduate school. Students will be informed of the outcome of their application prior to the beginning of their fourth year of undergraduate study.

Acceptance into the Public Health Major – Five-Year BSPH/MPH program does not guarantee acceptance into the Graduate School or the MPH program. Students who have been admitted to the program must apply for admission to the Graduate School and to the MPH program during their fourth year of undergraduate study, following the standard application procedure. Students will be fully admitted to the MPH program after they have been accepted both by the Graduate School and by the MPH program.

Once fully admitted to the MPH program, students are required to complete the standard curriculum for the MPH program. A student will not be eligible for a graduate assistantship until the student has satisfied all of the requirements for their undergraduate degree.

* Meets Volunteer Core Requirements

Rationale: Now that we have a new public health major (initiated in the 22-23 catalog), we need to add the option of completing the accelerated / combined program with the public health major. Our UG CRC submission is being submitted concurrently and reflects the above changes. Impact on Other Units: None. We have communicated with the academic units whose courses are required for the program application. There is no impact on other academic units. Financial Impact: Admission to the Five-Year program will increase Public Health credit hours in the graduate public health courses (PUBH 510, 520, 530).
DEPARTMENT OF PUBLIC HEALTH (PUBH)

ADD CONCENTRATION – PUBLIC HEALTH MAJOR, MPH

Public Health Nutrition

In the 2023-2024 Graduate Catalog add heading, text, and requirements for new concentration: Public Health Nutrition.

Graduate study with a major in public health leads to the Master of Public Health (MPH). Preparation for professional practice in improving community health emphasizes a population perspective, service-learning and application opportunities through rigorous internships. The MPH degree is offered on-campus for the Community Health Education, Epidemiology, Health Policy and Management, Public Health Nutrition and Veterinary Public Health concentrations and by Distance Education online for the Community Health Education, Epidemiology, Health Policy and Management and Veterinary Public Health concentrations.

Concentrations (Required) and Option Available
Community Health Education — Coursework Only with Comprehensive Exam
Epidemiology — Coursework Only with Comprehensive Exam
Health Policy and Management — Coursework Only with Comprehensive Exam
Public Health Nutrition – Coursework Only with Comprehensive Exam
Veterinary Public Health — Coursework Only with Comprehensive Exam

Campus Code:
Knoxville Campus
Distance Education [excludes Public Health Nutrition concentration]

PUBLIC HEALTH NUTRITION CONCENTRATION – COURSEWORK ONLY WITH COMPREHENSIVE EXAM

Credit Hours Required
42 graduate credit hours

Required Courses
- Public Health Foundations (20 credit hours)
  - PUBH 509 (2 credit hours)
  - PUBH 510
  - PUBH 520
  - PUBH 530
  - PUBH 537
  - PUBH 540
  - PUBH 552
- Public Health Nutrition Concentration Courses (16 credit hours)
  - NUTR 531 (1 credit hour)
  - NUTR 503 (2 credit hours)
  - NUTR 504 (2 credit hours)
  - NUTR 507 (3 credit hours)
  - NUTR 510 (3 credit hours)
  - NUTR 514 (2 credit hours)
  - NUTR 540 (3 credit hours)
- Electives (6 credit hours), consult with academic advisor for selection and approval of electives.
- Applied practice experience (6 credit hours)
  - NUTR 587. Written guidelines stipulating eligibility criteria and expectations are available.

Additional Course Requirements
- To meet program requirements, students must select courses in consultation with an assigned program advisor.
- Program totals are minimums, and some students may be required to complete additional course work to overcome background deficiencies.

Non-Course Requirements
- The MPH is a course-only with comprehensive exam program requiring completion of 42 credit hours of graduate course work including six weeks of applied practice experience (may be completed on full- or part-time basis).
- The Applied practice experience provides an experience with an affiliated health agency or organization offering one or more health programs.
- Of importance, field practice allows the student to apply academic theories, concepts, and skills in an actual work setting.
- Students are required to pass a MPH comprehensive exam.

Rationale: A concentration in Nutrition is based on need and value. Nutrition is fundamental to achieving optimal health for individuals, communities, states and the nation. Consuming a healthy diet leads to improved risk of hypertension, diabetes, heart disease and many other diseases – diseases the state of Tennessee falls towards the top for states with significant prevalence. Public health nutritionists are integral to the effort. With the concentration in Nutrition, many communities will benefit from practitioners with the MPH foundation combined with the subject expertise in nutrition. Addressing community need is part of the land-grant mission. The US Department of Labor predicts an 11% growth rate in jobs for nutritionist and dieticians between 2020 and 2030. This is considered “faster than average” (Occupational Outlook Handbook, 2021). Beginning January 1, 2024, all bachelor prepared dieticians will be required to hold a Master’s degree. The Master’s degree can be in a major or field other than Nutrition. As such, we anticipate a desire for the MPH from current bachelor prepared dieticians. There are no other MPH programs in Tennessee offering a concentration in Nutrition. In consideration of each of these points, we believe this is an opportune time to expand the MPH program with a concentration in Nutrition.

Impact on Other Units: The concentration courses will be taught by Department of Nutrition faculty. The Department of nutrition supports and has agreed to collaborate on this concentration (see LOS). The foundation courses are currently taught and will continue to be offered for all MPH concentrations by current Department of Public Health faculty.

Financial Impact: The Department of Public Health does not require additional resources to add the concentration. The Department of Nutrition has agreed to offer the relevant concentration courses. As such, no financial impact is anticipated.

REVISE REQUIREMENTS FOR PUBLIC HEALTH MAJOR, MPH

HEALTH POLICY AND MANAGEMENT CONCENTRATION, MPH

In the 2023-2024 Graduate Catalog, under the Required Courses heading, under the Health Policy and Management concentration bullet, revise the list to remove course PUBH 612 and replace with course PUBH 528.

Health Policy and Management Concentration — Course Only with Comprehensive Exam

The MPH degree with a concentration of study in health policy and management offers an educational route to develop wide-ranging skills in team leadership, financial management, human resources management, communications, program planning and administration, and the facilitation of change. In addition, the curriculum focuses on health policy formulation and policy impact which must be understood by managers and policy planners seeking to address such important issues as access to care, quality improvement and assurance, cost containment, specialized needs of population groups, and partnerships with others to improve population health.

Credit Hours Required
42 graduate credit hours

Required Courses
- Public Health Foundations (20 credit hours)
  - PUBH 509 (2 credit hours)
  - PUBH 510
  - PUBH 520
  - PUBH 530
  - PUBH 537
  - PUBH 540
  - PUBH 552
- Health Policy and Management Concentration Courses (16 credit hours)
  - PUBH 525
  - PUBH 527 (4 credit hours)
  - PUBH 612 528
  - Electives (6 credit hours), consult with academic advisor for selection and approval of elective.
- Applied practice experience (6 credit hours)
  - PUBH 587. Written guidelines stipulating eligibility criteria and expectations are available.
Additional Course Requirements
- To meet program requirements, students must select courses in consultation with an assigned program advisor.
- Program totals are minimums, and some students may be required to complete additional course work to overcome background deficiencies.

