

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
All Changes Effective Fall 2021

I. Course Changes

DEPARTMENT OF CHILD AND FAMILY STUDIES

(CFS) Child and Family Studies

ADD

CFS 522 Family Relationships and Interaction (3) Understanding family relationships through the life course, including reciprocal social interactions, applications of systems models, and contemporary research and clinical perspectives. Potential focus topics include couple interactions, parent-child relationships, and intersections between gender and other salient sociodemographic identities (e.g., race, sexual orientation) and family processes.

Repeatability: May be repeated. Maximum 6 hours.

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

Rationale: This new course is proposed to offer a family relationship class that can be adapted to focus on couple relationships, parent-child interactions, the intersection between gender and other salient sociodemographic identities (e.g., race, sexual orientation) and family processes, or other topics, to allow flexibility in our curriculum according to student cohort needs and faculty teaching resources. It also allows us to showcase unique expertise in our current faculty composition and to flexibly accommodate new trends in the field, e.g. dyadic relationships, biopsychosocial contexts. The program plan will be adapted so that students can take the class up to two times, with different focus topics. The class will be offered 1-2 times every two academic years and the specific class focus for a given semester will be decided, circulated, and advertised in the preceding semester.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget. It will not increase, but potentially decrease the workload of existing faculty.

Additional Documentation: This change does not require additional approval.

CFS 578 Human Development in Contemporary Society (3) Understanding how human development across the life course is shaped by contemporary societal contexts. This class incorporates theory and research on diverse contextual and developmental aspects (e.g., biological, social) in contemporary society situations and educational/professional environments with implications for programs and policy. Focus topics may include typical/atypical child, adolescent, and/or adult development.

Repeatability: May be repeated. Maximum 6 hours.

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

Rationale: This new course is proposed to offer a human development class that can be adapted to different focus topics, to allow flexibility in our curriculum according to student cohort needs and faculty teaching resources. It also allows us to showcase unique expertise in our current faculty composition and to flexibly incorporate contemporary societal trends and conditions in childhood, adolescence, and adulthood. The program plan will be adapted so that students can take the class up to two times, with different focus topics. The class will be offered 1-2 times every two academic years and the specific class focus for a given semester will be decided, circulated, and advertised in the preceding semester.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget. It will not increase, but potentially decrease the workload of existing faculty.

Additional Documentation: This change does not require additional approval.

CFS 606 Advanced Methods (3) An array of advanced research methods is covered in this course, with varying foci each semester. Potential focus topics include quantitative (e.g., longitudinal studies), qualitative (e.g., grounded theory), mixed-methods, dyadic, and observational research. Irrespective of the specific methodological focus, participating in this course will enable students to read and interpret studies, design and implement their own studies, plan and carry out their data analysis. Students will learn how to apply their new competencies to different research settings.

Repeatability: May be repeated. Maximum 9 hours.

(DE) Prerequisite: CFS 570 or equivalent.

Recommended Background: At least 3 credit hours of graduate-level methods.

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

Rationale: This new course is proposed to unite all existing CFS advanced methods classes, to allow more flexibility in our curriculum according to student cohort needs and faculty teaching resources. It also allows us to address gaps in campus-wide graduate-level methods courses and to flexibly accommodate novel methods training needs. The program plan will be adapted so

that students can take the class up to three times. The class will be offered 1-2 times per academic year and the specific class focus for a given semester will be decided, circulated, and advertised in the preceding semester.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget. It will not increase, but potentially decrease the workload of existing faculty.

Additional Documentation: This change does not require additional approval.

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

(EDAM) Educational Administration

ADD

EDAM 646 Personnel Administration (3) Personnel administration is essential to a school district as it connects with employees through the processes of recruiting, developing, and retaining the top talent needed to provide a quality education for K-12 students. In addition, in its oversight role, personnel administrators monitor compliance with federal and state personnel laws as well as regulations protecting employees' legal rights in matters of grievance, arbitration, and contract management. This course will explore strategies and challenges associated with successful personnel administration in the educational setting.
Registration Restriction(s): Minimum student level – graduate

Rationale: The course proposed is a part of the Doctor of Education (EdD) program the Educational Leadership and Policy Studies (ELPS) department. This course was listed in the course offerings when the EdD program was approved but it had not been submitted through the approval process. This change is not driven by CAEP standards.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget. It will not increase, but potentially decrease the workload of existing faculty.

Additional Documentation: This change does not require additional approval.

(HEAM) Higher Education Administration

ADD

HEAM 529 Policy Issues in Higher Education (3) Local, state and federal education policy in U.S. higher education. Theories and practicalities of the policy process, political actors, policy formulation, policy instruments and policy evaluation. Exploration of change and tension between key policy goals (access, affordability, accountability) in promoting economic and social opportunity. Examination of current policy debates and their arguments for how researchers, politicians, and the popular press use data and structure to shape policy agendas and evaluation, including critical analytic techniques.

Rationale: Following a curricular review, program faculty determined that this course will fill a curricular need in our program. Currently, students have taken this as a special topics course and we have determined that it should be a core course in the HEA MS degree.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

HEAM 544 Organization & Administration in Higher Education and Student Affairs (3) This course examines the organization and administration of student affairs and higher education. The course seeks to enhance students understanding of how student affairs/student life divisions are organized and their role in complementing an institution's overall mission and goals.

Rationale: Following a curricular review, program faculty determined that this course will fill a curricular need in our program. Currently, students have taken this as a special topics course and we have determined that it should be a core course in the CSP degree.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

HEAM 545 Critical Issues in Student Affairs (3) This course is designed to frame and analyze some of the most critical issues facing student affairs and higher education in the United States today. As a seminar, we analyze and critique issues that exist as a part of the profession, and establish informed practices to implement within the profession.

Rationale: Following a curricular review, program faculty determined that this course will fill a curricular need in our program. Currently, students have taken this as a special topics course and we have determined that it should be a core course in the CSP degree.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

HEAM 550 University Finance and Budgeting (3) This course will focus on data, finance, and budgeting for United States (US) higher education (HE) institutions. We will focus on a practical understanding of the essential terms and concepts including: methods and sources for gathering HE financial data, critical moments in US history that have shaped how HE is funded, funding sources, the role of the federal and state government in financing HE, the costs of HE, how these costs impact affordability, accounting methods, budget types, and budgeting processes.

Rationale: Following a curricular review, program faculty determined that this course will fill a curricular need in our program. Currently, students have taken this as a special topics course and we have determined that it should be a core course in the HEA MS degree.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

HEAM 624 Students in Postsecondary Education (3) Course designed to provide graduate students a general understanding of the diversity of college students currently enrolled in higher education in the United States. Areas of emphasis include student characteristics, college choice and enrollment patterns, institutional types and environments, student development theory, retention and persistence, and college student outcomes.

Rationale: Following a curricular review, program faculty determined that this course will fill a curricular need in our program. Currently, students have taken this as a special topics course.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

HEAM 636 Legal Aspects of Higher Education (3) This course provides a general introduction to legal issues related to higher education and professional practice in higher education settings. In addition to the substance of related law, the course explores how the law is applied in rules, policies, and procedures, as well as how ethical standards and principles impact application of the law. This course is intended to support development of both substantive knowledge and practical skills for those individuals who either currently work in, and/or aspire to work in, higher education settings including post-secondary institutions, policy and research centers, and government agencies.

Rationale: Following a curricular review, program faculty determined that this course will fill a curricular need in our program. This course has been offered as a special topics course on a recurring basis.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE COURSE TITLE AND DESCRIPTION

HEAM 650 Finance and Budgeting in Higher Education (3) An introduction to the concepts, theories, and practices of higher education finance and budget administration and research. Topics will include economics of education, sources of revenue, finance and budgeting models, relationships between budgetary and policy goals, and criteria for research design, conduct, and evaluation.

Tensions between the economic, political and social environment, legal requirements, institutional priorities, strategic planning, and initiatives for equity, access, affordability and accountability will be analyzed.

Formerly: HEAM 650 Fiscal Policy Issues in Higher Education (3) Revenue sources, appropriation process, budget procedures, cost analysis, and fiscal management in public and independent colleges and universities.

Registration Restriction(s): Minimum student level - graduate

Rationale: Following a curricular review, the faculty agreed to shift the focus of this course from policy aspects to administration.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

(COUN) Counselor Education

ADD

COUN 580: Essential Skills for Professional Counseling (3) Students develop counselor characteristics and therapeutic relationship skills necessary for professional counseling in school and clinical mental health settings. Includes considerations for in-person and technology-assisted distanced counseling.

Rationale: A parallel course, COUN 480, is offered as a combined undergraduate/graduate level course when taught by faculty and an undergraduate only course when taught by PhD students under close faculty supervision. Each year, some students take COUN 480 as undergraduates, then apply and gain admission to the MS in Counseling. When this happens, students are unable to repeat COUN 480 for graduate credit. This creates a conflict in which they do not have access to a graduate level essential skills course as required by state licensure law for counselors in clinical mental health settings and by our accrediting body, CACREP, for all MS in Counseling students. Faculty have provided a work-around by providing sets of independent studies titled, Advanced Counseling Skills, for students in this situation. This new course will further distinguish essential skills at the graduate level and will include differentiation for students who completed COUN 480 as undergraduates.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget. Existing faculty will teach the course; one section per year will be designated under this course number in lieu of COUN 480.

Additional Documentation: This change does not require additional approval.

(EDPY) Educational Psychology

ADD

EDPY 580 Implementing and Sustaining Evidence-Based Practices in Schools (3) This course will explore 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.

Rationale: After faculty curriculum review and a review of SACS data, it was determined that our students needed a systems-level class. School Psychologists often work in administrative positions or take on leadership within schools. It is important that they understand building and district-level initiatives and school-wide problem solving.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

(SCHP) School Psychology

REVISE DESCRIPTION AND CREDIT HOURS

SCHP 649 Advanced Internship in School Psychology (0-9) Supervised employment in program-approved school psychology internship sites.

Formerly: SCHP 649 Advanced Internship in School Psychology (1-9). Supervised experience as school psychologist in unit-approved internship site for doctoral level students.

Rationale: This curriculum change was initiated by our doctoral students. After faculty consideration, it was determined that the final internship requirement could include a zero credit course. By doing so, we are modeling the internship course requirements of the UTK Clinical Psychology and Counseling Psychology programs.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

DEPARTMENT OF KINESIOLOGY, RECREATION, AND SPORT STUDIES

(KNS) Kinesiology

+DROP CROSS-LISTING

+KNS 602 Research Seminar (1)

Rationale: Cross-listed with SPST 602, which is being dropped due to lack of intentions to teach this course. It has not been taught in over 5 years.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

(RSM) Recreation and Sport Management

ADD (RE) PREREQUISITE, REVISE COURSE DESCRIPTION, REMOVE COMMENT

RSM 596 Therapeutic Recreation Internship (6) Supervised professional experience in Therapeutic Recreation/Recreational Therapy under the direct supervision of a CTRS (Certified Therapeutic Recreation Specialist). Sites and site supervisors must meet the *National Council for Therapeutic Recreation Certification* Internship Standards. Emphasis will be placed on the NCTRC Job Task Analysis.

(RE) Prerequisite: Minimum GPA 3.0

Formerly: RSM 596: Therapeutic Recreation Internship (6). Full-time work experience at an approved site supervised by a CTRS (Certified Therapeutic Recreation Specialist). Emphasis on all the NCTRC Job Tasks.

Comment(s): Therapeutic Recreation site must meet the National Council for Therapeutic Recreation Certification (NCTC) standards. Students must have a minimum required GPA of 3.0 for enrollment in this course. Agency affiliation agreements must be submitted four months prior to the first day of the semester student is enrolled in internship. Affiliation agreement should be approved by legal counsel for UTK and Agency two months prior to the first day of the semester student is enrolled in internship.

Rationale: More accurate reflection of the purpose and requirements of the course.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

DROP COURSE

RSM 590 Sport Management Practicum (3)

Rationale: The class has not been offered in several semesters and there are no plans to offer the course. Change in credit hours in RSM 595 also means this course is no longer needed.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE TITLE AND DESCRIPTION

RSM 501 Scholarly Inquiry (3) Faculty supervised scholarly analysis

Formerly: RSM 501 Project (3). Culminating experience under the supervision of a faculty member.

Rationale: To provide a more accurate description of the course requirements and expectations

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE CREDIT HOURS AND REVISE DESCRIPTION

RSM 595 Sport Management Internship (3 or 6) Supervised professional experience related to Recreation and Sport Management. Emphasis on managerial tasks and administrative procedures.

Formerly: RSM 595 Sport Management Internship (6). Full-time work experience requiring a minimum of 480 hours of clock time.

Rationale: More accurate reflection of the purpose and requirements of the course. Credit Hour change will allow the student to have a part time or full-time internship experience. This is an elective class with options to take either 3 or 6 hours with no repeatability. The different hours will not affect the total required hours of the program as it is an elective class.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

(SPST) Sport Studies

+DROP CROSS-LISTED COURSE

SPST 602 Research Seminar (1)

Rationale: Cross-listed with SPST 602, which is being dropped due to lack of intentions to teach this course. It has not been taught in over 5 years.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE REGISTRATION RESTRICTION

SPST 504 History and Sociology of International Sports (3)

Registration Restriction(s): Must be majors within the Department of Kinesiology, Recreation, and Sport Studies or permission of instructor, Minimum Student Level – Graduate

Formerly: SPST 504 History and Sociology of International Sports (3)

Registration Restriction(s): Must be majors within the Department of Kinesiology, Recreation, and Sport Studies or permission of instructor.

Rationale: The registration restriction is to ensure that only graduate students register for the class as undergraduate students have been able to register for the class. This will enable Banner to enforce the registration restriction.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

SPST 507 History of Sport in America (3)

Registration Restriction(s): Must be majors within the Department of Kinesiology, Recreation, and Sport Studies or permission of instructor, Minimum Student Level – Graduate

Formerly: SPST 507 History of Sport in America (3)

Registration Restriction(s): Must be majors within the Department of Kinesiology, Recreation, and Sport Studies or permission of instructor.

Rationale: The registration restriction is to ensure that only graduate students register for the class as undergraduate students have been able to register for the class. This will enable Banner to enforce the registration restriction.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

SPST 515 Social Theories of Sport (3)

Registration Restriction(s): Must be majors within the Department of Kinesiology, Recreation, and Sport Studies or permission of instructor, Minimum Student Level – Graduate

Formerly: SPST 515 Social Theories of Sport (3)

Registration Restriction(s): Must be majors within the Department of Kinesiology, Recreation, and Sport Studies or permission of instructor.