Non-Course Requirements
- The MPH is a course-only with comprehensive exam program requiring completion of 42 credit hours of graduate course work including six weeks of applied practice experience (may be completed on full- or part-time basis).
- The applied practice experience provides an experience with an affiliated health agency or organization offering one or more health programs.
- Of importance, field practice allows the student to apply academic theories, concepts, and skills in an actual work setting.
- Students are required to pass a MPH comprehensive exam.

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: Nutrition offers the HPM concentration as an option in the dual degree program. Those who chose this concentration will take this course NUTR 540, however, the students can still take the Nutrition Policy course as an elective (which we encourage of all HPM students).

Financial impact: The number of students in the dual degree program (MS-MPH) amount to less than 3 per academic year. As such, the financial impact on the Department of Nutrition (course) will be minimal.

REVISE REQUIREMENTS

EPIDEMIOLOGY CONCENTRATION, MPH

In the 2023-2024 Graduate Catalog, remove PUBH 630 and replace with PUBH 531 in the EPI concentration; remove PUBH 640 and replace with PUBH 542 in the EPI concentration.

Epidemiology concentration — Course Only with Comprehensive Exam

Epidemiology is the core science of public health and having an MPH with an epidemiology concentration will prepare students for a variety of public health careers. Students will be prepared to design and conduct population health studies and apply research findings to improve the health of the population. This concentration focuses on applying epidemiologic principles and methods; understanding the strengths and limitations of epidemiologic study designs; analyzing public health data using basic and intermediate level statistical methods; and communicating epidemiological research to both lay and scientific audiences.

Credit Hours Required
42 graduate credit hours

Required Courses
- Public Health Foundations (20 credit hours)
  - PUBH 509 (2 credit hours)
  - PUBH 510
  - PUBH 520
  - PUBH 530
  - PUBH 537
  - PUBH 540
  - PUBH 552
- Epidemiology Concentration Courses (16 credit hours)
  - PUBH 536
  - PUBH 541 (1 credit hour)
  - PUBH 630 531
Additional Course Requirements
- Electives (6 credit hours), consult with academic advisor for selection and approval of electives.
- Applied practice experience (6 credit hours)
  - PUBH 587. Written guidelines stipulating eligibility criteria and expectations are available.

Non-Course Requirements
- To meet program requirements, students must select courses in consultation with an assigned program advisor.
- Program totals are minimums and some students may be required to complete additional course work to overcome background deficiencies.

Rationale: The Department of Public Health added the EPI concentration for the MPH program and plan to also add the EPI concentration to the Distance Education degree offerings (proposed Fall 2023). The MPH in EPI saw 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 we expect the Distance Education epidemiology concentration to grow quickly. Changing the requirements for the MPH EPI concentration by adding these two courses and dropping the doctoral level courses will allow us to tailor the program better for MPH-level graduates. The type of epidemiological and statistical methods needed by MPH graduates and PhD graduates are too different to include in the same course, and with this change, our program will better fit the needs and expectations of public health practice for MPH graduates.

Impact on other units: This will be available to students in other departments outside of Public Health, as it will be a required course for any master’s level student interested in the Graduate Minor in Epidemiology.

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.

REVISE REQUIREMENTS

EPIDEMIOLOGY MINOR

In the 2023-2024 Graduate Catalog, add PUBH 542 as an alternative required course for PUBH 640, change required GPA for Admissions Standards/Procedures to 3.30 in PUBH 530 and 540.

Epidemiology Minor
A graduate minor in epidemiology provides the graduate student the opportunity to build a strong methodological foundation which can be applied to public health and a variety of academic programs and research areas. The minor is managed by the Department of Public Health that offers the core courses. Electives are available from the Colleges of Veterinary Medicine, Social Work, Arts and Sciences, Nursing, and the Herbert College of Agriculture.

Campus Code
Knoxville Campus

Admissions Standards/Procedures
- Approval from the Department of Public Health
- Average GPA of 3.30 in PUBH 530 and 540

Academic Standards
- Average GPA in all courses of 3.00 or higher

Credit Hours Required
- 12 graduate credit hours

Required Courses
- PUBH 530 (3 credit hours)
- PUBH 540 (3 credit hours)
- PUBH 542 or 640 (3 credit hours)
3 credit hour elective approved by epidemiology faculty. Contact the Department of Public Health for more information.

Rationale: The Epidemiology Minor has been increasing in popularity over the past six years, with students from across the university completing the minor. This includes students from within the college from other concentrations in Public Health, Kinesiology and Sports Medicine, and Nutrition; and students from across the university, including Food Microbiology, Nursing, Geography, and Anthropology. Because of the popularity of this minor and the growth in both our MPH Epidemiology Concentration and our PhD in Public Health Sciences, which currently include one or more of the required courses from the minor in their curricula, the courses fill up quickly. The addition of PUBH 542 as an alternative required course for PUBH 640 will allow us to keep our graduate level course enrollment to a manageable size and still allow the instructors to deliver high quality content and provide detailed feedback to students on assignments.

Impact on other units: This will make the Graduate Minor in Epidemiology more accessible and attainable for students in our department and other departments 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.

REVISE REQUIREMENTS
PUBLIC HEALTH SCIENCES MAJOR, PHD

In the 2023-2024 Graduate Catalog, add PUBH 609 as required course for the PhD in Public Health Sciences major, and change credit hours to address this addition.

Public Health Sciences Major, PhD
The Doctor of Philosophy (PhD) degree with a major in Public Health Sciences prepares students to think critically as scientists and to develop and communicate public health strategies to address the public health challenges of the nation. At the completion of the PhD program students will be able to:

- Apply research methods to address health issues
- Explore, critique, and apply evidence-based information from multiple sources to public health issues
- Propose theory-based strategies to promote inclusion and equity within public health programs, policies, or systems
- Communicate evidence-based public health information in diverse formats

Campus Code
Knoxville Campus

Admissions Standards/Procedures

The PhD in Public Health Sciences is designed for students who have already earned the MPH degree from an institution accredited by the Council on Education for Public Health (CEPH). Applicants without the MPH may be admitted to the PhD program; however, these students may need to complete additional coursework requirements in consultation with a faculty advisor and the Director of the PhD program to ensure a firm foundation in the MPH competency domains.

- Admission Requirements
  - Meet requirements for admission to the University of Tennessee, Knoxville, Graduate School.
  - GPA of at least 3.20 (on a 4.00 scale) on Master’s level coursework, shown in official transcripts.
  - A minimum of 40th percentile on all sections of the Graduate Record Examination (GRE).
  - For international students, a satisfactory score on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS), as defined by the Graduate School.
  - Three letters of reference completed within the past 12 months by faculty members, academic advisors, or employers or professional colleagues. At least two letters must be from persons able to assess academic capacity.
  - A personal statement to demonstrate the evolution of your interest in public health and how the PhD program will prepare you to work in the field of public health.
  - Identification of a preferred mentor and a description of how that faculty member’s research and practice will help them achieve their career goals.
  - A sole-authored writing sample that has not been peer-reviewed that demonstrates skill in professional, research, or academic writing.
  - A current curriculum vitae.
  - Ability to clearly articulate a defined career pathway, which incorporates research experience and skills, upon interview.

- Admission Preferences
  - MPH degree from a CEPH accredited school or program of Public Health.
  - Public health or relevant work experience at local, state or federal level.
  - Applicants without the MPH degree may be admitted to the PhD program. For example, exceptional applicants who meet one of the following requirements may also be considered for admission:
- Applicants with a master’s degree or an advanced professional degree in a field related to public health from an officially recognized domestic or international institution; the aforementioned graduate degree must be conferred prior to enrollment to PhD; or
- Applicants without a graduate degree must have at least two years of full-time work experience in public health or a related field.

**Academic Standards**

- Academic probation will result if the overall GPA falls below 3.25 or if the GPA for the 600-level PUBH prefix courses falls below 3.25.
- Students on academic probation who have a semester GPA below 3.25 are subject to dismissal.

**Credit Hours Required**

72 graduate credit hours

**Required Courses**

- **Foundation Courses (20 graduate credit hours)**
  - PUBH 509 (2 semesters, 1 credit/semester) (2 credit hours)
  - PUBH 510 (3 credit hours)
  - PUBH 520 (3 credit hours)
  - PUBH 530 (3 credit hours)
  - PUBH 537 (3 credit hours)
  - PUBH 540 (3 credit hours)
  - PUBH 552 (3 credit hours)

- **Core Courses (15 credit hours)**
  - PUBH 609 (2 credit hours)
  - PUBH 630 (3 credit hours)
  - PUBH 635 (3 credit hours)
  - PUBH 640 (3 credit hours)
  - PUBH 650 (3 credit hours)
  - PUBH 656 (3 credit hours)

- **Cognate Courses (9 credit hours)**
  - The PhD in Public Health Sciences is a generalist degree but requires a cognate to include 9 semester credit hours that are thematically related. This usually amounts to three 3-credit hour courses. The cognate coursework can include graduate-level independent study, public health graduate courses, and/or graduate coursework from other academic units. The academic advisor and the Director of the PhD must formally approve the proposed cognate courses.

- **Electives (2 credit hours)**

- **Dissertation (24 credit hours)**
  - PUBH 600

**Non-Course Requirements**

- **Graduate School Non-Course Requirements**
  - Completed comprehensive exam
  - Admission to candidacy
  - Fulfill residence
  - Completed defense of dissertation

- **Departmental Non-Course Requirements**
  - Students without an MPH degree from a CEPH accredited school or program of Public Health are required to pass the MPH foundation comprehensive exam within one semester of completing all required MPH foundations courses.
  - Students are required to pass a PhD qualifying exam within one semester of completing all required PhD core courses.

Rationale: We previously offered PUBH 609 Public Health Doctoral Seminar as a required course in our DrPH curriculum. When we switched to the PhD in Public Health Sciences, we felt that we could drop this course as the degree had changed significantly. However, we see the need to add it back to the required curriculum to fill a gap in our doctoral student training. This course was designed to be offered across two semesters, with each semester covering different topics from the course description. [PUBH 609 Public Health Doctoral Seminar (1).] Will further prepare the public health doctoral student for the dissertation process, including proper framing of a research question, conducting the literature review, and specification of methods. Students will lead discussions and presentations on methods being used in their dissertations and early results. We will also include an exploration of current health behavior and health education-related research being conducted across the University. No changes to the course description or requirements are being requested. This will help better prepare our students for conducting their own research, completing the dissertation, and becoming independent researchers by providing them with much needed opportunity for professional development and training. Past students expressed high value and need for the course.
Impact on other units: None. This course was not required by any other program in the past and is not likely to be required going forward. 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.

DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION (TPTE)

REVISE ART EDUCATION (K-12) GRADUATE CERTIFICATE

In the 2023-24 Graduate Catalog, for the Art Education (K-12) graduate certificate revise the credit hours and requirements as shown below.

Credit Hours Required
15 graduate credit hours

Required Courses
- TPTE 540
- ARED 501
- ARED 520
- ARED 530
- ARED 540

Formerly
Credit Hours Required
12 graduate credit hours

Required Courses
- TPTE 540
- ARED 501
- ARED 530
- ARED 540

Rationale: We are adding ARED 520 to the graduate certificate, changing the required hours from 12 to 15. We are making these changes in response to a NASAD (art accreditation) report. NASAD requires that graduate certificates are at least 15 credit hours. Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact.

REVISE COURSE REQUIREMENTS

Art Education: Master of Science in Teacher Education, Practitioner Concentration, Art Education Specialization (Job-Embedded Program)
Current URL: https://catalog.utk.edu/preview_program.php?catoid=35&poid=17848#practitioner_course_only_without_comps

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 credit 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.
- Specialization courses
  - Art Education
    - ARED 501
    - ARED 510
    - ARED 520
    - ARED 530
    - ARED 540
Formerly
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 credit 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.
• Specialization courses
  ○ Art Education
    ▪ ARED 501
    ▪ ARED 510
    ▪ ARED 520
    ▪ ARED 530
    ▪ ARED 540
    ▪ SPED 552

Rationale: We are removing the course SPED 552: Classroom Management as a requirement for the Master of Science in Teacher Education, Art Education Practitioner Concentration. This course needs to be removed due to a NASAD accreditation requirement that at least two-thirds of required courses be in art/art education. With the removal of this course, we can comply with this NASAD requirement.
Impact on Other Units: There is no impact on other academic units.
Financial Impact: No financial impact.

(CYAL) Children’s and Young Adult Literature

ADD CERTIFICATE PROGRAM

Literacy Studies Interdisciplinary Graduate Certificate in Writing for Children and Young Adults (Author Track)
In this 15 credit hour program, students will study the craft of writing for young people. Additionally, students will study the history, content, and themes of Children’s and Young Adult literature, as well as fairy tales and the art of storytelling.

Campus Code
Distance Education
Knoxville Campus

Graduate Certificate Type
Stand-Alone
Add-On

Admission Standards/Procedures

• Applicants can be currently admitted to a degree program at UTK or can apply solely for the Literacy Studies Interdisciplinary Graduate Certificate in Writing for Children and Young Adults (Author Track) through the Graduate Admissions Office.
• All 15 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 graduate GPA in all certificate courses in the program and complete the requirements within five years of applying for a certificate.

Credit Hours Required
15 graduate credit hours

Required Courses

• CYAL 505
• CYAL 506
• ENGL 690
• ENGL 480
• INSC 576

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.

If students earn the author certificate and want to earn the teacher certificate, the 9 core hours from the author certificate would be accepted as the 9 core hours for the teaching certificate with the additional 6 hours required.

Rationale: Demand for programs devoted to writing literature for young people continues to grow, yet accessible programming (e.g., regional, online) remains limited. Also, there are few interdisciplinary graduate certificates at the University of Tennessee. As such, there is a need to offer an accessible certificate that draws on the expertise of literature and creative writing faculty in varied, but related, fields across the university campus. The English department in the College of Arts and Sciences and the Information Sciences department in the College of Communication are in favor of their courses being included in the certificate.