Rationale: The registration restriction is to ensure that only graduate students register for the class as undergraduate students have been able to register for the class. This will enable Banner to enforce the registration restriction.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

SPST 542 Sociological Aspects of Sport (3)

Registration Restriction(s): Must be majors within the Department of Kinesiology, Recreation, and Sport Studies or permission of instructor, Minimum Student Level – Graduate

Formerly: SPST 542 Sociological Aspects of Sport (3)

Registration Restriction(s): Must be majors within the Department of Kinesiology, Recreation, and Sport Studies or permission of instructor.

Rationale: The registration restriction is to ensure that only graduate students register for the class as undergraduate students have been able to register for the class. This will enable Banner to enforce the registration restriction.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE REGISTRATION RESTRICTION(S), REVISE COURSE DESCRIPTION

SPST 543 Women, Sport, and Culture (3) Critical examination of the experiences of girls and women in American sport from a psycho-socio-cultural perspective with a particular emphasis on the constructs of gender, race, class, and sexuality and how these constructs both independently and collectively mediate the female sport experience. Explores theories and interpretive frameworks from sport studies, feminist studies, race studies, psychology and cultural studies.

Registration Restriction(s): Must be majors within the Department of Kinesiology, Recreation, and Sport Studies or permission of instructor, Minimum Student Level – Graduate

Formerly: SPST 543 Women, Sport, and Culture (3) Critical examination of the experiences of girls and women in American sport from a psycho-socio-cultural perspective with a particular emphasis on the constructs of gender, race, class, and sexuality and how these constructs both independently and collectively mediate the female sport experience. Explores theories and interpretive frameworks from sport studies, feminist studies, race studies, psychology and cultural studies.

Registration Restriction(s): Must be majors within the Department of Kinesiology, Recreation, and Sport Studies or permission of instructor.

Rationale: The registration restriction is to ensure that only graduate students register for the class, as in the past, undergraduate students have been able to register for the class. This will enable Banner to enforce the registration restriction. Grammatical changes to make course description more consistent with others in the program.

Impact on Other Units: None. The proposed change does not require courses required by other programs. This course is cross-listed as KNS 543, and the Sport Management faculty agree with this cross-listing and catalog change.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

DEPARTMENT OF NUTRITION

(NUTR) Nutrition

ADD

NUTR 503 Community Nutrition Assessment (2) Examination of the socio-ecological model and nutrition-related protective and risk factors at each level of the model; community nutrition needs assessment, including defining nutrition-related services, gaps, and health disparities in priority populations.

NUTR 504 Community Nutrition Intervention and Evaluation (2) Conceptualization of organizational and community-level interventions; overview of policy, systems, and environmental interventions; development of a culturally appropriate implementation and evaluation plan for a population-focused nutrition intervention; development of grant writing skills.

Rationale: These course adds reflect the need to separate current course content in NUTR 524 (4 credits), into two, 2-credit, sequenced courses which will better serve students in Public Health Nutrition. NUTR 524 will be dropped (see below). This change supports SLO's 1 and 3 of the MS in Nutrition (Public Health Nutrition Concentration). The Nutrition faculty are supportive of this change.

Impact on Other Units: This change impacts Public Health, as it is a component of the dual MPH-MS/MS-MPH Program offered by Public Health and Nutrition. Public Health is supportive of this change, and both departments have put forth this change to the dual program (see Program Changes for both NUTR and PUBH in this narrative). No other units are impacted by this change.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

NUTR 507 Introduction to Theories of Health Behavior Change in Public Health Nutrition (3) Broad overview of behavior change theories most relevant to research and practice in public health nutrition. Taught from a socioecological perspective, application of theories will be discussed at multiple levels (e.g., individual, interpersonal, environmental and community).

Rationale: Regular curricular review identified need for a behavioral change theories course, specifically focused on research and practice applications in the field of public health nutrition. This proposed course will allow us to better address the needs of students in the Program in Public Health Nutrition and supports SLO's 1 and 3 of the MS in Nutrition (Public Health Nutrition Concentration). The Nutrition faculty are supportive of this course addition.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

DROP

NUTR 524- Public Health Nutrition: Community Assessment, Intervention, and Evaluation (4)

Rationale: Dropping this 4-credit course will make room for the NUTR 503 and 504 sequence added as part of the current proposal (2 credits each), which provide the same content as 524, but spread across 2 semesters. The Nutrition faculty are supportive of this course drop.

Impact on Other Units: This change impacts Public Health, as it is a component of the dual MPH-MS/MS-MPH Program offered by Public Health and Nutrition. Public Health is supportive of this change, and both departments have put forth this change to the dual program (see Program Changes for both NUTR and PUBH in this narrative). No other units are impacted by this change.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE COURSE TITLE AND DESCRIPTION

NUTR 513 Community Nutrition Practicum (3) Case study, simulation and experiential practice in community nutrition; development of cultural awareness, knowledge, skills, and experience.

Formerly: NUTR 513 Community Nutrition I Practicum (3) Case study, simulation and experiential practice in community nutrition; development of cultural awareness, knowledge, skills, and experience; work with instructor and preceptor(s) to conduct a community nutrition needs assessment; plan, deliver and evaluate a culturally appropriate group nutrition education session; use quality improvement methods to improve nutrition-related community programs, services, or projects.

Rationale: As part of regular curricular review by the faculty, we realized that not all students in NUTR 513 will take an additional Community Nutrition Practicum, so we propose removing the "I" from the title. In addition, as we refine the course offerings in our recently added *Clinical Nutrition and Dietetics Concentration*, we realized the course description did not allow for necessary flexibility. Shortening the course description increases our ability to be responsive to evolving accreditation standards and student needs.

Impact on Other Units: None. This course is available only to students in the Clinical Nutrition and Dietetics concentration (noted as a comment in the catalog), and should not impact other units

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE COURSE TITLE, CREDIT HOURS, DESCRIPTION, ADD REPEATABILITY, ADD (DE) COREQUISITE, REVISE TO (DE) PREREQUISITE, AND DROP COMMENT

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; 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.

Repeatability: May be repeated. Maximum 3 hours.

(DE) Corequisite or (DE) Prerequisite: NUTR 5YY (503) or Permission of Instructor.

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

Formerly: NUTR 514 Community Nutrition II Practicum (3) 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 poster presentation for faculty, preceptors, students, and community members.

(RE) Prerequisite(s): NUTR 524.

Comment(s): Open only to students in the Clinical Nutrition and Dietetics concentration.

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

Rationale: Similar to the revision to the NUTR 513 title, above, we propose removing the "II", as it implies this course is the second in a sequence, which it is not. Instead, we propose changing the title to include "Advanced", which, along with most of the other revisions, better reflects the level of student who will be taking this course. Revising the credit hours to allow variability, revising the course description (dropping "poster"), and dropping the comment re: which students can enroll in the course, provides greater flexibility in our concentrations that incorporate applied community experiences (Public Health Nutrition and Clinical Nutrition and Dietetics). Adding a corequisite, making the corequisite and prerequisite departmentally-enforced, and including instructor permission, increases scheduling flexibility and reflects the course adds and drops, above.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE CREDIT HOURS AND PREREQUISITE

NUTR 515 Field Study in Community Nutrition (6-12)

(RE) Prerequisite(s): 503 and 504.

Formerly: NUTR 515 Field Study in Community Nutrition (3-12)

(RE) Prerequisite(s): 524

Rationale: The increase in minimum credit hours, from 3 to 6, more accurately reflects the student experience in this 8-week, full-time applied practice experience and is necessary to more appropriately align it with other practicum courses in the Public Health Nutrition curriculum.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

DEPARTMENT OF PUBLIC HEALTH

(PUBH) Public Health

REVISE TO ADD REGISTRATION RESTRICTION

PUBH 510 Environmental Health (3) Study of the environmental factors (natural, anthropogenic or combination) on human health and the integrity of the ecosystem.

Registration Restriction(s): Minimum student level – graduate OR undergraduate students accepted to Public Health Minor – Five-Year BS or BA/MPH Program

Rationale: Undergraduates accepted into the Public Health Minor – Five-Year BS or BA/MPH Program will take this MPH foundation course during their undergraduate senior year. It will count towards their Bachelor's degree and toward the MPH degree.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

PUBH 520 Health Systems, Policy and Leadership (3) Exploration of public health and healthcare systems, health policy formulation, and associated implications for management and leadership.

Registration Restriction(s): Minimum student level – graduate OR undergraduate students accepted to the Public Health Minor – Five-Year BS or BA/MPH Program/Supporting Information

Rationale: Undergraduates accepted into the Public Health Minor – Five-Year BS or BA/MPH Program will take this MPH foundation course during their undergraduate senior year. It will count towards their Bachelor's degree and toward the MPH degree.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

PUBH 530 Biostatistics (3) Application of descriptive and inferential statistical methods to analyze and interpret data for health-related problems and programs.

(DE) Prerequisite(s): Introductory statistics.

Registration Restriction(s): Minimum student level – graduate OR undergraduate students accepted to the Public Health Minor – Five-Year BS or BA/MPH Program; Public Health major (MPH); Nutrition major (MS), public health nutrition concentration; or Public Health major (DrPH), or consent of instructor.

Rationale: Undergraduates accepted into the Public Health Minor – Five-Year BS or BA/MPH Program will take this MPH foundation course during their undergraduate senior year. It will count towards their Bachelor's degree and toward the MPH degree.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE COURSE TITLE AND DESCRIPTION

PUBH 587 Applied Practice Experience (3-6) Applied Practice Experience in an approved organization under supervision of a designated preceptor. Students must complete a total of 6 credit hours.

Grading Restriction: Satisfactory/No Credit grading only.

Repeatability: May be repeated. Maximum 6 hours.

Comment(s): One semester advance notice required.

Registration Permission: Consent of major advisor.

Formally: Internship in an approved organization under supervision of a designated preceptor. Students must complete a total of 6 credit hours.

Grading Restriction: Satisfactory/No Credit grading only.

Repeatability: May be repeated. Maximum 6 hours.

Comment(s): One semester advance notice required.

Registration Permission: Consent of major advisor.

Rationale: Course title change is needed because our accrediting body (CEPH) has revised its curriculum.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION

(ASL) American Sign Language

ADD

ASL 504 Clinical Experience in Teaching American Sign Language (3-9) This course is 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.

Grading Restriction: Satisfactory/No Credit or letter grade.

Rationale: Teachers who are adding the ASL Education endorsement or completing the graduate certificate in ASL Education will take this course as a teaching practicum in ASL Education. Variable credit hours are needed because students with considerable teaching experience may need a shorter practicum of like 80 hours and someone else may need a full semester of practicum.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REMOVE COURSE COMMENT

ASL 421 History and Culture of the Deaf (3) Comprehensive overview of historical and socio-cultural aspects of the Deaf. Students will explore beliefs, theories, and evidence about the historical experience of Deaf people; the influence of geographic, cultural, educational, and economic forces on Deaf people; concepts and implications of disability theory; social and medical models as ways of defining the Deaf population; demographics including the various subcultures and under-represented groups that comprise the larger Deaf community; impact of deaf education on the history and organizational structure of the Deaf community. *(RE) Prerequisite(s): 211.*

FORMERLY: ASL 421 History and Culture of the Deaf (3) Comprehensive overview of historical and socio-cultural aspects of the Deaf. Students will explore beliefs, theories, and evidence about the historical experience of Deaf people; the influence of geographic, cultural, educational, and economic forces on Deaf people; concepts and implications of disability theory; social and medical models as ways of defining the Deaf population; demographics including the various subcultures and under-represented groups that comprise the larger Deaf community; impact of deaf education on the history and organizational structure of the Deaf community.

(RE) Prerequisite(s): 211.

Comment(s): This course is offered in summer only.

Rationale: Removing comment because ASL 421 is now offered in the spring and summer semesters

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

(EDDE) Education of Deaf / Hard of Hearing

ADD PREREQUISITE

EDDE 425 Foundations of Deaf Education (3) Critical look at trends, issues, demographics, and social justice-oriented practices in the bilingual education of Deaf students from diverse communities. Historical, legal, medical, and social contexts impacting the placement, services, and instruction of Deaf students are analyzed and critiqued. Identity, politics, and oppression are examined. Discussion of social equity related to race, sex, gender, sexual orientation, dis/ability, and more.

(RE) Prerequisite(s): English 102, 132, 290, or 298

Formerly: EDDE 425 Foundations of Deaf Education (3) Critical look at trends, issues, demographics, and social justice-oriented practices in the bilingual education of Deaf students from diverse communities. Historical, legal, medical, and social contexts impacting the placement, services, and instruction of Deaf students are analyzed and critiqued. Identity, politics, and oppression are examined. Discussion of social equity related to race, sex, gender, sexual orientation, dis/ability, and more.

Rationale: Adding prerequisite courses are necessary because EDDE 425 was updated and approved as a writing course (WC) under the new VolCore status.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

(ELED) Elementary Education

ADD

ELED 522 Elementary Teaching Methods (3) This course is the graduate elementary teaching methods course, and is inextricably linked to the teaching practices you are carrying out in your classroom. This course focuses on planning for student instruction and evaluation and related issues including getting to know your students, selecting appropriate curriculum materials, looking at curriculum standards, and considering teacher evaluation expectations.

Rationale: We have added a graduate elementary teacher licensure pathway (job-embedded practitioner—JEP) that requires a graduate version of our elementary methods course, ELED 422, which is currently only listed for undergraduate credit. Since those enrolled in this course will, by design, be full-time teachers working toward teacher licensure, the graduate version of this course will include requirements beyond that of the undergraduate version of the course. Additionally, teacher shortages across the state and country, in conjunction with a directive from the Chancellor, have spurred us to add more licensure pathway options. As a result of adding a graduate job-embedded practitioner pathway for elementary education, we need to add a graduate version of the elementary teaching methods course, currently offered only for undergraduate credit (ELED 422).