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.

ADD CERTIFICATE PROGRAM

Literacy Studies Interdisciplinary Graduate Certificate in Writing for Children and Young Adults (Teacher Track)
The Literacy Studies Interdisciplinary Graduate Certificate in Writing for Children and Young Adults (Teacher Track) is intended for those seeking to develop a knowledge and skill base of writing for young people through study, practice, and classroom application. Additionally, students will study the history, content, and themes of Children’s and Young Adult literature.

Campus Code
Distance Education
Knoxville Campus

Graduate Certificate Type
Stand-Alone
Add-On

Admission Standards/Procedures

- Applicants can be currently admitted to a degree program at UTK or can apply solely for the Literacy Studies Interdisciplinary Graduate Certificate in Writing for Children and Young Adults (Teacher Track) through the Graduate Admissions Office.
- All 15 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 graduate GPA in all certificate courses in the program and complete the requirements within five years of applying for a certificate.

Credit Hours Required
15 graduate credit hours

Required Courses
- CYAL 505
- CYAL 506
- CYAL 509
- ENGL 690
- INSC 572

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.
- If students earn the teacher certificate and want to earn the author certificate, the 9 core hours from the teacher certificate would be accepted as the 9 core hours for the author certificate with the additional 6 hours required.

Supporting Information:
Rationale: Demand for programs devoted to writing literature for young people continues to grow, yet accessible programming (e.g., regional, online) remains limited. Also, there are few interdisciplinary graduate certificates at the
University of Tennessee. As such, there is a need to offer an accessible certificate that draws on the expertise of literature and creative writing faculty in varied, but related, fields across the university campus. The English department in the College of Arts and Sciences and the Information Sciences department in the College of Communication are in favor of their courses being included in the certificate.

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.

(EDDE) Deaf and Hard of Hearing Education

REVISE TITLE, DESCRIPTION, AND STANDARDS

Deaf Education (PreK-12) Graduate Certificate
URL: https://catalog.utm.edu/preview_program.php?catoid=35&poid=17951&returnto=4809

The graduate certificate in Deaf Education PreK-12 is intended for those seeking to develop a knowledge and skill base that undergirds effective, equity focused teaching of PreK-12 students with a range of exceptionalities and from a range of backgrounds. A graduate certificate in Deaf Education PreK-12 is appropriate for PreK-12 teachers endorsed in areas outside of exceptional education, PreK-12 teachers endorsed in an area of exceptional education at the undergraduate level, administrators and supervisors aspiring to lead schools or serve in roles supporting special student populations, non-endorsed professionals whose work (e.g., museum, public-service agency) interfaces significantly with PreK-12 education, and those interested in home schooling. Coursework in this certificate is designed to lead to an additional endorsement in Deaf Education PreK-12 for teachers licensed in other areas in the state of Tennessee, pending transcript review, passing appropriate licensure exams and approval of the faculty advisor. *Endorsement in Deaf Education requires an Intermediate Plus rating level or above on the Sign Language Proficiency Interview (SLPI).

Campus Code
Distance Education
Knoxville Campus
Graduate Certificate Type
Add-On
Stand-Alone
Admissions Standards/Procedures
- Applicants can be currently admitted to a degree program at UTK or can apply solely for the Deaf Education PreK-12 Graduate Certificate through the Graduate Admissions Office.
- All 15 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 3.50 graduate GPA in all certificate courses in the program and complete the requirements within five years of applying for a certificate.

Credit Hours Required
15 graduate credit hours

Required Courses
- EDDE 415
- EDDE 416
- EDDE 419
- EDDE 528
- EDDE 529

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.

Formerly Education of the Deaf and Hard of Hearing (PreK-12) Graduate Certificate
The graduate certificate in Education of the Deaf and Hard of Hearing PreK-12 is intended for those seeking to develop a knowledge and skill base that undergirds effective, equity focused teaching of PreK-12 students with a range of exceptionalities and from a range of backgrounds. A graduate certificate in Education of the Deaf and Hard of Hearing PreK-12 is appropriate for PreK-12 teachers endorsed in areas outside of exceptional education, PreK-12 teachers endorsed in an area of exceptional education at the undergraduate level, administrators and supervisors aspiring to lead schools or serve in roles supporting special student populations,
non-endorsed professionals whose work (e.g., museum, public-service agency) interfaces significantly with PreK-12 education, and those interested in home schooling. Coursework in this certificate is designed to lead to an additional endorsement in Education of the Deaf and Hard of Hearing PreK-12 for teachers licensed in other areas in the state of Tennessee, pending transcript review, passing appropriate licensure exams and approval of the faculty advisor. *Endorsement in Education of the Deaf and Hard of Hearing requires proficiency in American Sign Language at the Intermediate Plus level.

Campus Code
Distance Education
Knoxville Campus

Graduate Certificate Type
Add-On

Stand-Alone

Admissions Standards/Procedures
- Applicants can be currently admitted to a degree program at UTK or can apply solely for the Education of the Deaf and Hard of Hearing PreK-12 Graduate Certificate through the Graduate Admissions Office.
- All 15 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 3.50 graduate GPA in all certificate courses in the program and complete the requirements within five years of applying for a certificate.

Credit Hours Required
15 graduate credit hours

Required Courses
- EDDE 415
- EDDE 416
- EDDE 419
- EDDE 528
- EDDE 529

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.

Supporting Information:
Rationale: (1) We request to change the title of the certificate program (from Education of the Deaf and Hard of Hearing to Deaf Education), which will align with the names of our undergraduate programs. (2) In the last sentence of the narrative, we clarify which assessment--the Sign Language Proficiency Interview.

Impact on Other Units: There is no impact on other academic units.

Financial Impact: No financial impact.

Additional Documentation: None.

DROP PROGRAM

Rehabilitation Counseling for the Deaf Graduate Certificate Program
URL: https://catalog.utk.edu/preview_program.php?catoid=35&poid=17892

Supporting Information:
Rationale: There are no students enrolled in this graduate certificate for several years.

Impact on Other Units: There is no impact on other academic units.

Financial Impact: No financial impact.

Additional Documentation: None.
Gifted Education

DROP CERTIFICATE

Gifted Education (PreK-12) Graduate Certificate
Current URL: https://catalog.utk.edu/preview_program.php?catoid=35&poid=17955

Supporting Information:
Rationale: The gifted education certificate fails to attract enough students to warrant its offering. The state of Tennessee does not require districts to offer gifted programming nor for its teachers to have the gifted endorsement, a 4 course sequence which this endorsement leads to; thus the program does not attract a consistent body of students to warrant offering it and does not have any students enrolled.

Impact on Other Units: There is no impact on other academic units.

Financial Impact: No financial impact.

Additional Documentation: None.

(STEM) STEM Education

REVISE REQUIRED COURSES AND DESCRIPTION OF REQUIRED COURSES

Educational Data Science Graduate Certificate
URL: https://catalog.utk.edu/preview_program.php?catoid=35&poid=18236&returnto=4809

Campus Code
Distance Education
Knoxville Campus

Graduate Certificate Type
Add-On
Stand-Alone

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 graduate credit hours

Required Courses
A total of 4 courses and a capstone project are required for the certificate. Students may substitute one of the four required courses with a related course approved by the Educational Data Science Graduate Certificate program coordinator.

- STEM 680 (3 credit hours)
- STEM 685 (3 credit hours)
- STEM 691 (3 credit hours)
- STEM 695 (3 credit hours)

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.

Formerly:
Campus Code
Distance Education
Knoxville Campus
Graduate Certificate Type
Add-On
Stand-Alone

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 graduate 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.

Supporting Information:
Rationale: The changing of course numbers is made to reflect the doctoral-level requirements of these classes (and the level of the students who have enrolled in previous offerings of the courses). The change to the wording of how students may substitute a course is made to make this process seem more allowable to students as previously the word “petition” was used.

Impact on Other Units: There is no impact on other academic units.

Financial Impact: No financial impact.

Additional Documentation: None.

ADD CONCENTRATION

Education Major, MS, Instructional Technology Concentration
URL: https://catalog.utk.edu/preview_program.php?catoid=35&poid=17723&returnto=4809

Campus Code
Distance Education

Instructional Technology concentration
The Instructional Technology concentration prepares students to design, develop, implement, and evaluate online learning environments. These skills will be desirable in a variety of contexts such as education, corporate, government, and nonprofit organizations.

Admissions Standards/Procedures
Students submit their CV/Resume, Letter of Introduction, and Goal Statement with their Graduate School Application. Upon faculty review, students will be notified whether they are admitted to the program or not.

Credit Hours Required
33 graduate credit hours

Required Courses
• Foundations (3 credit hours)
  o Advisor approved Educational Psychology Major 500-level course or Information Science 500-level course.

• Concentration Core (24 credit hours)
  o IT 521
  o IT 532
  o IT 566
  o IT 570
  o IT 573 or IT 578
  o IT 577
  o IT 594
  o One additional graduate course chosen in consultation with advisor

• Elective (3 credit hours)
  o IT 525
  o IT 574
  o Or a graduate course approved by advisor.

• Research (3 credit hours)
  o Advisor approved Educational Psychology and Research Major Evaluation, Statistics and Measurement concentration EDPY 500-level course.

Additional Course Requirements
To meet program requirements, students must select courses in consultation with a program advisor. Program totals are minimums and some students may be required to complete additional coursework to overcome background deficiencies.

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.

Supporting Information:
Rationale: The revision is needed because the IT/LDT programs are now housed under TPTE.

Impact on Other Units: There is no impact on other academic units.

Financial Impact: No financial impact.

Additional Documentation: None.

ADD CERTIFICATE
Online Teaching and Learning Graduate Certificate
URL: https://catalog.utk.edu/preview_program.php?catoid=35&poid=17873&returnto=4809

Campus Code
Knoxville Campus
Distance Education

Graduate Certificate Type
Stand-Alone (earned terminal degree required)
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 certificate by submitting an online application through the Graduate Admissions Office.

Academic Standards
A 3.50 graduate GPA must be earned across all certificate courses.

Credit Hours Required
15 graduate credit hours

Required Courses
  • IT 570
  • IT 532
  • IT 566
  • IT 573
Students who can demonstrate advanced skills that meet or exceed the learning objectives of IT 573 may replace the course with another as advised and approved by the Certificate Coordinator

IT 577

Non-Course Requirements

- All courses must be completed within five years of admission to the certificate program.

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.

Supporting Information:
Rationale: The revision is needed because the IT/LDT programs are now housed under TPTE.
Impact on Other Units: There is no impact on other academic units.
Financial Impact: No financial impact.
Additional Documentation: None.

REVISE COURSE REQUIREMENTS

STEM Leadership Graduate Certificate
URL: https://catalog.utk.edu/preview_program.php?catoid=35&poid=17957

Campus Code
Knoxville Campus
Distance Education

Graduate Certificate Type
Add-On
Stand-Alone

Admissions Standards/Procedures
- Applicants can be currently admitted to a degree program at UTK or can apply solely for the STEM Leadership Certificate in STEM 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 3.50 graduate GPA in all certificate courses in the program and complete the requirements within five years of applying for a certificate.

Credit Hours Required
12 graduate credit hours

Required Courses
A total of 4 graduate courses and a capstone project are required for the certificate. The STEM Leadership Certificate program students will take the following three required courses.
- ETEC 589
- STEM 581
- TPTE 540 (Capstone Course)

And one of the following courses as elective based on students’ interest:
- STEM 680
- EDAM 552
- EF 501
- ETEC 588

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.
Admissions Standards/Procedures

Applications can be currently admitted to a degree program at UTK or can apply solely for the STEM Leadership Certificate in STEM 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 3.50 graduate GPA in all certificate courses in the program and complete the requirements within five years of applying for a certificate.

Credit Hours Required
12 graduate credit hours

Required Courses
A total of 4 graduate courses and a capstone project are required for the certificate. The STEM Leadership Certificate program students will take the following three required courses.

- ETEC 589
- MEDU 581
- TPTE 540 (Capstone Course)

And one of the following courses as elective based on students’ interest:

- TPTE 595
- EDAM 552
- EF 501
- ETEC 588

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.

Supporting Information:
Rationale: STEM 680 is being proposed in this cycle to accommodate doctoral students enrolled in the program. This course change is replacing TPTE 595 Special Topics course. Also, STEM 581 was originally created to replace MEDU 581, specifically for the STEM Leadership Graduate Certificate. Somehow the updated course description and title was listed for MEDU 581 rather than for STEM 581.

Impact on Other Units: There is no impact on other academic units.

Financial Impact: No financial impact.

REVISE DESCRIPTION

Teacher Education Major, MS, Educational Studies Concentration — Thesis Option or Coursework Only With Comprehensive Exam Option

The Educational Studies concentration does not lead to initial teacher licensure but, depending on the student’s program of study, may lead to an additional endorsement area for an already licensed teacher. It is for students seeking to enhance their professional knowledge and expertise, for those preparing to teach on the post-secondary level, or for those preparing for careers that do not require teacher licensure.


Credit Hours Required

Thesis Option: 33 graduate credit hours
Coursework Only With Examination Option: minimum 33 graduate credit hours

Required Courses

- TPTE 517 (3 credit hours)
- Approved Research course (suggested: EDPY 505, EDPY 506, EDPY 550, ESM 577, ESM 583) (3 credit hours)
- ETEC 586 or ETEC 587 (or other approved technology course) (3 credit hours)
- 12 credit hours in a specialization area, selected in consultation with and approved by the student’s advisor

Additional Course Requirements

For Thesis Option:
- 6 graduate credit hours of related studies, selected in consultation with and approved by the student’s advisor
- 6 credit hours of TPTE 500

For Coursework Only With Comprehensive Exam Option:
- 12 graduate credit hours of related studies, selected in consultation with and approved by the student’s advisor

For Both Options:
- Two-thirds of total credit hours for MS degree must be 500-level or above

Non-Course Requirements

- Thesis Option: Satisfactory completion of written thesis and oral defense of thesis
- Coursework Only With Comprehensive Exam Option: Students to submit a written comprehensive examination.