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

(ETEC) Educational Technology

REVISE TITLE

ETEC 588 Computational Thinking Across the K-12 Curriculum (3)

FORMERLY: ETEC 588 Technology Tools for STEM Educators (3)

Rationale: After offering the course this summer, we found that the previous title deterred students from licensure areas beyond STEM. We believe a title change that does not include STEM Educators to be more inclusive in nature. This decision was also made based on feedback from students and faculty that have previously taught the course

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE TITLE AND DESCRIPTION

ETEC 587 Learning with Technology in the School and Community (3) This course explores learning with educational technologies in school and the community. Students will consider learning at home, through online and social-media-based contexts, and in public spaces. Students will examine how practices related to communication, assessment, and learning can be modified or transformed through the use of educational technologies. Students will also examine strategies and techniques for the effective integration of technologies into teaching.

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

Rationale: A title and description change is prompted by a need to increase student understanding of course content. We are also updating the course content as needed by changes in technology.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

(MEDU) Mathematics Education

REVISE TITLE AND DESCRIPTION

MEDU 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: MEDU 581 Mathematics Curriculum (3)

Past, present and future issues influencing mathematics curriculum in schools, elementary through college. Teacher's role in curriculum development and implementation. Rationales for curriculum decisions.

Rationale: We are revising the course to focus specifically on *equity issues* in mathematics curriculum. We are also expanding the course to attend to those equity issues in mathematics education beyond curricular considerations (e.g., instruction, policy). Finally, we are expanding the course to include other STEM disciplines, namely, science, technology/computer science, and engineering education. This curricular revision is necessary because we do not currently have a graduate level course that focuses specifically on equity issue in STEM education, but STEM education fields are increasingly attending to and recognizing the importance of equity issues related to access, diversity, and inclusion in STEM. Thus, we are making these revisions to stay up-to-date with the direction of STEM education and to provide this opportunity for all STEM education graduate students (not only mathematics education).

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

(SPED) Special Education

ADD

SPED 510 Field Experiences in Special Education: Mild/Moderate Disabilities (1-3) This course is designed to provide field experiences in teaching K-12 students with mild to moderate disabilities. Teacher candidates enrolled in the course will plan, implement, and evaluate instruction for K-12 students with mild to moderate disabilities.

(RE) Prerequisite(s): SPED 402.

(RE) Corequisite(s): SPED 516.

Registration Restriction(s): Admission to graduate program.

Rationale: Review by faculty members. We have several classes in our undergraduate program that are not available for graduate credit. Most years, we have one or two post-baccalaureate students who take our upper level courses along with an undergraduate cohort. We want to add graduate-level versions of field experience courses so they do not have to repeat SPED 506 (generic field experience course designed for out-of-program interns.)

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

SPED 512 Field Experiences in Special Education: Moderate/Severe Disabilities (1-3) This course is designed to provide field experiences in teaching K-12 students with moderate to severe disabilities. Teacher candidates enrolled in the course will plan, implement, and evaluate instruction for K-12 students with moderate to severe disabilities.

(RE) Prerequisite(s): SPED 402.

(RE) Corequisite(s): SPED 517 Foundations in Intellectual and Developmental Disabilities.

Registration Restriction(s): Admission to graduate program.

Rationale: Review by faculty members. We have several classes in our undergraduate program that are not available for graduate credit. Most years, we have one or two post-baccalaureate students who take our upper level courses along with an undergraduate cohort. We want to add graduate-level versions of field experience courses so they do not have to repeat SPED 506 (generic field experience course designed for out-of-program interns.)

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

SPED 517 Foundations in Intellectual and Developmental Disabilities (3) Provides foundational knowledge of learning needs, service delivery models, and critical issues in the education of students with intellectual and developmental disabilities. Introduction

to research-based, evidence-based, and high leverage practices for assessment and instruction of students with moderate to severe intellectual disability, developmental disabilities, and multiple disabilities.

(RE) Prerequisite or Corequisite: SPED 402

Registration Restriction(s): Admission to graduate program.

Rationale: Review by faculty members. We currently offer SPED 532 as a 6-hour class containing this content. We are splitting SPED 532 to parallel our Interventionist course sequence (SPED 515/516) and to better delineate between foundational content and methods content.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

SPED 518 Effective Instruction for Students with Moderate to Severe Intellectual and Developmental Disabilities (3)

Identifying and implementing best practices in assessment and instruction for students with moderate to severe intellectual disability and developmental disabilities that significantly impact learning. Understanding and applying high-leverage research-based and evidence-based practices including systematic instruction, curricular modifications, and data-based decision making.

(RE) Prerequisite(s): SPED 402; SPED 517

Registration Restriction(s): Admission to graduate program.

Rationale: Review by faculty members. We currently offer SPED 532 as a 6-hour class containing this content. We are splitting SPED 532 to parallel our Interventionist course sequence (SPED 515/516) and to better delineate between foundational content and methods content.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

SPED 520 Practical Teaching in Special Education (4) This course is designed to provide an in-depth field experience in teaching K-12 students with disabilities. Teacher candidates will plan, implement and evaluate instruction under the guidance of a mentoring teacher. This course will include (a) planning, instruction, and assessment based on needs of students with disabilities, (b) implementation of special education high leverage practices, and (c) use of research-based strategies to engage students and maintain and facilitate appropriate behavior.

(RE) Prerequisite(s): SPED 402

(RE) Corequisite(s): SPED 521

Repeatability: May be repeated. Maximum 8 hours.

Rationale: Review by faculty members. We have several classes in our undergraduate program that are not available for graduate credit. Most years, we have one or two post-baccalaureate students who take our upper level courses along with an undergraduate cohort. We want to add graduate-level versions of field experience courses so they do not have to repeat SPED 506 (generic field experience course designed for out-of-program interns.)

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

SPED 521 Special Education Practical Teaching Seminar (3) This course is taught in conjunction with practical teaching in field placements. In this course, teacher candidates apply principles learned in prior coursework in authentic contexts (e.g., writing IEPs, lesson planning, conducting individual and group instruction, implementing high leverage practices and research-based instructional and behavioral strategies.)

(RE) Prerequisite(s): SPED 402

(RE) Corequisite(s): SPED 520

Repeatability: May be repeated. Maximum 6 hours.

Rationale: Review by faculty members. We have several classes in our undergraduate program that are not available for graduate credit. Most years, we have one or two post-baccalaureate students who take our upper level courses along with an undergraduate cohort. We want to add graduate-level versions of field experience courses so they do not have to repeat SPED 506 (generic field experience course designed for out-of-program interns.) This is the seminar class that accompanies practical teaching.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

SPED 593 Special Education Student Teaching Seminar (1) Intensive teaching and teaching-related experiences with students who have disabilities in public schools.

(RE) Prerequisite(s): SPED 516 or SPED 518

(RE) Corequisite(s): SPED 594

Rationale: Review by faculty members based on direction from Dean McIntyre and Associate Dean Cihak to develop four-year licensure programs. We are submitting a proposal to the State in January to get this program approved. If approved, we will need a student teaching course and seminar. We have developed the showcase for this program; however, that showcase is set for VolCore so we plan to submit it next year. Our first step is adding the courses we will need to the catalog. This is the graduate version for post-bac students who attend classes with an undergraduate cohort.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: Students in our current senior year complete field experiences in spring in SPED 422N and a seminar in SPED 496. Students in the 5-year program will continue completing these experiences. Seniors in the student teaching program will complete Student Teaching and the 1-hour seminar. All seniors will be combined for class one hour per week and supervisors will be the same regardless of program. Thus, this should not have any financial impact. This is the graduate version for post-bac students.

Additional Documentation: This change does not require additional approval.

SPED 594 Student Teaching in Special Education (12) Intensive teaching and teaching-related experiences with students who have disabilities in public schools.

(RE) Prerequisite(s): SPED 516 or SPED 518

(RE) Corequisite(s): SPED 593

Rationale: Review by faculty members based on direction from Dean McIntyre and Associate Dean Cihak to develop four-year licensure programs. We are submitting a proposal to the State in January to get this program approved. If approved, we will need a student teaching course and seminar. We have developed the showcase for this program; however, that showcase is set for VolCore so we plan to submit it next year. Our first step is adding the courses we will need to the catalog. This is the graduate version for post-bac students who attend classes with an undergraduate cohort.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: Students in our current senior year complete field experiences in spring in SPED 422N and a seminar in SPED 496. Students in the 5-year program will continue completing these experiences. Seniors in the student teaching program will complete Student Teaching and the 1-hour seminar. All seniors will be combined for class one hour per week and supervisors will be the same regardless of program. Thus, this should not have any financial impact. This is the graduate version for post-bac students who attend classes with an undergraduate cohort.

Additional Documentation: This change does not require additional approval.

REVISE COURSE DESCRIPTION AND COMMENTS

SPED 515 Foundations in Learning Disabilities and Other Academic Difficulties (3) Provides foundational knowledge of learning needs, service delivery models, and critical issues in the education of students with learning disabilities, including dyslexia, and other academic difficulties. Introduction to research-based, evidence-based, and high leverage practices for assessment and instruction of students with diverse learning needs under a Response to Intervention framework.

(RE) Prerequisite(s): SPED 402.

Comment(s): Admission to graduate program in ~~special education~~ or consent of instructor.

FORMERLY: SPED 515 Foundations in Learning Disabilities and Other Academic Difficulties (3) Provides foundational knowledge of learning needs, service delivery models, and critical issues in the education of students with learning disabilities, and other academic difficulties. Introduction to evidence-based practices needed to help students with diverse learning needs under a Response to Intervention framework.

(RE) Prerequisite(s): 402.

Comment(s): Admission to graduate program in special education or consent of instructor.

Rationale: Review by faculty members. Updated language to be reflective of course content. Removal of "in special education" to allow students in other programs to enroll in the course if working toward SPED licensure.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

SPED 516 Effective Instruction for Students with Learning Disabilities and Other Academic Difficulties (3) Determining and implementing best practices in assessment and instruction, both remediation and accommodation strategies, for students with learning disabilities, including dyslexia, and other academic difficulties. Understanding and applying high-leverage evidence-based practices, strategy-based instruction, assessment, and progress monitoring, and databased decision-making.

(RE) Prerequisite(s): SPED 402.

Comment(s): Admission to graduate program in ~~special education~~ or consent of instructor.

FORMERLY: SPED 516 Effective Instruction for Students with Learning Disabilities and Other Academic Difficulties (3) Determining and implementing best practices in instruction, both remediation and accommodation strategies, for students with learning disabilities, and other academic difficulties. Understanding and applying high-leverage evidence-based practices, strategy-based instruction, assessment, and progress monitoring, and databased decision-making.

(RE) Prerequisite(s): SPED 402.

Comment(s): Admission to graduate program in special education or consent of instructor.

Rationale: Review by faculty members. Updated language to be reflective of course content. Removal of "in special education" to allow students in other programs to enroll in the course if working toward SPED licensure.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

(SSCE) Social Science Education

REVISE TITLE

SSCE 532 Practicing Collaboration for Teaching Diverse Learners in Secondary Schools (3)

FORMERLY: SSCE 532 Teacher Collaboration in Social Studies (3)

Rationale: We are changing the course name to more accurately reflect the content of the course being taught, as the course is not limited to "social studies". We hope this will increase enrollment in the future and attract students from additional programs.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE TITLE AND DESCRIPTION

SSCE 585 Teaching and Learning with Film (3) Selected strategies, trends, methods, materials, and legal issues for effectively incorporating film in the K-12 classroom. Selected topics include media literacy, film research, and making movies appropriate to educational settings.

FORMERLY: SSCE 585 Teaching Secondary School Social Studies (3)

Strategies, projects, materials, and programs in social studies.

Recommended Background: Undergraduate course in teaching social studies or consent of instructor.

Rationale: We are changing the course name to more accurately reflect the content of the course being taught, as the course is not limited to "social studies". We hope this will increase enrollment in the future and attract students from additional programs.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

SSCE 599 Teaching and Learning in a Contemporary Secondary Classroom (3) Introduces, examines, and models the effective practice of teaching and learning with contemporary tools, resources, and strategies for secondary classrooms.

FORMERLY: SSCE 599 Seminar in Social Studies Education (3) Research, trends, and issues in secondary social studies.

Rationale: We are changing the course name to more accurately reflect the content of the course being taught, as the course is not limited to "social studies". We hope this will increase enrollment in the future and attract students from additional programs.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

(STEM) Science, Technology, Engineering, and Math

ADD

STEM 599: An Introduction to Data Science Methods in Education (3) This course is intended to support graduate-level students to be able to apply data science methods to topics of teaching, learning, and educational systems. The course introduces students to the data science software and programming language R. Course activities focusing on preparing and using complex data sources for analysis using the tidyverse suite of R packages. No pre-requisites or programming experience are required.

Rationale: Based on faculty discussion and feedback from students, we determined there was a strong need for an introduction to data science methods course for graduate students in our programs, as well as the department. This course will be open to all graduate students and will be included as part of our STEM leadership graduate certificate program.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

II. Program Changes

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

ADD

ADULT LEARNING IN PROFESSIONAL SETTINGS GRADUATE CERTIFICATE

In the 2021-22 Graduate Catalog add heading, text and requirements for new certificate: Adult Learning in Professional Settings.

The graduate certificate in adult learning in professional settings is intended for new and currently admitted graduate students wishing to acquire knowledge and develop skills to plan, design, implement, and evaluate principles of adult learning in various postsecondary and professional settings such as healthcare, corporate, military, continuing education, continuing medical education, higher education, human resources, and governmental settings. As adults continuously engage in learning that lasts for one's lifetime and occurs in various social contexts, understanding how, why, what, and where adults learn is important for professionals. This graduate certificate will prepare learners to be able to apply and advance their knowledge in the education and training of adults in professional settings.

The graduate certificate in Adult Learning in Professional Settings is intended for new and currently admitted graduate students.

Campus Code

Knoxville
Distance Education

Graduate Certificate Type

Stand-Alone
Add-On

Admissions Standards/Procedures

- Applicants must hold or currently be pursuing a graduate degree.