Formerly

Teacher Education Major, MS, Educational Studies Concentration — Thesis Option or Coursework Only With Comprehensive Exam Option

The Educational Studies concentration does not lead to initial teacher licensure but, depending on the student’s program of study, may lead to an additional endorsement area for an already licensed teacher. It is for students seeking to enhance their professional knowledge and expertise, for those preparing to teach on the post-secondary level, or for those preparing for careers that do not require teacher licensure.


The Educational Studies concentration also offers a Distance Education option with the specialization in Science, Technology, Engineering and Mathematics with an optional endorsement in Gifted Education.

Credit Hours Required

Thesis Option: 33 graduate credit hours
Coursework Only With Examination Option: minimum 33 graduate credit hours

Required Courses

- TPTE 517 (3 credit hours)
- Approved Research course (suggested: EDPY 505, EDPY 506, EDPY 550, ESM 577, ESM 583) (3 credit hours)
- ETEC 586 or ETEC 587 (or other approved technology course) (3 credit hours)
- 12 credit hours in a specialization area, selected in consultation with and approved by the student’s advisor

Additional Course Requirements
• For Thesis Option:
  • 6 graduate credit hours of related studies, selected in consultation with and approved by the student's advisor
  • 6 credit hours of TPTE 500

For Coursework Only With Comprehensive Exam Option:
• 12 graduate credit hours of related studies, selected in consultation with and approved by the student's advisor

For Both Options:
• Two-thirds of total credit hours for MS degree must be 500-level or above

Non-Course Requirements
• Thesis Option: Satisfactory completion of written thesis and oral defense of thesis
• Coursework Only With Comprehensive Exam Option: Students to submit a written comprehensive examination.

Supporting Information:
Rationale: The DE option with the specialization in Science, Technology, Engineering and Mathematics with an optional endorsement in Gifted Education is no longer offered nor are any students enrolled in the program.

Impact on Other Units: There is no impact on other academic units.

Financial Impact: No financial impact.

Additional Documentation: None.

REVISE DESCRIPTION AND COURSES

Teacher Education Major, MS, Practitioner Concentration
URL: https://catalog.utk.edu/preview_program.php?catoid=35&poid=17848#practitioner_course_only_without_comps

The Practitioner concentration is designed for students who are earning an initial teaching credential while serving as an instructor of record (i.e. as a “Job-Embedded Practitioner”) or as an Apprentice Teacher (i.e., as a “Grow Your Own” teacher candidate) in a school. State licensure requirements allow a partnership school system (or private school) to employ an individual as “instructor of record” or as an “apprentice teacher,” provided content/subject knowledge has been met, and the candidate has been admitted to an approved educator preparation program (EPP). The student would complete graduate-level coursework while carrying out the duties and responsibilities of a first-year teacher or an apprentice teacher, with school system and UT faculty as mentors, and has four years to complete licensure requirements. The Tennessee Department of Education's Office of Educator Licensing will issue the license only at the recommendation of the approved educator preparation program.

Credit Hours Required
30 to 38 graduate credit hours

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 credit 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.
• Specialization courses
  o American Sign Language
    • ASL 521
    • ASL 422
    • ASL 435
    • ASL 455
    • ASL 545
  o Art Education
    • ARED 501
    • ARED 510
    • ARED 520
    • ARED 530
- ARED 540
- SPED 552
- **Deaf Education**
  - EDDE 415
  - EDDE 416
  - EDDE 419
  - EDDE 528
  - EDDE 529
- **Elementary Education**
  - ELEM 522
  - REED 530
  - SSCE 521
  - SCED 531
  - MEDU 530
- **English as a Second Language**
  - WLEL 489
  - WLEL 466
  - WLEL 475
  - WLEL 570
  - SPED 552
  - REED 530
- **English Education**
  - ENED 460
  - ENED 459
  - REED 461
  - ENED 508
  - ENED 509
- **Math Education**
  - MEDU 405
  - MEDU 523
  - MEDU 485
  - MEDU 583
  - SPED 552
  - REED 461
- **Middle Grades Math Education**
  - MEDU 445
  - MEDU 446
  - MEDU 543
  - SPED 552
  - REED 543
- **Middle Grades Science Education**
  - SCED 445
  - SCED 446
  - SCED 543
  - SPED 552
  - REED 543
- **Science Education**
  - SCED 496
  - SCED 550
  - SCED 565
  - SCED 572
  - SPED 552
  - REED 461
- **Social Science Education**
  - SSCE 532
  - SSCE 543
  - SSCE 585
  - SSCE 599
  - TPTE 574
- **Special Education**
  - SPED 542 or SPED 559
• SPED 590
• SPED 515 or SPED 513
• SPED 516 or SPED 514
• SPED 553
• REED 530
• MEDU 523
  o World Languages
    ▪ WEL 445
    ▪ WEL 455
    ▪ WEL 550
    ▪ SPED 552
    ▪ Additional 3 credit hours of electives selected in consultation with the major professor

Non-Course Requirements
• The student must complete licensure requirements within three years.
• Students in the World Language specialization must have completed a minimum of 24 graduate credit hours in the world language (WL) with at least 18 upper division credit hours in the WL with a 3.00 GPA average or above.
• **Students in the ASL Education specialization need a minimum score of Advanced level on SLPI or 3+ on ASLPI.**
• **Students in the Deaf Education specialization need a minimum score of Intermediate Plus on the SLPI.**

Formerly
The Practitioner concentration leads to licensure in high needs content areas, math education, science education, special education, world languages, and English as a second language. It is designed for students who are earning an initial teaching credential while serving as an instructor of record in a school. In areas of teacher shortage, state licensure requirements allow a partnership school system (or private school) to employ an individual as “instructor of record,” provided content/subject knowledge has been met, and the candidate has been admitted to an approved educator preparation program (EPP). The student would enter a graduate-level teacher EPP, while carrying out the duties and responsibilities of a first-year teacher, with school system and UT faculty as mentors, and has three years to complete licensure requirements. The Tennessee Department of Education’s Office of Educator Licensing will issue the license only at the recommendation of the approved educator preparation program.

The Practitioner concentration is designed for students who are earning an initial teaching credential while serving as an instructor of record in a school (i.e. as a “Job-Embedded Practitioner”). State licensure requirements allow a partnership school system (or private school) to employ an individual as “instructor of record,” provided content/subject knowledge has been met, and the candidate has been admitted to an approved educator preparation program (EPP). The student would enter a graduate-level teacher EPP, while carrying out the duties and responsibilities of a first-year teacher, with school system and UT faculty as mentors, and has three years to complete licensure requirements. The Tennessee Department of Education’s Office of Educator Licensing will issue the license only at the recommendation of the approved educator preparation program.

Credit Hours Required
30 to 38 graduate credit hours

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 credit 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.
• Specialization courses
  o American Sign Language
    ▪ ASL 521
    ▪ ASL 422
    ▪ ASL 435
    ▪ ASL 455
    ▪ ASL 545
  o Art Education
- ARED 501
- ARED 510
- ARED 520
- ARED 530
- ARED 540
- SPED 552
- Elementary Education
  - TPTE 593
  - REED 530
  - SSCE 521
  - SCED 531
  - MEDU 530
- English as a Second Language
  - WLEL 489
  - WLEL 466
  - WLEL 475
  - WLEL 570
  - SPED 552
  - REED 530
- English Education
  - ENED 460
  - ENED 459
  - REED 461
  - ENED 508
  - ENED 509
- Math Education
  - MEDU 405
  - MEDU 523
  - MEDU 485
  - MEDU 583
  - SPED 552
  - REED 461
- Middle Grades Math Education
  - MEDU 445
  - MEDU 446
  - MEDU 543
  - SPED 552
  - REED 543
- Middle Grades Science Education
  - SCED 445
  - SCED 446
  - SCED 543
  - SPED 552
  - REED 543
- Science Education
  - SCED 496
  - SCED 550
  - SCED 565
  - SCED 572
  - SPED 552
  - REED 461
- Social Science Education
  - SSCE 532
  - SSCE 543
  - SSCE 585
  - SSCE 599
  - TPTE 574
- Special Education
  - SPED 542
  - SPED 590
  - SPED 515
Non-Course Requirements

- The student must complete licensure requirements within three years.
- Students in the World Language specialization must have completed a minimum of 24 graduate credit hours in the world language (WL) with at least 18 upper division credit hours in the WL with a 3.00 GPA average or above.

Supporting Information:
Rationale: We are proposing multiple changes.

1) A new teacher licensure pathway entitled “Grow Your Own” has been added to the existing teacher licensure pathway entitled “Job-Embedded Practitioner.” Both of these teacher licensure pathways will share the same coursework and degree program. There are slight differences in names (Job-Embedded Practitioner versus Apprentice Teacher), so the description change reflects updated language to encompass both of the teacher licensure pathways.

2) Deaf Education is adding a specialization to the Practitioner Concentration. This is simultaneously being submitted TN DOE for approval of the licensure pathway. We have added the sign language proficiency requirements needed for the Deaf Ed and ASL Ed programs which were not clearly stated in this concentration.

3) As for the SPED JEP course changes, we only had Interventionist licensure available for JEP students in the past. Now, we are offering comprehensive licensure option for JEPs. Therefore, we added the comprehensive licensure courses as options.

4) For Elementary Education, we are replacing a course (TPTE 593 – Independent Study) with an actual course (ELEM 522). ELEM 522 was approved through the graduate CRC process during a previous cycle, but we overlooked replacing TPTE 593 with it in the catalog.

Impact on Other Units: There is no impact on other academic units.

Financial Impact: No financial impact.

Additional Documentation: None.

REVISE DESCRIPTION, CREDIT HOURS, COURSE HOURS, AND COURSE REQUIREMENTS

Teacher Education Major, MS, Professional Internship Concentration
Current URL:
https://catalog.utk.edu/preview_program.php?catoid=35&poid=17848#professnl_internshp_thesis_or_course

Professional Internship Concentrations — Thesis Option or Coursework Only With Comprehensive Exam Option
The Professional Internship concentrations are intended for individuals seeking initial teacher licensure. Applicants to any of the professional internship concentrations must first interview with a teacher education admissions board and be admitted to teacher education. Individuals are encouraged to contact the college’s Student Services Center, A332 Bailey Education Complex, for a diagnostic interview and to develop a tentative course of study and timeline. Note that several of the concentrations have dual or triple pathway options that lead to additional licensure in English as a Second Language and/or Special Education. Program contact information can be found at the Theory and Practice in Teacher Education webpage: https://tpte.utk.edu/msprograms/

Credit Hours Required
39 graduate credit hours for the Thesis Option
Minimum 30 graduate credit hours for the Coursework Only With Comprehensive Exam Option

Required Courses
- Professional Internship Year Common Core Courses (24 credit hours)
  - TPTE 574 (1-3 credit hours)
  - TPTE 575 (12 credit hours) or program-specific field experience course
  - TPTE 591 (1-4 credit hours)
• Concentration specific courses as approved by advisor (6 credit hours)

• Thesis Option: TPTE 500 (6 credit hours)

Additional Course Requirements

• Art Education Professional Internship
  o ARED 510
  o ARED 520
  o ARED 530
  o ARED 540

• ASL Education Professional Internship
  o ASL 521
  o ASL 422
  o ASL 545

• Deaf Education Professional Internship
  o 9 credit hours, chosen in consultation with advisor

• Elementary Education Professional Internship
  o MEDU 530, REED 537, SCED 531, and SSCE 521

• English Education and English as a Second Language Professional Internship
  o 9 credit hours of electives selected in consultation with advisor

• Mathematics Education Professional Internship
  o ETEC 586
  o EDPY 501
  o REED 530
  o SPED 503
  o SPED 552

• Science Education Professional Internship
  o ETEC 586
  o EDPY 501
  o REED 530
  o SPED 503
  o SCED 550

• Social Sciences Education Professional Internship
  o TPTE 517
  o 9 credit hours of specialty area electives selected in consultation with advisor

• Special Education Professional Internship
  o MEDU 530
  o REED 528, 529, 537, or 540
  o SPED 530
  o SPED 535
  o 9 credit hours of electives selected in consultation with advisor

• World Language Education Professional Internship
  o TPTE 517
  o ETEC 586 or ETEC 587 (or approved educational technology course)
  o Approved graduate class in the World Language
  o WLEL 445
  o WLEL 455

Non-Course Requirements

• Thesis Option: Successful defense of the thesis
  o ASL Education Professional Internship: Candidates need a minimum score of Advanced level on SLPI or 3+ on ASLPI.
  o Deaf Education Professional Internship: Candidates need a minimum score of Intermediate Plus on the SLPI.

• Coursework Only With Comprehensive Exam Option: Successful completion of a comprehensive exam with a grade of Pass is required.
  o ASL Education Professional Internship: Candidates need a minimum score of Advanced level on SLPI or 3+ on ASLPI.
  o Deaf Education Professional Internship: Candidates need a minimum score of Intermediate Plus on the SLPI.

Formerly
Professional Internship Concentrations — Thesis Option or Coursework Only With Comprehensive Exam Option
The Professional Internship concentrations are intended for individuals seeking initial teacher licensure. Applicants to any of the professional internship concentrations must first interview with a teacher education admissions board and be admitted to teacher education. Individuals are encouraged to contact the college’s Student Services Center, A332 Bailey Education Complex, for a diagnostic interview and to develop a tentative course of study and timeline. Note that several of the concentrations have dual or triple pathway options that lead to additional licensure in English as a Second Language and/or Special Education. Program contact information can be found at the Theory and Practice in Teacher Education webpage: https://tpte.utk.edu/msprograms/. Note that several of the concentrations have dual or triple pathway options that lead to additional licensure in English as a Second Language and/or Special Education. Program contact information can be found at the Theory and Practice in Teacher Education webpage: https://tpte.utk.edu/msprograms/.