Academic Standards:

- A minimum grade of B must be earned in all certificate courses

Credit Hours Required:

12 graduate credit hours

Required Courses:

- EDPY 521 (3 credit hours)
- EDPY 523 (3 credit hours)

- EDPY 524 (3 credit hours)
- EDPY 525 (3 credit hours)

Students may request substitution for one of the required courses; requires approval from the certificate coordinator

Non-Course Requirements:

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

Rationale: Most professional fields require supervisors to either engage in or oversee the education/training of adult learners. This graduate certificate will provide foundational knowledge to facilitate and engage in the planning, design, implementation, and evaluation processes of workplace education/training programs based on sound instructional design and a solid understanding of adult learning and human development in professional settings.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

(COUN) Counselor Education

REVISE REQUIREMENTS – Counseling, MS

URL: https://catalog.utk.edu/preview_program.php?catoid=30&pooid=13481&hl=counseling&returnto=search

In the 2021-2022 Graduate Catalog, revise the program requirements for the MS in Counseling, as follows:

Clinical Mental Health Counseling, Course Only with Comprehensive Exams or Thesis

Required Courses

- Requirements (45 credit hours)
 - ~~COUN 480~~
 - ~~COUN 580~~
 - COUN 535
 - COUN 541
 - COUN 551
 - COUN 554
 - COUN 555
 - COUN 525
 - COUN 545
 - COUN 552
 - COUN 559 (9 credit hours across an academic or calendar year)
 - COUN 556
 - COUN 563
 - COUN 570
- School Psychology (3 credit hours)
 - SCHP 690
- Research (3 credit hours)
 - EDPY 682
- Electives, dependent upon option and selected in consultation with major professor:
 - Course Only with Comprehensive Exam Option: 3 elective courses (9 credit hours)
 - Thesis Option: COUN 500 (6 credit hours), and one elective course (~~6~~ 3 credit hours)

School Counseling, Course Only with Comprehensive Exams or Thesis

Required Courses

- Requirements (45 credit hours)
 - ~~COUN 480~~
 - ~~COUN 580~~
 - COUN 525
 - COUN 535
 - COUN 541
 - COUN 545
 - COUN 550
 - COUN 551
 - COUN 552
 - COUN 554
 - COUN 555
 - COUN 558 (maximum of 6 credit hours may be applied towards meeting degree requirements)

- COUN 563
 - COUN 570
- Special Education (3 credit hours)
 - SPED 552
- School Psychology (3 credit hours)
 - SCHP 690
- Research (3 credit hours)
 - EDPY 682
- Two Electives (6 credit hours) selected in consultation with major professor

Rationale: See rationale above regarding licensure and accreditation requirements for clearly-identified graduate coursework in counseling skills. By dropping COUN 480 and adding COUN 580, the program will more clearly distinguish requirements of a graduate-level essential skills course while working within university policy that prohibits repeating a course for credit. In addition, when reviewing the graduate catalog, we noted an error in which the thesis option noted need for one, 6-credit hour elective (bringing program to 63 hours). This should be one, 3-credit hour elective. The edit is to bring catalog content into alignment with the requirements for a 60-hour program.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget. One section per year will be designated under this course number in lieu of COUN 480.

Additional Documentation: This change does not require additional approval.

(SCHP) School Psychology

REVISE REQUIREMENTS – School Psychology Major, PhD

URL: https://catalog.utk.edu/preview_program.php?catoid=30&poid=13635

In the 2021-2022 Graduate Catalog, revise the program requirements for the PhD in School Psychology, as follows:
~~Every PhD school psychology student is expected to meet the University of Tennessee school psychology training program's knowledge and skill requirements. The School Psychology program offers graded, sequential, and hierarchical training in foundational coursework and applied practica in the areas of research, assessment, consultation, and intervention. The program prepares professionals who work collaboratively with educators, administrators, parents, and children to promote learning and development in general education students and students with special needs. Opportunities for students to meet these requirements will occur in the classroom and during field experiences. The school psychology faculty, along with current and previous students, practicum and internship supervisors, and various other groups who help ensure quality control within the training programs, have contributed to the development of the curricula. Various accrediting and curricula oversight agencies (i.e., APA, NASP, SDE-Tennessee) have their own specific goals and objectives. This program is accredited by the American Psychological Association and approved by the National Association for School Psychologists.~~

~~The University of Tennessee PhD program is designed to provide graded, sequential, and hierarchical training across the following areas.~~

- ~~● Professional school psychology.~~
- ~~● Consultation and intervention.~~
- ~~● Assessment.~~
- ~~● Research and statistics.~~
- ~~● Psychoeducational core.~~
- ~~● Field experience and professional practice.~~

Campus Code
Knoxville Campus

Admissions standards/procedures

- Students must submit an online graduate application to the Office of Graduate Admissions. Following a review of applications, an interview with the faculty is required. Admissions decisions are made on a holistic basis to discern the candidate's promise for doctoral study and to ascertain the match of the candidate's educational goals with the resources and goals of the program/department.
- Students with an undergraduate degree who are admitted to the PhD School Psychology Program will typically take 5 years of full-time study to complete the program. In some instances, students with a relevant EdS or Master's degree can complete the program in 3-4 years.

Credit Hours Required

~~446~~ **121** required graduate credit hours

Required Courses (All courses are 3 credits unless otherwise specified.)

- Foundational Courses (25 28 credit hours)
 - EDPY 601 (1 credit)
 - EDPY 510
 - COUN 570
 - EDPY 516
 - EDPY 515
 - SPED 530
 - SPED 555
 - A 3-credit course in History and Systems of Psychology, Social Psychology, and Physiological Psychology, which have been approved by the program coordinator.
- School Psychology Core Courses (18 24 credit hours)
 - SCHP 540
 - SCHP 547
 - EDPY 636
 - SCHP 690
 - EDPY 517
 - EDPY 547
 - EDPY (580)
 - SCHP 653
- Research Courses (21 credit hours)
 - EDPY 655 (6 credits)
 - SCHP 541
 - EDPY 577
 - EDPY 677
 - EDPY 505
 - A 3-credit advanced statistics course approved by the student's advisor.
- Practicum/Applied Field Work (28 24 credit hours)
 - SCHP 551
 - SCHP 552 (2 credits)
 - SCHP 542 (6 credits)
 - SCHP 651 (8 credits)
 - SCHP 546
 - SCHP 652 (2 credits)
 - SCHP 649 (0 credits)
- Dissertation (24 credit hours)
 - EDPY 600

Additional Course Requirements

- ~~SCHP 649 (3 credit hours) is taken while on internship. Students enroll in 1 credit in the fall, spring, and summer semesters.~~

Non-course Requirements

- Comprehensive Exam: Students complete the Praxis in School Psychology exam after their third year. Students must pass with a score of 147 to be eligible for state certification as a school psychologist.
- All students must complete a 2000 hour internship (SCHP 649 —3 credit hours) in the final year of their training.
- 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: In anticipation of an accreditation review and after faculty curriculum review, these program changes will clean up language in the catalog to reflect course changes made in the last academic year.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

DEPARTMENT OF KINESIOLOGY, RECREATION, AND SPORT STUDIES

(KNS) KINESIOLOGY

REVISE PROGRAM REQUIREMENTS – EXERCISE SCIENCE CONCENTRATION

URL: https://catalog.utk.edu/preview_program.php?catoid=30&poid=13558&returnto=3873

In the 2021-2022 Catalog, revise required number of credit hours for KNS 661 from 2 credit hour to 3 credit hours and reduce the credit hours from electives by 1 credit hour for the Master of Science – Kinesiology Major – Exercise Physiology concentration (for all three options: thesis, project and Course Only with Comprehensive Exam), as follows:

Exercise Physiology Concentration, Thesis Option

Credit Hours Required

30 graduate credit hours

Required Courses

- Required Courses (~~17~~ 18 credit hours)
 - KNS 508 (3 credit hours)
 - KNS 532 (3 credit hours)
 - KNS 565 (3 credit hours)
 - KNS 567 (3 credit hours)
 - KNS 635 (3 credit hours)
 - KNS 661 (~~2~~ 3 credit hours)
- KNS 500 (6 credit hours)
- Electives (~~7~~ 6 credit hours) Must include at least one additional 3 credit hour Kinesiology course
 - KNS 513
 - KNS 515
 - KNS 521
 - KNS 531
 - KNS 533
 - KNS 535
 - KNS 543
 - KNS 569
 - KNS 570
 - KNS 593
 - KNS 622
 - KNS 624
 - KNS 664
 - KNS 693
 - NURS 505
 - SOWK 605
 - SOWK 606
 - STAT 531
 - STAT 532
- Thesis option, you must take a statistics course approved by your advisor (SOWK 605 or STAT 531 are recommended).

Non-Course Requirements

- Preparation of a written thesis and undergo an oral defense

Exercise Physiology Concentration, Project Option

Credit Hours Required

30 graduate credit hours

Required Courses

- Required Courses (~~17~~ 18 credit hours)
 - KNS 508 (3 credit hours)
 - KNS 532 (3 credit hours)
 - KNS 565 (3 credit hours)
 - KNS 567 (3 credit hours)
 - KNS 635 (3 credit hours)
 - KNS 661 (~~2~~ 3 credit hours)
- KNS 501 (3 credit hours)
- Electives (~~10~~ 9 credit hours) must include at least one additional 3 credit hour Kinesiology course
 - KNS 513
 - KNS 515
 - KNS 521
 - KNS 531
 - KNS 533

- KNS 535
- KNS 543
- KNS 569
- KNS 570
- KNS 593
- KNS 622
- KNS 624
- KNS 664
- KNS 693
- NURS 505
- SOWK 605
- SOWK 606
- STAT 531
- STAT 532

Non-Course Requirements

- Written comprehensive exam
- Project report (presentation to project committee)

Exercise Physiology Concentration, Course Only with Comprehensive Exam Option Credit Hours Required

30 graduate credit hours

Required Courses

- Required Courses (~~17~~ 18 credit hours)
 - KNS 508 (3 credit hours)
 - KNS 532 (3 credit hours)
 - KNS 565 (3 credit hours)
 - KNS 567 (3 credit hours)
 - KNS 635 (3 credit hours)
 - KNS 661 (~~2~~ 3 credit hours)
- Electives (~~13~~ 12 credit hours) must include at least one additional 3 credit hour Kinesiology course
 - KNS 513
 - KNS 515
 - KNS 521
 - KNS 531
 - KNS 533
 - KNS 535
 - KNS 543
 - KNS 569
 - KNS 570
 - KNS 593
 - KNS 622
 - KNS 624
 - KNS 664
 - KNS 693
 - NURS 505
 - SOWK 605
 - SOWK 606
 - STAT 531
 - STAT 532

Non-Course Requirements

- Written comprehensive exam

Rationale: Previously, we required our MS students in the Kinesiology concentration (Exercise Physiology specialization) to take the 1-credit KNS 661 seminar two times, we want to increase it from 2 credit hours to 3 credit hours. The underlying rationale is that this is a graduate seminar where we discuss how to critique research articles, work on abstracts for scientific meetings, have faculty and graduate student present their research, and discuss the scientific peer review process. These topics are essential for allowing our graduate students to learn about the research process.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE PROGRAM REQUIREMENTS – SPORT PSYCHOLOGY AND MOTOR BEHAVIOR CONCENTRATION

URL: https://catalog.utk.edu/preview_program.php?catoid=27&poid=11687

In the 2021-2022 Graduate Catalog, revise the required courses by dropping KNS 535 from required course and adding KNS 541 to optional additional courses for the Master of Science in Education – Kinesiology MS Program – Sport Psychology and Motor Behavior Concentration, as follows:

Sport Psychology and Motor Behavior Concentration, Thesis Option

Credit Hours Required

30 graduate credit hours

Required Courses

- Required Courses (~~12~~ 9 credit hours)
 - KNS 533 (3 credit hours)
 - KNS 534 (3 credit hours)
 - ~~KNS 535 (3 credit hours)~~
 - KNS 538 (3 credit hours)
- KNS 500 (6 credit hours)
- Additional Courses (~~3~~ 6 credit hours) selected from the following
 - KNS 490 (must be taken for graduate credit)
 - KNS 536
 - **KNS 541**
 - KNS 543
 - KNS 544
 - KNS 545
 - KNS 633
- Other Graduate Courses (9 credit hours)
 - Additional graduate courses may be selected from either Kinesiology or other departments, with the advisor's approval.

Additional Course Requirements

- In addition, if a student takes any 400-level classes in the Graduate Catalog, the student must consult with the instructor regarding the additional class requirements needed to earn graduate credit.

Non-Course Requirements

- Preparation of a written thesis and undergo an oral defense

Sport Psychology and Motor Behavior Concentration, Course Only with Comprehensive Exam Option

Credit Hours Required

30 graduate credit hours

Required Courses

- Required Courses (~~12~~ 9 credit hours)
 - KNS 533 (3 credit hours)
 - KNS 534 (3 credit hours)
 - ~~KNS 535 (3 credit hours)~~
 - KNS 538 (3 credit hours)
- Additional Courses (~~3~~ 6 credit hours) selected from the following
 - KNS 490 (must be taken for graduate credit)
 - KNS 536
 - KNS 541
 - KNS 543
 - KNS 544
 - KNS 545
 - KNS 633
- Other Graduate Courses (15 credit hours)
 - Additional graduate courses may be selected from either Kinesiology or other departments, with the advisor's approval.

Additional Course Requirements

- In addition, if a student takes any 400-level classes in the Graduate Catalog, the student must consult with the instructor regarding the additional class requirements needed to earn graduate credit.

Non-Course Requirements

- This option, which consists of 30 graduate credit hours and a written comprehensive exam, is designed for graduates seeking positions as practitioners (e.g., teachers, coaches, athletic trainers, etc.).

Rationale: We are proposing are to drop KNS 535: Health and Exercise Psychology as a required course for the SPMB MS degree. KNS 535 is still offered by KNS faculty but is no longer a requirement and hasn't been an enforced requirement for the degree for many years. This change doesn't directly impact the number of credit hours required for completion of the SPMB MS degree. This curricular revision is needed because the Association for Applied Sport Psychology (AASP) no longer requires that students have specific knowledge in health and exercise psychology for the Certified Mental Performance Consultant (CMPC) certification exam. It was determined that this change was needed by the Sport Psychology and Motor Behavior faculty to be in line with our national certification standards and our current practice. This change is not driven by the SACs Assessment. In addition, we have added KNS 541: Special Topics to the list of potential courses that students can take.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

(RSM) RECREATION AND SPORT MANAGEMENT

REVISE PROGRAM REQUIREMENTS – RECREATION AND SPORT MANAGEMENT MAJOR, MS

URL: https://catalog.utk.edu/preview_program.php?catoid=30&poid=13621&returnto=3873

In the 2021-2022 Catalog, revise the comment under the elective portion of the required courses in the Master of Science – Recreation and Sport Management Major – Sport Management concentration (for both options: thesis and Course Only without Comprehensive Exam), as follows:

Sport Management Concentration — Thesis

The Sport Management concentration provides the opportunity for students to have a quality academic experience and to gain professional experience as they prepare for careers in the sports industry.

Credit Hours Required

36 graduate credit hours

Required Courses

- Required Courses (9 credit hours)
 - RSM 508
 - RSM 511
 - RSM 535
- Recreation and Sport Management Electives (12 credit hours) from the following:
 - RSM 510
 - RSM 512
 - RSM 514
 - RSM 515
 - RSM 530
 - RSM 540
 - RSM 544
 - RSM 550
 - RSM 554
 - RSM 570
 - RSM 580
- RSM 556 or select one Sport Studies course (3 credit hours) from the following:
 - SPST 504
 - SPST 507
 - SPST 515
 - SPST 542
 - SPST 543
- Electives (6 credit hours)
 - ⊖ These courses can be taken within the department. ~~A total of three (3) credit hours may be earned in RSM 590 and six (6) credit hours in RSM 595 combined. Students cannot earn credit hours toward graduation in both.~~
- RSM 500 (6 credit hours)

Non-Course Requirements

- Preparation of a written thesis and undergo an oral defense

Sport Management Concentration — Course Only without Comprehensive Exam

The Sport Management concentration provides the opportunity for students to have a quality academic experience and to gain professional experience as they prepare for careers in the sports industry.

Credit Hours Required

36 graduate credit hours

Required Courses

- Required Courses (9 credit hours)
 - RSM 508
 - RSM 511
 - RSM 535
- Recreation and Sport Management Electives (12 credit hours) from the following:
 - RSM 510
 - RSM 512
 - RSM 514
 - RSM 515
 - RSM 530
 - RSM 540
 - RSM 544
 - RSM 550
 - RSM 554
 - RSM 570
 - RSM 580
- RSM 556 or a Sport Studies course (3 credit hours) selected from the following:
 - SPST 504
 - SPST 507
 - SPST 515
 - SPST 542
 - SPST 543
- Electives (9 credit hours)
 - ⊖ These courses can be taken within the department. ~~A total of three (3) credit hours may be earned in RSM 590 and six (6) credit hours in RSM 595 combined. Students cannot earn credit hours toward graduation in both.~~
- RSM 501 (3 credit hours)

Rationale: Dropping the RSM 590 course and revising RSM 595 render the second sentence included under Electives irrelevant, so we deleted it. RSM 590 has not been offered in more than 5 years. Revisions to credit hours and course description of RSM 595 allows student the option of an internship experience and more accurately reflects the course components.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

DEPARTMENT OF NUTRITION

(NUTR) Nutrition

REVISE PROGRAM REQUIREMENTS – NUTRITION MAJOR, MS – PUBLIC HEALTH NUTRITION CONCENTRATION - THESIS

URL: https://catalog.utk.edu/preview_program.php?catoid=30&poid=13600

Public Health Nutrition Concentration — Thesis

A graduate student works closely with a faculty advisor and his or her graduate committee on an original research project and completes an 8-week block field experience in a public health or community nutrition agency.

Credit Hours Required

~~37~~43 graduate credit hours

Required Courses

- Required Courses (~~22~~28 credit hours)
 - NUTR 509 (1 credit hour)
 - NUTR 515 (~~36~~ credit hours)

- ~~NUTR 522 (3 credit hours)~~
- ~~NUTR 524 (4 credit hours)~~
- NUTR 543 (3 credit hours)
- NUTR 5XX (507) (3 credit hours)
- NUTR 5YY (503) (2 credit hours)
- NUTR 5ZZ (504) (2 credit hours)
- NUTR 514 (2 credit hours)
- NUTR 626 (3 credit hours)
- At least 6 additional credits of graduate course work in Nutrition, NUTR (exclusive of thesis), as identified by faculty advisor and approved by the Director of the Public Health Nutrition Graduate Program
- Public Health Courses (9 credit hours)
 - PUBH 520 (3 credit hours)
 - PUBH 530 (3 credit hours)
 - PUBH 540 (3 credit hours)
- Thesis (6 credit hours)
 - NUTR 500

Non-Course Requirements

- Completion of a research project is required.
- A proposal hearing is required prior to beginning the research project.
- An oral comprehensive examination is required upon completion of the thesis.

Rationale: These changes reflect the course revisions proposed in this narrative, and better reflect the student experience each of these programs. Though we are dropping NUTR 522 (Nutrition Counseling) from these programs, we are NOT dropping it from the catalog and the course remains available. Revising NUTR 514, allowing for variable credit, allows us to provide flexibility in practicum experience and increasing the minimum credit hours for NUTR 515 from 3 to 6 better reflects the student block field experience.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE PROGRAM REQUIREMENTS – NUTRITION MAJOR, MS – PUBLIC HEALTH NUTRITION CONCENTRATION - PROJECT

URL: https://catalog.utk.edu/preview_program.php?catoid=30&poid=13600

Public Health Nutrition Concentration — Project

A graduate degree in Public Health Nutrition from the University of Tennessee can lead to excellent careers and professional opportunities in the public, voluntary, and private health sectors.

Credit Hours Required

~~3740~~ graduate credit hours

Required Courses

- Required Courses (~~2228~~ credit hours)
 - NUTR 509 (1 credit hour)
 - NUTR 515 (~~36~~ credit hours)
 - ~~NUTR 522 (2 credit hours)~~
 - ~~NUTR 524 (4 credit hours)~~
 - NUTR 543 (3 credit hours)
 - NUTR 507 (3 credit hours)
 - NUTR 503 (2 credit hours)
 - NUTR 504 (2 credit hours)
 - NUTR 514 (2 credit hours)
 - NUTR 626 (3 credit hours)
 - At least ~~36~~ additional credits of graduate course work in Nutrition (NUTR), as identified by faculty advisor and approved by the Director of the Public Health Nutrition Graduate Program
- Public Health Courses (9 credit hours)
 - PUBH 520 (3 credit hours)
 - PUBH 530 (3 credit hours)
 - PUBH 540 (3 credit hours)

● ~~Social/Behavioral Science or Education Electives (3 credit hours) as identified by faculty advisor and approved by the Director of the Public Health Nutrition Graduate Program~~

- NUTR 519 (3 credit hours) for completion of the project and poster presentation.

Non-Course Requirements

- A written comprehensive examination is required for completion of the program.
- A service learning project must be completed as part of the block field practicum.
- A poster presentation is required for completion of the program.

Rationale: These changes reflect the course revisions proposed in this narrative, and better reflect the student experience each of these programs. Though we are dropping NUTR 522 (Nutrition Counseling) from these programs, we are NOT dropping it from the catalog and the course remains available. Revising NUTR 514, allowing for variable credit, allows us to provide flexibility in practicum experience and increasing the minimum credit hours for NUTR 515 from 3 to 6 better reflects the student block field experience.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE PROGRAM REQUIREMENTS – NUTRITION MAJOR, MS – CLINICAL NUTRITION AND DIETETICS CONCENTRATION — COURSE ONLY WITHOUT COMPREHENSIVE EXAM

URL: https://catalog.utk.edu/preview_program.php?catoid=30&poid=13600

Clinical Nutrition and Dietetics Concentration — Course Only without Comprehensive Exam

Clinical nutrition and dietetics students must have completed the BS in Nutrition, Dietetics concentration, at the University of Tennessee with the inclusion of HRT 445 and NUTR 426.

Credit Hours Required

~~34~~30 graduate credit hours

Required Courses

- NUTR 513 (3 credit hours)
- NUTR 514 (~~32~~ credit hours)
- NUTR 516 (4 credit hours)
- NUTR 520 (3 credit hours)
- ~~NUTR 524 (4 credit hours)~~
- NUTR 5YY (503) (2 credit hours)
- NUTR 5ZZ (504) (2 credit hours)
- NUTR 525 (2 credit hours)
- NUTR 526 (3 credit hours)
- NUTR 527 (3 credit hours)
- NUTR 530 (3 credit hours)
- AGNR 480 (3 credit hours)
- A required culminating experience is included within the NUTR 520 course.

Rationale: These changes reflect the course revisions proposed in this narrative, and better reflect the student experience each of these programs. Though we are dropping NUTR 522 (Nutrition Counseling) from these programs, we are NOT dropping it from the catalog and the course remains available. Revising NUTR 514, allowing for variable credit, results in our ability to reduce the CND Concentration by one credit hour.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE PROGRAM REQUIREMENTS

ADD EPIDEMIOLOGY CONCENTRATION— DUAL MS-MPH PROGRAM, NUTRITION—PUBLIC HEALTH CONCENTRATION WITH A THESIS OPTION AND PUBLIC HEALTH—HEALTH POLICY AND MANAGEMENT OR COMMUNITY HEALTH EDUCATION CONCENTRATIONS WITH COURSE ONLY WITH COMPREHENSIVE EXAM OPTION

URL:

https://catalog.utk.edu/preview_program.php?catoid=30&poid=13506https://catalog.utk.edu/preview_program.php?catoid=30&poid=13506

Dual MS-MPH Program, Nutrition - Public Health

The College of Education, Health, and Human Sciences offers a coordinated dual program leading to the conferral of both the Master of Science with a major in Nutrition (public health nutrition concentration) and the Master of Public Health. The dual program allows students to complete both degrees in less time than would be required to earn both degrees independently.

The program is designed to meet the needs of students who are interested in the benefits of majors in both nutrition and public health. Therefore, it accommodates the interests of students who

- Plan a career in public health nutrition and want to acquire the knowledge and skills of the nutritionist and public health professional.
- Plan a career in nutrition and want to acquire the knowledge, skills and perspective of the public health professional.
- Plan a career in public health and want to acquire the knowledge, skills and perspective of the nutritionist.

Concentrations (Required) and Options

- Nutrition — Public Health Nutrition Concentration
 - Thesis
 - Project
- Public Health — **Community Health Education, Epidemiology,** and **Health Policy and Management** Concentrations
 - Course Only with Comprehensive Exam

Campus Code

Knoxville Campus

Admissions Standards/Procedures

- Applicants for the MS-MPH program must make separate applications to and be accepted by the Department of Nutrition for the MS and the Department of Public Health for the MPH.
 - See the Admissions Standards/Procedures for the Nutrition, Master of Science, for more detailed information.
- Students who have been accepted by both departments may apply for approval to pursue the dual program any time prior to, or after, matriculation in either or both departments.
- Such approval will be granted, provided that dual program studies are started prior to entry into the fourth semester of the MS and MPH programs.

Academic Standards

- 3.00 grade point average in graduate courses.

Nutrition—Public Health **Nutrition** Concentration with a Thesis Option and Public Health— **Community Health Education, Epidemiology, or Health Policy and Management** Concentrations with Course Only with Comprehensive Exam Option

Credit Hours Required

63 graduate credit hours, which includes MPH **Foundation and Concentration** courses and required courses **for the MS (Public Health Nutrition Concentration-thesis option)**. A dual degree candidate must satisfy the requirements for both the Master of Science (Nutrition Major with a Public Health Nutrition Concentration) and the Master of Public Health degree, as well as the requirements for the dual program.

Required Courses

- **Required Courses for Nutrition (Public Health Nutrition Concentration-thesis option) (43 credit hours)**
 - NUTR 500 (Thesis; 6 credit hours)
 - NUTR 5YY (503) (2 credit hours)
 - NUTR 5ZZ (504) (2 credit hours)
 - NUTR 5XX (507) (3 credit hours)
 - NUTR 509 (1 credit hour) *
 - NUTR 515 (6 credit hours)
 - NUTR 514 (2 credit hours)
 - NUTR 543 (3 credit hours)
 - NUTR 626 (3 credit hours)
 - At least 6 additional credits of graduate course work in Nutrition, NUTR (exclusive of thesis), as identified by faculty advisor and approved by the Director of the Public Health Nutrition Graduate Program
 - PUBH 520 (3 credit hours) *
 - PUBH 530 (3 credit hours) *
 - PUBH 540 (3 credit hours) *

***These courses (10 credit hours) count as part of the 20 total credit hours of Foundation Courses for the MPH.**

- **Additional Required Foundation MPH Courses for the Dual Degree (10 credit hours)**

- PUBH 509 (1 credit hour)
- PUBH 510 (3 credit hours)
- PUBH 537 (3 credit hours)
- PUBH 552 (3 credit hours)
- **Required MPH Concentration Courses (10 credit hours)**
 - **Community Health Education — Course Only with Comprehensive Exam**
 - **Epidemiology — Course Only with Comprehensive Exam**
 - **Health Policy and Management — Course Only with Comprehensive Exam**

Additional Course Requirements

- **NUTR 515 (6 credit hours) counts for both the block field experience requirement of the MS degree and the applied practice experience requirement of the MPH degree**
- **6 NUTR credit hours, from the required courses in Public Health Nutrition, excluding NUTR 509 and NUTR 515, count for electives for the MPH**
- Students should review the Graduate **Student Handbook** in Nutrition and the Public Health Graduate Student Handbook, as well as work with their departmental advisors to ensure completion of additional course work specific to their selected Public Health concentration.

Non-Course Requirements

- **Completion of a research project is required.**
- **A proposal hearing is required prior to beginning the research project.**
- **An oral comprehensive examination is required upon completion of the thesis**
- A single block field experience (or public health **applied practice experience**) with a service learning project and poster presentation are required of all students.
- Dual-degree students who withdraw from the program before completion of the requirements for both degrees will not receive credit towards the MS or MPH for courses taken in the other program, except as such courses qualify for credit without regard to the dual program.

Rationale: These changes to the Dual MS-MPH Program, thesis option, reflect course changes for the Department of Nutrition on this agenda (adding, dropping, and revising courses), as well as housekeeping changes, such as reorganizing requirements for each degree in a way that aligns better with the new catalog format. In addition, we are adding the Epidemiology concentration to the list of available MPH concentration areas and revising language changed by Public Health (i.e., "Core" has changed to "Foundation"; "internship" is now referred to as "applied practice experience).

Impact on Other Units: Because this change is being made to the Dual Program offered by Nutrition (MS-MPH) and Public Health (MPH-MS), these departments have submitted this revision in duplicate on this agenda. Faculty in both departments support this revision. The addition does not change, drop, or alter courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: Please see corresponding agenda item from PUBH.