Credit Hours Required
42 graduate credit hours for the Thesis Option
36 graduate credit hours for the Coursework Only With Comprehensive Exam Option

Required Courses
- Professional Internship Year Common Core Courses (24 credit hours)
  - TPTE 574 (2-3 credit hours)
  - TPTE 575 (12 credit hours)
  - TPTE 591 (3-4 credit hours)
  - Concentration specific courses as approved by advisor (6 credit hours)
- Thesis Option: TPTE 500 (6 credit hours)

Additional Course Requirements
- Art Education Professional Internship
  - ARED 510
  - ARED 520
  - ARED 530
  - ARED 540
- ASL Education Professional Internship
  - ASL 521 (offered summer term only)
  - ASL 422
  - ASL 545
  - ENED 509 or REED 543
- Education of Deaf and Hard of Hearing Professional Internship
  - Research elective, 3 credit hours, chosen in consultation with advisor
  - Non-specified electives, 9 credit hours, chosen in consultation with advisor
- Elementary Education Professional Internship
  - 6 credit hours chosen from MEDU 530, REED 530, SCED 531, or SSCE 521
  - 6 credit hours of educational electives chosen from historical, philosophical, or social foundations; educational technology; reading education; language arts education; science education; social science education; elementary education; or issues in teacher education, selected in consultation with advisor
- English Education and English as a Second Language Professional Internship
  - TPTE 517
  - 9 credit hours of electives selected in consultation with advisor
- Mathematics Education Professional Internship
  - TPTE 517
  - 9 credit hours of specialty area electives selected in consultation with advisor
- Science Education Professional Internship
  - TPTE 517
  - 9 credit hours of specialty area electives selected in consultation with advisor
- Social Sciences Education Professional Internship
  - TPTE 517
530 because courses are required coursework for the TN elementary education (K-521, and REED 537. This is because the degree also leads to teacher licensure for elementary education. These four courses are required coursework for the TN elementary education (K-5) teaching license. REED 537 is replacing REED 530 because REED 537 is a more advanced course in reading education methods and is specifically geared towards student with a background in reading education unlike REED 530. All students enrolled in the MS in Teacher Education,
Elementary Education Professional Internship Concentration, will have completed multiple courses in reading education prior to their internship year, and therefore need a more advanced course in reading education. The TPTE literacy education faculty have determined that REED 537 is a more appropriate course for this degree.

7) Change to English Education and English as a Second Language Professional Internship - Please remove 517 as a required course. This course is no longer required by the program.

8) Mathematics Education Professional Internship - We are correcting the Graduate Catalog to accurately reflect the required courses for the MS in Teacher Education, Mathematics Education Professional Internship Concentration. The catalog updates made in Fall 2019 no longer accurately reflect the list of courses needed for students to successfully complete the degree as well as teacher licensure requirements for secondary mathematics.

9) Science Education Professional Internship - We are correcting the Graduate Catalog to accurately reflect the required courses for the MS in Teacher Education, Mathematics Education Professional Internship Concentration. The catalog updates made in Fall 2019 no longer accurately reflect the list of courses needed for students to successfully complete the degree as well as teacher licensure requirements for secondary mathematics.

10) Change to Special Education Professional Internship – Changes to the internship courses reflect the actual courses required during the internship year. In the past, we were missing MEDU and REED from the list, but those are required for SPED licensure. SPED 535 is replacing SPED 553. Elective hours are changing from 6 to 9 credit hours. Impact on Other Units: There is no impact on other academic units. Financial Impact: No financial impact.

ADD CONCENTRATION

Education Major, PhD, Learning, Design, and Technology Concentration
URL: https://catalog.utk.edu/preview_program.php?catoid=35&poid=17905&returnto=4809#learning_design_tech_conc

Campus Code
Knoxville Campus

Admissions Standards/Procedures
Admission requires a Master’s degree in Instructional Technology or a Master’s degree in another field with the completion of prerequisites prescribed by the admissions committee.

Academic Standards
Students meet regularly with their advisor to determine courses, follow Graduate School and LDT program requirements, and set personal scholarly goals.

Learning, Design, and Technology Concentration
The Learning, Design, and Technology (LDT) concentration in the Education Major is an instructional design and technology program designed for students with a wide-range of interests. Students in this program engage in research, design, development, implementation, and evaluation of learning environments. The name of the concentration, LDT, reflects the changing nature of the field to become more inclusive of informal and formal learning environments. The program supports graduate study of learning environments from an instructional design and technology perspective as well as an educational technology perspective, in various formal and informal settings such as K-12 education, higher education, non-profit agencies, military, and corporate settings. The program supports both part-time and full-time students.

Once admitted, students are required to complete the basic core courses to gain a foundational understanding of both theory and practice related to the design and development of learning environments. In the advanced core and the research apprenticeship courses, students will work closely with faculty to explore potential research projects as a member of an interdisciplinary research team or on their own. Students are required to engage in additional coursework in research methods, electives, and cognates. These additional courses may lead to obtaining a graduate certificate in areas such as Cultural Studies in Education; Online Teaching and Learning; Qualitative Research Methods in Education; and Measurement, Evaluation and Statistics.

Credit Hours Required
75 graduate credit hours

Required Courses
- Basic Core (9 credit hours)
  - 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)
  o LDT 602
  o LDT 693

• Research Methods (15 credit hours)
  o ESM 682
  o ESM 559
  o ESM 577
  o Two additional Research Methods courses chosen in consultation with advisor

• Electives (9 credit hours)
  o 9-credit hours of graduate level courses recommended by advisor that can include courses in Instructional Technology, Educational Technology, Adult Learning, Qualitative Research, Evaluation, and Quantitative Research.

• Cognate (6 credit hours)
  o 6-credit hours of graduate level courses recommended by advisor in areas such as Educational Technology, Cultural Studies, and Information Science.

• Dissertation (24 credit hours)
  o IT 600

Additional Course Requirements
• Basic Core
  o Corequisites that do not count towards the doctoral degree include IT 521, IT 570, and IT 573. If students have equivalent experiences or coursework from a Master’s degree they can be exempt from part or all of the corequisite requirement.

• Advanced Core
  o Corequisites in the Basic Core are Prerequisites for the Advanced Core

Non-Course Requirements
• Students meet regularly with their advisor to determine courses, follow Graduate School and LDT program requirements, and set personal scholarly goals. In addition to required coursework.

• Once students are close to program course completion, with the advisor’s approval the student will take the comprehensive exam. The comprehensive exam involves a written and oral examination. Upon passing the exam, the student will become a doctoral candidate.

• After passing the comprehensive exam, doctoral candidates work closely with their advisor to complete a dissertation proposal. A candidate will present the proposal to the dissertation committee, and once approved by all committee members, will begin work on the dissertation research. With the advisor’s approval, the candidate will schedule an oral defense for the dissertation. During the dissertation defense, the candidate will present the work completed for the dissertation, which will be reviewed by the dissertation committee.

Rationale: IT/LDT programs are now housed under TPTE, thus this degree program needs to move to TPTE.
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.