REVISE PROGRAM REQUIREMENTS

ADD EPIDIMIOLOGY CONCENTRATION – DUAL MS-MPH PROGRAM, NUTRITION—PUBLIC HEALTH CONCENTRATION WITH A PROJECT OPTION AND PUBLIC HEALTH—HEALTH POLICY MANAGEMENT OR COMMUNITY HEALTH EDUCATION CONCENTRATIONS WITH COURSE ONLY WITH COMPREHENSIVE EXAM OPTION

URL: https://catalog.utk.edu/preview_program.php?catoid=30&poid=13506

Nutrition—Public Health Concentration with a Project Option and Public Health— **Community Health Education, Epidemiology, or Health Policy and Management** Concentrations with Course Only with Comprehensive Exam Option

Credit Hours Required

60 graduate credit hours, which includes MPH **Foundation and Concentration** courses and required courses **for the MS (Public Health Nutrition Concentration-project option)**. A dual degree candidate must satisfy the requirements for both the Master of Science (**Nutrition Major with a Public Health Nutrition C**oncentration) and the Master of Public Health degrees.

Required Courses

- **Required Courses for Nutrition (Public Health Nutrition Concentration-project option) (40 credit hours)**
 - NUTR 5YY (503) (2 credit hours)
 - NUTR 5ZZ (504) (2 credit hours)
 - NUTR 5XX (507) (3 credit hours)
 - NUTR 509 (1 credit hour) *
 - NUTR 515 (6 credit hours)
 - NUTR 514 (2 credit hours)
 - NUTR 519 (3 credit hours)
 - NUTR 543 (3 credit hours)
 - NUTR 626 (3 credit hours)

- At least 6 additional credits of graduate course work in Nutrition (NUTR), as identified by faculty advisor and approved by the Director of the Public Health Nutrition Graduate Program
- PUBH 520 (3 credit hours) *
- PUBH 530 (3 credit hours) *
- PUBH 540 (3 credit hours) *

*These courses (10 credit hours) count as part of the 20 total credit hours of Foundation Courses for the MPH.

- **Additional Required Foundation MPH Courses for the Dual Degree (10 credit hours)**
 - PUBH 509 (1 credit hour)
 - PUBH 510 (3 credit hours)
 - PUBH 537 (3 credit hours)
 - PUBH 552 (3 credit hours)
- **Required MPH Concentration Courses (10 credit hours)**
 - Community Health Education — Course Only with Comprehensive Exam
 - Epidemiology — Course Only with Comprehensive Exam
 - Health Policy and Management — Course Only with Comprehensive Exam

Additional Course Requirements

- NUTR 515 (6 credit hours) counts for both the block field experience requirement of the MS degree and the applied practice experience requirement of the MPH degree
- 6 NUTR credit hours, from the required courses in Public Health Nutrition, excluding NUTR 509 and NUTR 515, count for electives for the MPH
- Students should review the Graduate Student Handbook in Nutrition and the Public Health Graduate Student Handbook, as well as work with their departmental advisors to ensure completion of additional coursework specific to their selected Public Health concentration.

Non-Course Requirements

- A single block field experience (or public health applied practice experience) and poster presentation are required of all students. MS/project students also complete an analytical field paper focused on their block field experience. This analytical field paper incorporates public health nutrition and the student's public health concentration.
- Dual-degree students who withdraw from the program before completion of the requirements for both degrees will not receive credit towards the MS or MPH for courses taken in the other program, except as such courses qualify for credit without regard to the dual program.

Rationale: These changes to the Dual MS-MPH Program, thesis option, reflect course changes for the Department of Nutrition on this agenda (adding, dropping, and revising courses), as well as housekeeping changes, such as reorganizing requirements for each degree in a way that aligns better with the new catalog format. In addition, we are adding the Epidemiology concentration to the list of available MPH concentration areas and revising language changed by Public Health (i.e., "Core" has changed to "Foundation"; "internship" is now referred to as "applied practice experience).

Impact on Other Units: Because this change is being made to the Dual Program offered by Nutrition (MS-MPH) and Public Health (MPH-MS), these departments have submitted this revision in duplicate on this agenda. Faculty in both departments support this revision. The addition does not change, drop, or alter courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: Please see corresponding agenda item from PUBH.

DEPARTMENT OF PUBLIC HEALTH

(PUBH) Public Health

DROP PROGRAM - Doctor of Jurisprudence / Master of Public Health (JD/MPH)

URL: https://catalog.utk.edu/preview_program.php?catoid=30&poid=13674&returnto=3873

In the 2021-2022 Graduate Catalog, drop the Doctor of Jurisprudence / Master of Public Health (JD/MPH) program and remove all description text and reference throughout the catalog

Rationale: The JD-MPH dual degree has been offered since 2013. Only one student has completed the degree. It is not a viable program to maintain. There are no current students in the program.

Impact on Other Units: None. Courses were taught by current faculty in both the Department of Public Health and the College of Law and contribute to remaining degrees.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: Communication from College of Law. The Dean of the Graduate School is aware of this request.

REVISE PROGRAM CAMPUS CODE - Master of Public Health

URL: https://catalog.utk.edu/preview_program.php?catoid=30&poid=13619&returnto=3873

In the 2021-2022 Graduate Catalog, revise the campus code section of the description of the Master of Public Health program to as follows:

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 (CHE, HPM and VPH concentrations).**

Concentrations (Required) and Option Available

Community Health Education — Course Only with Comprehensive Exam

Epidemiology — Course Only with Comprehensive Exam

Health Policy and Management — Course Only with Comprehensive Exam

Veterinary Public Health — Course Only with Comprehensive Exam

Campus Code:

Knoxville Campus

Distance Education (excludes Epidemiology concentration)

Rationale: Offering an online MPH has been under consideration for some time. The current pandemic has heightened the awareness, importance and value of public health and associated professionals. The time is right to add an online option to our program. Our concentrations align with a growing job market. The US Department of Labor projects the field of Community Health Education will grow by 13% (much faster than average) between 2019 and 2029, expects Medical and Health Services managers to grow by 32% between 2019 and 2029 and the field of Epidemiology is projected to have a 5% growth rate. Veterinary medicine including Veterinary Public Health is also projected to grow at a faster than average rate. An online MPH would offer the working professional who cannot cease to work 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 should be making this degree available to the workforce.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial impact: New faculty lines (2) in support of the online program are anticipated.

Additional Documentation: Attachment from VPH.

REVISE PROGRAM REQUIREMENTS - Master of Public Health

URL: https://catalog.utk.edu/preview_program.php?catoid=30&poid=13619&returnto=3873

In the 2021-2022 Graduate Catalog, revise requirements for admission to the Master of Public Health program to as follows:

An online application must be submitted to the Office of Graduate Admissions. A departmental application (MPH data form), a statement of the applicant's educational and career goals, **Graduate Record Examination scores**, and three rating forms are required. Admission to the University of Tennessee Graduate School is also required for admission to the MPH program. Preferential consideration for admission to degree status shall be given to those with a minimum undergraduate grade point average of 3.0 and with at least one year of professional experience in a health-related occupation. As a restricted program, non-degree admission requires program director recommendation.

Rationale: The requirement of the GRE has been under consideration by the public health faculty for some time. We note the elimination of the GRE by peer institutions (UNC, UAB, George Washington University, University of South Florida, University of Oklahoma and ETSU). A review of enrolled students GRE scores did not correlate with successful completion of the program. There is also concern that GRE may limit potential diversity of the student body due to the burden placed upon students for taking the exam (cost, travel, access) (Career-related Policy Non-disciplinary doi:10.1126/science.caredit.aay2093). See attached background information.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: The decision to eliminate the GRE from MPH applications was approved by the MPH Academic Program Committee on September 25, 2020 and received full faculty approval on September 30, 2020.

REVISE PROGRAM REQUIREMENTS – Master of Public Health

URL: https://catalog.utk.edu/preview_program.php?catoid=30&poid=13619&returnto=3873

In the 2021-2022 Graduate Catalog, replace all instances of the word “internship” with “applied practice experience” in the description of the Master of Public Health program to read as follows:

Community Health Education Concentration — Course Only with Comprehensive Exam

Community health educators use multidisciplinary theories along with behavioral and organizational change principles to plan, implement, and evaluate interventions that enable individuals, groups, and communities to achieve personal, environmental, and social 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
- Community Health Education Concentration Courses (16 credit hours)
 - PUBH 536
 - PUBH 555
 - PUBH 556 (4 credit hours)
 - Electives (6 credit hours), consult with academic advisor for selection and approval of elective.
- **Internship 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 non-thesis program requiring completion of 42 credit hours of graduate course work including **nine six** weeks of **internship applied practice experience** (may be completed on full- or part-time basis).
- The **internship 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.

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

- PUBH 640
 - Electives (6 credit hours), consult with academic advisor for selection and approval of electives.
- **Internship 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 **nine six** weeks of **internship applied practice experience** (may be completed on full- or part-time basis).
- The **Internship 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.

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
 - Electives (6 credit hours), consult with academic advisor for selection and approval of elective.
- **Internship 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 non-thesis program requiring completion of 42 credit hours of graduate course work including **nine six** weeks of **internship applied practice experience** (may be completed on full- or part-time basis).
- **Internship 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.

Veterinary Public Health Concentration — Course Only with Comprehensive Exam

Needs and opportunities for veterinarians are expanding in organizations ranging from public agencies dealing with animal and human health, to agencies and corporations charged with food safety and security from the farm to the consumer level. The demand is increasing for veterinarians with additional education in food safety, food and animal production, zoonotic diseases, biosecurity, research methods and public policy. The veterinary degree alone is not enough to prepare veterinarians to meet these challenges and opportunities. A Master of Public Health (MPH) degree is an excellent and necessary addition to the DVM degree for those individuals wanting to make a career in public health and service.

Credit Hours Required

42 graduate credit hours

Required Courses

- Public Health Foundations (20 credit hours)
 - PUBH 509 (must earn 2 credit hours)
 - PUBH 510
 - PUBH 520
 - PUBH 530
 - PUBH 537
 - PUBH 540
 - PUBH 555
- Veterinary Public Health Concentration Courses (10-13 credit hours)
 - CEM 506
 - CEM 507 or CEM 508
 - CEM 611 (1 credit hour)
 - Electives (2 credit hours), consult with advisor for selection and approval of elective.
- **Internship 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 non-thesis program requiring completion of 42 credit hours of graduate course work including **nine six** weeks of **internship applied practice experience** (may be completed on full- or part-time basis).
- **Internship 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. This change reflects the new course name for PUBH 587, was approved by the CRC in September 2020.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE PROGRAM REQUIREMENTS

ADD EPIDEMIOLOGY CONCENTRATION– DUAL MPH-MS PROGRAM, PUBLIC HEALTH—HEALTH POLICY MANAGEMENT OR COMMUNITY HEALTH EDUCATION CONCENTRATIONS WITH COURSE ONLY WITH COMPREHENSIVE EXAM OPTION AND NUTRITION—PUBLIC HEALTH CONCENTRATION WITH A THESIS OPTION

URL: https://catalog.utk.edu/preview_program.php?catoid=30&poid=13507

Dual MPH-MS Program, Public Health - Nutrition

The College of Education, Health, and Human Sciences offers a coordinated dual program leading to the conferral of both the Master of Public Health and the Master of Science with a major in Nutrition (public health nutrition concentration). The dual program allows students to complete both degrees in less time than would be required to earn both degrees independently.

The program is designed to meet the needs of students who are interested in the benefits of majors in both nutrition and public health. Therefore, it accommodates the interests of students who

- Plan a career in public health nutrition and want to acquire the knowledge and skills of the nutritionist and public health professional.
- Plan a career in nutrition and want to acquire the knowledge, skills and perspective of the public health professional.
- Plan a career in public health and want to acquire the knowledge, skills and perspective of the nutritionist.

Concentrations (Required) and Options

- Public Health — **Community Health Education, Epidemiology, and Health Policy and Management** Concentrations
 - Course Only with Comprehensive Exam
- Nutrition — Public Health Nutrition Concentration
 - Thesis
 - Project

Campus Code

Knoxville Campus

Admissions Standards/Procedures

- Applicants for the MPH-MS program must make separate applications to and be accepted by the Department of Public Health for the MPH and the Department of Nutrition for the MS.
 - See the Admissions Standards/Procedures for the Nutrition, Master of Science, for more detailed information.
- Students who have been accepted by both departments may apply for approval to pursue the dual program any time prior to, or after, matriculation in either or both departments.
- Such approval will be granted, provided that dual program studies are started prior to entry into the fourth semester of the MPH and MS programs.

Academic Standards

- 3.00 grade point average in graduate courses.

Public Health- [Community Health Education, Epidemiology](#), or [Health Policy and Management](#) Concentrations with Course Only with Comprehensive Exam Option and Nutrition-Public Health [Nutrition](#) Concentration with a Thesis Option

Credit Hours Required

63 graduate credit hours, which includes MPH [Foundation and Concentration](#) courses and required courses [for the MS \(Public Health Nutrition Concentration-thesis option\)](#). A dual degree candidate must satisfy the requirements for both the Master of Public Health and Master of Science (Nutrition Major with a Public Health Nutrition Concentration) degrees, as well as the requirements for the dual program.

Required Courses

- Required [Foundation](#) MPH Courses for the Dual Degree (20 credit hours)
 - [PUBH 509](#) (1 credit hour)
 - [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)
 - [NUTR 509](#) (1 credit hour) *
- *These courses (10 credit hours) count as part of the 43 total credit hours of MS (Public Health Nutrition Concentration-thesis option) degree requirements.
- Required MPH Concentration Courses (10 credit hours)
 - [Community Health Education](#) — Course Only with Comprehensive Exam
 - [Epidemiology](#) — Course Only with Comprehensive Exam
 - [Health Policy and Management](#) — Course Only with Comprehensive Exam
- Additional Required Courses for Nutrition (Public Health Nutrition Concentration-thesis option) (33 credit hours)
 - [NUTR 500](#) (Thesis; 6 credit hours)
 - [NUTR 5YY](#) (503) (2 credit hours)
 - [NUTR 5ZZ](#) (504) (2 credit hours)
 - [NUTR 5XX](#) (507) (3 credit hours)
 - [NUTR 515](#) (6 credit hours)
 - [NUTR 514](#) (2 credit hours)
 - [NUTR 543](#) (3 credit hours)
 - [NUTR 626](#) (3 credit hours)
 - At least 6 additional credits of graduate course work in Nutrition, NUTR (exclusive of thesis), as identified by faculty advisor and approved by the Director of the Public Health Nutrition Graduate Program

Additional Course Requirements

- [NUTR 515](#) (6 credit hours) counts for both the block field experience requirement of the MS degree and the applied practice experience requirement of the MPH degree
- 6 NUTR credit hours, from the required courses in Public Health Nutrition, excluding [NUTR 509](#) and [NUTR 515](#), count for electives for the MPH
- Students should review the Graduate [Student Handbook](#) in Nutrition and the Public Health Graduate Student Handbook, as well as work with their departmental advisors to ensure completion of additional course work specific to their selected Public Health concentration.

Non-Course Requirements

- Completion of a research project is required.
- A proposal hearing is required prior to beginning the research project.
- An oral comprehensive examination is required upon completion of the thesis
- A single block field experience (or public health [applied practice experience](#)) with a service learning project and poster presentation are required of all students.
- Dual-degree students who withdraw from the program before completion of the requirements for both degrees will not receive credit towards the MS or MPH for courses taken in the other program, except as such courses qualify for credit without regard to the dual program.

Rationale: These changes to the Dual MPH-MS Program, thesis option, reflect course changes for the Department of Nutrition on this agenda (adding, dropping, and revising courses), as well as housekeeping changes, such as reorganizing requirements for each degree in a way that aligns better with the new catalog format. In addition, we are adding the Epidemiology concentration to the list of available MPH concentration areas and revising language changed by Public Health (i.e., "Core" has changed to "Foundation"; "internship" is now referred to as "applied practice experience).

Impact on Other Units: Because this change is being made to the Dual Program offered by Nutrition (MS-MPH) and Public Health (MPH-MS), these departments have submitted this revision in duplicate on this agenda. Faculty in both departments support this revision. The addition does not change, drop, or alter courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: Please see corresponding agenda item from NUTR.

REVISE PROGRAM REQUIREMENTS

ADD EPIDIMIOLOGY CONCENTRATION – DUAL MPH-MS PROGRAM, PUBLIC HEALTH—HEALTH POLICY MANAGEMENT OR COMMUNITY HEALTH EDUCATION CONCENTRATIONS WITH COURSE ONLY WITH COMPREHENSIVE EXAM OPTION AND NUTRITION—PUBLIC HEALTH CONCENTRATION WITH A PROJECT OPTION

URL: https://catalog.utk.edu/preview_program.php?catoid=30&poid=13507

Public Health—Community Health Education, Epidemiology, or Health Policy and Management Concentrations with Course Only with Comprehensive Exam Option and Nutrition—Public Health Concentration with a Project Option

Credit Hours Required

60 graduate credit hours, which includes MPH Foundation and Concentration courses and required courses for the MS (Public Health Nutrition Concentration-project option). A dual degree candidate must satisfy the requirements for both the Master of Science (public health nutrition concentration) and the Master of Public Health degrees.

Required Courses

- Required Foundation MPH Courses for the Dual Degree (20 credit hours)
 - PUBH 509 (1 credit hour)
 - 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)
 - NUTR 509 (1 credit hour) *
- *These courses (10 credit hours) count as part of the 40 total credit hours of MS (Public Health Nutrition Concentration-project option) degree requirements.
-
- Required MPH Concentration Courses (10 credit hours)
 - Community Health Education — Course Only with Comprehensive Exam
 - Epidemiology — Course Only with Comprehensive Exam
 - Health Policy and Management — Course Only with Comprehensive Exam
- Additional Required Courses for Nutrition (Public Health Nutrition Concentration-project option) (30 credit hours)
 - NUTR 5YY (503) (2 credit hours)
 - NUTR 5ZZ (504) (2 credit hours)
 - NUTR 5XX (507) (3 credit hours)
 - NUTR 515 (6 credit hours)
 - NUTR 514 (2 credit hours)
 - NUTR 519 (3 credit hours)
 - NUTR 543 (3 credit hours)
 - NUTR 626 (3 credit hours)
 - At least 6 additional credits of graduate course work in Nutrition (NUTR), as identified by faculty advisor and approved by the Director of the Public Health Nutrition Graduate Program

Additional Course Requirements

- NUTR 515 (6 credit hours) counts for both the block field experience requirement of the MS degree and the applied practice experience requirement of the MPH degree
- 6 NUTR credit hours, from the required courses in Public Health Nutrition, excluding NUTR 509 and NUTR 515, count for electives for the MPH

- Students should review the Graduate **Student Handbook in Nutrition** and the Public Health Graduate Student Handbook, as well as work with their departmental advisors to ensure completion of additional coursework specific to their selected Public Health concentration.

Non-Course Requirements

- A single block field experience (or public health **applied practice experience**) and poster presentation are required of all students. MS/project students also complete an analytical field paper focused on their block field experience. This analytical field paper incorporates public health nutrition and the student's public health concentration.
- Dual-degree students who withdraw from the program before completion of the requirements for both degrees will not receive credit towards the MS or MPH for courses taken in the other program, except as such courses qualify for credit without regard to the dual program.

Rationale: These changes to the Dual MPH-MS Program, project option, reflect course changes for the Department of Nutrition on this agenda (adding, dropping, and revising courses), as well as housekeeping changes, such as reorganizing requirements for each degree in a way that aligns better with the new catalog format. In addition, we are adding the Epidemiology concentration to the list of available MPH concentration areas and revising language changed by Public Health (i.e., "Core" has changed to "Foundation"; "internship" is now referred to as "applied practice experience).

Impact on Other Units: Because this change is being made to the Dual Program offered by Nutrition (MS-MPH) and Public Health (MPH-MS), these departments have submitted this revision in duplicate on this agenda. Faculty in both departments support this revision. The addition does not change, drop, or alter courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: Please see corresponding agenda item from NUTR.

DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION

ADD

ART EDUCATION (K-12) GRADUATE CERTIFICATE

In the 2021-2022 Graduate Catalog, add Art Education (K-12) Graduate Certificate and requirements as follows:

The graduate certificate in Art Education is intended for those seeking to develop a knowledge and skill base that undergirds effective, equity focused teaching of art to K-12 learners from a range of backgrounds. A graduate certificate in Art Education is appropriate for K-12 teachers endorsed in areas outside of Art Education, K-12 teachers endorsed in Art Education at the undergraduate level, non-endorsed professionals whose work interfaces significantly with K-12/art education (e.g., museum, public-service agency), and those interested in home schooling. Coursework in this certificate is designed to lead to an additional endorsement in Art Education for teachers licensed in other areas in the state of Tennessee, pending transcript review*, passing appropriate licensure exams and recommendation of the faculty advisor. *

Campus Code

Distance Education
Knoxville Campus

Graduate Certificate Type

Stand-Alone
Add-On

Admissions Standards/Procedures

- Applicants can be currently admitted to a degree program at UTK or can apply solely for the Art Education K-12 Graduate Certificate through the Graduate Admissions Office.
- All 12 credits of coursework must be completed at the University of Tennessee within five years of applying for a certificate.

Academic Standards

- Students must maintain a 3.5 GPA in all certificate courses in the program and complete the requirements within five years of applying for a certificate.

Credit Hours Required

12 credit hours

Required Courses

- TPTE 540
- ARED 401
- ARED 530
- ARED 540

Rationale: Due to national and state shortages in K-12 teachers, especially in high need areas such as mathematics, science, English as a second language and special education, there is a need to make educator preparation more accessible. Further, school leaders and administrators are often faced with administering programs outside their areas of experience. In addition, a growing number of professionals work outside K-12 education, e.g., in museums and non-profit public service agencies that have an education-focused mission. This graduate certificate provides knowledge and skills needed to provide equity focused K-12 instruction. Further, for teachers endorsed in the state of Tennessee, the coursework is designed to lead to an additional endorsement.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

AMERICAN SIGN LANGUAGE EDUCATION GRADUATE CERTIFICATE

In the 2021-2022 Graduate Catalog, add American Sign Language Education Graduate Certificate and requirements as follows:

The graduate certificate in ASL Education serves two purposes. First, it is for persons interested in teaching ASL at the postsecondary level. The coursework is aligned with what is required by the American Sign Language Teachers Association (ASLTA) for certification. Students take 9 required credit hours (ASL 421, 422, 435) and choose one elective for a minimum of 12 graduate credit hours.

Second, the graduate certificate program is for those who would like to add an ASL Education PreK-12 endorsement to an existing TN license. Persons would take all required courses (ASL 421, 422, 435) and all elective courses (ASL 455, 504, 545) for a minimum of 18 credit hours.

Campus Code

Distance Education
Knoxville Campus

Graduate Certificate Type

Stand-Alone
Add-On

Admissions Standards/Procedures

- Applicants can be currently admitted to a degree program at UTK or can apply solely for the ASL Education Certificate through the Graduate Admissions Office.
- Applicants must demonstrate an advanced or higher level on the Sign Language Proficiency Inventory (SLPI) or a 3+ or higher on the American Sign Language Proficiency Interview (ASLPI).
- Students must be admitted to the certificate program prior to completing six graduate credit hours toward the certificate.

Academic Standards

- Students must maintain a 3.0 grade point average once in the program and complete the requirements of the certificate to be awarded the graduate certificate.

Credit Hours Required

12-18 credit hours

- 12 credit hours to meet American Sign Language Teachers Association (ASLTA) requirements
- 18 credit hours to add an ASL Education PreK-12 endorsement to an existing TN teaching license.

Required Courses

- ASL 421
- ASL 422
- ASL 435
- Elective (3)
 - ASL 455 (3)
 - ASL 545 (3)
 - ASL 504 (3-9)

Non-Course Requirements

- For students earning a graduate degree concurrently with the ASL Education graduate certificate, at least three (3) credit hours for the certificate must be earned outside of the requirements of the degree.
- For those students who are concurrently enrolled in a Master or doctorate program, the graduate certificate will be awarded the same semester as the degree. Certificates will be awarded at the normal times when degrees are awarded.
- For independent, stand-alone graduate certificates (those when a student is not concurrently enrolled in a Master or doctorate program), the certificate is awarded upon completion of required courses and submission of application for graduation.
- Persons adding the ASL Education PreK-12 endorsement to an existing TN license must complete all required and elective courses, including ASL 421, 422, 435, 455, 504, and 545.

Rationale: Driven by demand for courses to obtain American Sign Language Teachers Association professional certification and at the request of Office of School Based Experiences (OSBE) and Assoc Dean of Bailey Graduate School of Education (David Cihak) for add-on TN teacher licensure K-12 for ASL Education

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

EDUCATION OF THE DEAF AND HARD OF HEARING (PreK-12) GRADUATE CERTIFICATE

In the 2021-2022 Graduate Catalog, add Education of the Deaf and Hard of Hearing (PreK-12) Graduate Certificate and requirements as follows:

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

Stand-Alone
Add-On

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 credits of 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

15 credit hours

Required Courses

- EDDE 415
- EDDE 416
- EDDE 419
- EDDE 528
- EDDE 529

Rationale: Due to national and state shortages in K-12 teachers, especially in high need areas such as mathematics, science, English as a second language and special education, there is a need to make educator preparation more accessible. Further, school leaders and administrators are often faced with administering programs outside their areas of experience. In addition, a growing number of professionals work outside K-12 education, e.g., in museums and non-profit public service agencies that have an education-focused mission. This graduate certificate provides knowledge and skills needed to provide equity focused K-12 instruction. Further, for teachers endorsed in the state of Tennessee, the coursework is designed to lead to an additional endorsement.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

ELEMENTARY EDUCATION GRADUATE CERTIFICATE

In the 2021-2022 Graduate Catalog, add Elementary Education Graduate Certificate and requirements as follows:

The graduate certificate in Elementary Education is intended for those seeking to develop a knowledge and skill base that undergirds effective, equity focused teaching of elementary age learners from a range of backgrounds. A graduate certificate in Elementary Education is appropriate for K-12 teachers endorsed in areas outside of Elementary Education, K-12 teachers endorsed in Elementary Education at the undergraduate level, administrators and supervisors aspiring to lead schools at the elementary level, non-endorsed professionals whose work (e.g., museum, public-service agency) interfaces significantly with K-12 education, and those interested in home schooling. Coursework in this certificate is designed to lead to an additional endorsement in Elementary Education for teachers licensed in other areas in the state of Tennessee, pending transcript review, passing appropriate licensure exams, and recommendation of the faculty advisor.

Campus Code

Distance Education
Knoxville Campus

Graduate Certificate Type

Stand-Alone
Add-On

Admissions Standards/Procedures

- Applicants can be currently admitted to a degree program at UTK or can apply solely for the Elementary Education Graduate Certificate through the Graduate Admissions Office.
- All 15 credits of 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

15 credit hours

Required Courses

- REED 530
- MEDU 530
- SSCE 521
- SCED 531
- Elective (3 credit hours)
 - REED 528
 - REED 529
 - REED 537

Rationale: Due to national and state shortages in K-12 teachers, especially in high need areas such as mathematics, science, English as a second language and special education, there is a need to make educator preparation more accessible. Further, school leaders and administrators are often faced with administering programs outside their areas of experience. In addition, a growing number of professionals work outside K-12 education, e.g., in museums and non-profit public service agencies that have an education-focused mission. This graduate certificate provides knowledge and skills needed to provide equity focused K-12 instruction. Further, for teachers endorsed in the state of Tennessee, the coursework is designed to lead to an additional endorsement.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

ENGLISH AS A SECOND LANGUAGE (PreK-12) GRADUATE CERTIFICATE

In the 2021-2022 Graduate Catalog, add English as a Second Language (PreK-12) Graduate Certificate and requirements as follows:

The graduate certificate in English as a Second Language PreK-12 is intended for those seeking to develop a knowledge and skill base that undergirds effective, equity focused teaching of K-12 students who are acquiring a second language and from a range of backgrounds and cultures. A graduate certificate in English as a Second Language PreK-12 is appropriate for PreK-12 teachers endorsed in areas outside of English as a Second Language PreK-12 teachers endorsed in an area of second language education at the undergraduate level, administrators and supervisors aspiring to lead schools or serve in roles supporting students' second language acquisition, 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 English as a Second Language Education for teachers licensed in other areas in the state of Tennessee, pending transcript review, passing appropriate licensure exams and recommendation of the faculty advisor.

Campus Code

Distance Education
Knoxville Campus

Graduate Certificate Type

Stand-Alone
Add-On

Admissions Standards/Procedures

- Applicants can be currently admitted to a degree program at UTK or can apply solely for the English as a Second Language PreK-12 Graduate Certificate through the Graduate Admissions Office.
- All 12 credits of coursework must be completed at the University of Tennessee within five years of applying for a certificate.

Academic Standards

- Students must maintain a 3.5 GPA in all certificate courses in the program and complete the requirements within five years of applying for a certificate.

Credit Hours Required

12 credit hours

Required Courses

- WLEL 489
- WLEL 466
- WLEL 586
- WLEL 556

Rationale: Due to national and state shortages in K-12 teachers, especially in high need areas such as mathematics, science, English as a second language and special education, there is a need to make educator preparation more accessible. Further, school leaders and administrators are often faced with administering programs outside their areas of experience. In addition, a growing number of professionals work outside K-12 education, e.g., in museums and non-profit public service agencies that have an education-focused mission. This graduate certificate provides knowledge and skills needed to provide equity focused K-12 instruction. Further, for teachers endorsed in the state of Tennessee, the coursework is designed to lead to an additional endorsement.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

EDUCATIONAL TECHNOLOGY GRADUATE CERTIFICATE

In the 2021-2022 Graduate Catalog, add Educational Technology Graduate Certificate and requirements as follows:

This graduate certificate in educational technology is available to any graduate students enrolled at the university. The certificate is intended for currently admitted graduate students wishing to develop a specialization in educational technology to work with students in a variety of capacities. The certificate objectives include:

- Provide students with the expertise and skill to integrate technology into their own teaching.
- Assist students in designing technology-enhanced learning experience for their students.
- Integrate theory with project-based courses in instructional design, e-learning, and emerging trends.
- Develop applicable skills and knowledge in multi device learning, digital collaboration, mobile and cloud technologies, simulation- and game-based learning.
- Prepare students to effectively lead technology-rich learning environments including mobile learning, blended learning, selecting tools, media integration, and standards-based course design.
- Model effective use of current technologies in diverse learning environments.
- Gain a deep understanding of the role of technology in schools.
- Lead change efforts in schools and school districts to improve student achievement.

Campus Code

Distance Education
Knoxville Campus

Graduate Certificate Type

Stand-Alone
Add-On

Admissions Standards/Procedures

- Applicants can be currently admitted to a degree program at UTK or can apply solely for the Educational Technology Certificate through the Graduate Admissions Office.
- All 12 credits of coursework must be completed at the University of Tennessee within five years of applying for a certificate.

Academic Standards

- Students must maintain a 3.5 GPA in all certificate courses in the program and complete the requirements within five years of applying for a certificate.

Credit Hours Required

12 credit hours

Required Courses

- ETEC 586 (3 hours)
- At least two of the following (6 hours)
 - ETEC 587
 - ETEC 588
 - ETEC 589
- At least one of the following (3 hours)
 - IT 570
 - IT 573
 - IT 578
 - EDAM 552
 - EDPY 404/504
 - TPTE 540
 - TPTE 595

Rationale: With a recent need for virtual learning platforms and pedagogy in our K12 classrooms, this 12-hour graduate certificate in educational technology is intended to support currently admitted graduate students' development of the knowledge and skills needed to effectively integrate existing and emerging technologies into their classrooms and other academic environments. Graduate students currently enrolled in many of the graduate programs on our campus are actively seeking methods to use technology as a means to create meaningful and engaging lessons for their future and current students. A certificate in educational technology will offer students a way to bundle the courses they are already taking so that they can present their learned skills to future employers. This certificate will also further prepare students to be able to apply a technology focus to the work they do in their various fields of study.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: Needs code from Graduate School. Contacted Catherine Cox who said they will add a code after this goes through the CRC approval process. Requires DGS approval and SACSCOC approval. VPR approval not required since less than 24 credit hours are required.

GIFTED EDUCATION (PreK-12) GRADUATE CERTIFICATE

In the 2021-2022 Graduate Catalog, add Gifted Education (PreK-12) Graduate Certificate and requirements as follows:

The graduate certificate in Gifted 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 Gifted 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 Gifted 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.

Campus Code

Distance Education
Knoxville Campus

Graduate Certificate Type

Stand-Alone
Add-On

Admissions Standards/Procedures

- Applicants can be currently admitted to a degree program at UTK or can apply solely for the Gifted Education PreK-12 Graduate Certificate through the Graduate Admissions Office.
- All 12 credits of coursework must be completed at the University of Tennessee within five years of applying for a certificate.

Academic Standards

- Students must maintain a 3.5 GPA in all certificate courses in the program and complete the requirements within five years of applying for a certificate.

Credit Hours Required
12 credit hours

Required Courses

- SPED 574
- SPED 575
- TPTE 540
- ELED 524

Rationale: Due to national and state shortages in K-12 teachers, especially in high need areas such as mathematics, science, English as a second language and special education, there is a need to make educator preparation more accessible. Further, school leaders and administrators are often faced with administering programs outside their areas of experience. In addition, a growing number of professionals work outside K-12 education, e.g., in museums and non-profit public service agencies that have an education-focused mission. This graduate certificate provides knowledge and skills needed to provide equity focused K-12 instruction. Further, for teachers endorsed in the state of Tennessee, the coursework is designed to lead to an additional endorsement.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

LITERACY SPECIALIST GRADUATE CERTIFICATE

In the 2021-2022 Graduate Catalog, add Literacy Specialist Graduate Certificate and requirements as follows:

The Literacy Specialist graduate certificate is intended for those seeking to develop a knowledge and skill base that undergirds effective, equity focused literacy instruction of K-12 students from a range of backgrounds. Coursework in the Literacy Specialist graduate certificate is aligned with standards of both the International Literacy Association and the International Dyslexia Association. The Literacy Specialist graduate certificate is appropriate for all K-12 teachers, school administrators and supervisors, non-endorsed professionals whose work interfaces significantly with K-12 education (e.g., museum, public-service agency), and those interested in home schooling. Coursework in this certificate is designed to lead to an additional endorsement as a Literacy Specialist for teachers licensed in the state of Tennessee, pending transcript review*, passing appropriate licensure exams, recommendation of the faculty advisor and three years' teaching experience. *Students seeking this certificate must have completed a minimum of one reading or literacy instruction course and one special education course.

Campus Code
Distance Education
Knoxville Campus

Graduate Certificate Type
Stand-Alone
Add-On

Admissions Standards/Procedures

- Applicants can be currently admitted to a degree program at UTK or can apply solely for the Literacy Specialist Graduate Certificate through the Graduate Admissions Office.
- All 15 credits of 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
15 credit hours

Required Courses

- REED 529
- REED 537
- REED 540
- SPED 516
- REED 605

Rationale: Due to national and state shortages in K-12 teachers, especially in high need areas such as mathematics, science, English as a second language and special education, there is a need to make educator preparation more accessible. Further, school leaders and administrators are often faced with administering programs outside their areas of experience. In addition, a growing number of professionals work outside K-12 education, e.g., in museums and non-profit public service agencies that have an education-focused mission. This graduate certificate provides knowledge and skills needed to provide equity focused K-12 instruction. Further, for teachers endorsed in the state of Tennessee, the coursework is designed to lead to an additional endorsement.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

STEM LEADERSHIP GRADUATE CERTIFICATE

In the 2021-2022 Graduate Catalog, add STEM Leadership Graduate Certificate and requirements as follows:

The STEM Leadership Graduate Certificate is designed for graduate students interested in advancing their knowledge in the fields of STEM (Science, Technology, Engineering, and Mathematics) and Teacher Leadership. The certificate objectives include:

- Develop leadership capacity to lead reform efforts in STEM programming within schools or districts.
- Develop capacity to identify problems of practice in STEM within school or a district and develop solutions to these problems through evidence-based research findings.
- Develop capacity to lead STEM education reform efforts in schools and school districts to improve teacher practice, student achievement and interest in STEM.
- Develop pedagogical content knowledge in relevant STEM disciplines, tailored to students' interest.
- Develop capacity to design, implement and evaluate a teacher professional development project.
- Acquire a robust knowledge of data science and statistical skills through project-based learning.
- Develop grant writing skills through an applied capstone project.
- Develop capacity to design, lead and evaluate online professional development programs in STEM.

Campus Code

Distance Education
Knoxville Campus

Graduate Certificate Type

Stand-Alone
Add-On

Admissions Standards/Procedures

- Applicants can be currently admitted to a degree program at UTK or can apply solely for the STEM Leadership Certificate in STEM through the Graduate Admissions Office.
- All 12 credits of coursework must be completed at the University of Tennessee within five years of applying for a certificate.

Academic Standards

- Students must maintain a 3.5 GPA in all certificate courses in the program and complete the requirements within five years of applying for a certificate.

Credit Hours Required

12 credit hours

Required Courses

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

- ETEC 589: Technology, Leadership, and Learning.
- MEDU 581: Equity in STEM Education
- TPTE 540: Improvement of Instruction-Capstone Course

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

- TPTE 595: An Introduction to Data Science Methods in Education.
- EDEM 552: Leadership for Change
- EF 501: Education Theory for Research and Practice in Engineering.
- ETEC 588: STEM Teaching Tools

Rationale: With the introduction of the new science standards-the Next Generation Science Standards (NGSS), there has been an increasing pressure to integrate engineering concepts and computational thinking skills in school curriculum and this has created the need for leadership to lead STEM efforts in school districts in a coordinated fashion. Yet, most school districts lack STEM specific leadership talent. The goal of the STEM Teacher Leadership Graduate Certificate is to help educators who are in leadership positions and those aspiring to become a STEM leader to strengthen their leadership knowledge and skills in STEM so they can

lead reform efforts within their schools and /or districts or informal STEM settings. The coursework is designed to promote candidates' in-depth understanding of current standards and instructional practices, focus on development of leadership skills through data-driven project-based learning and data science tools and techniques. Program participants will earn the certificate by taking 12 credit hours of coursework (4 courses).

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

SECONDARY ENGLISH EDUCATION GRADUATE CERTIFICATE

In the 2021-2022 Graduate Catalog, add Secondary English Education Graduate Certificate and requirements as follows:

The graduate certificate in Secondary English Education is intended for those seeking to develop a knowledge and skill base that undergirds effective, equity focused teaching of secondary English education. Coursework in this certificate is designed to lead to an additional endorsement in secondary English education for teachers licensed in other areas in the state of Tennessee, pending transcript review, passing appropriate licensure exams and approval of the faculty advisor.

Campus Code

Distance Education
Knoxville Campus

Graduate Certificate Type

Stand-Alone
Add-On

Admissions Standards/Procedures

- Applicants can be currently admitted to a degree program at UTK or can apply solely for the Secondary English Education Graduate Certificate through the Graduate Admissions Office.
- All 12 credits of coursework must be completed at the University of Tennessee within five years of applying for a certificate.

Academic Standards

- Students must maintain a 3.5 GPA in all certificate courses in the program and complete the requirements within five years of applying for a certificate.

Credit Hours Required

12 credit hours

Required Courses

- ENED 460
- ENED 508
- ENED 509
- REED 461

Rationale: Due to national and state shortages in K-12 teachers, especially in high need areas such as mathematics, science, English as a second language and special education, there is a need to make educator preparation more accessible. Further, school leaders and administrators are often faced with administering programs outside their areas of experience. In addition, a growing number of professionals work outside K-12 education, e.g., in museums and non-profit public service agencies that have an education-focused mission. This graduate certificate provides knowledge and skills needed to provide equity focused K-12 instruction. Further, for teachers endorsed in the state of Tennessee, the coursework is designed to lead to an additional endorsement.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

SECONDARY MATHEMATICS EDUCATION GRADUATE CERTIFICATE

In the 2021-2022 Graduate Catalog, add Secondary Mathematics Education Graduate Certificate and requirements as follows:

The graduate certificate in Secondary Mathematics Education is intended for those seeking to develop a knowledge and skill base that undergirds effective, equity focused teaching of secondary mathematics education. Coursework in this certificate is designed to lead to an additional endorsement in secondary mathematics education for teachers licensed in other areas in the state of Tennessee, pending transcript review, passing appropriate licensure exams, and approval of the faculty advisor.

Campus Code

Distance Education
Knoxville Campus

Graduate Certificate Type
Stand-Alone
Add-On

Admissions Standards/Procedures

- Applicants can be currently admitted to a degree program at UTK or can apply solely for the Secondary Mathematics Education Graduate Certificate through the Graduate Admissions Office.
- All 12 credits of coursework must be completed at the University of Tennessee within five years of applying for a certificate.

Academic Standards

- Students must maintain a 3.5 GPA in all certificate courses in the program and complete the requirements within five years of applying for a certificate.

Credit Hours Required
12 credit hours

Required Courses

- MEDU 485
- TPTE 540
- Electives (6 credit hours) (Choose 2 of the following)
 - MEDU 523
 - MEDU 583
 - MEDU 445
 - MEDU 446

Rationale: Due to national and state shortages in K-12 teachers, especially in high need areas such as mathematics, science, English as a second language and special education, there is a need to make educator preparation more accessible. Further, school leaders and administrators are often faced with administering programs outside their areas of experience. In addition, a growing number of professionals work outside K-12 education, e.g., in museums and non-profit public service agencies that have an education-focused mission. This graduate certificate provides knowledge and skills needed to provide equity focused K-12 instruction. Further, for teachers endorsed in the state of Tennessee, the coursework is designed to lead to an additional endorsement.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

SECONDARY SCIENCE EDUCATION GRADUATE CERTIFICATE

In the 2021-2022 Graduate Catalog, add Secondary Science Education Graduate Certificate and requirements as follows:

The graduate certificate in Secondary Science Education is intended for those seeking to develop a knowledge and skill base that undergirds effective, equity focused teaching of secondary science education. Coursework in this certificate is designed to lead to an additional endorsement in secondary mathematics education for teachers licensed in other areas in the state of Tennessee, pending transcript review, passing appropriate licensure exams, and approval of the faculty advisor.

Campus Code
Distance Education
Knoxville Campus

Graduate Certificate Type
Stand-Alone
Add-On

Admissions Standards/Procedures

- Applicants can be currently admitted to a degree program at UTK or can apply solely for the Secondary Science Education Graduate Certificate through the Graduate Admissions Office.
- All 12 credits of coursework must be completed at the University of Tennessee within five years of applying for a certificate.

Academic Standards

- Students must maintain a 3.5 GPA in all certificate courses in the program and complete the requirements within five years of applying for a certificate.

Credit Hours Required

12 credit hours

Required Courses

- SCED 496
- TPTE 540
- Electives (6 credit hours) (Choose 2 of the following)
 - SCED 565
 - SCED 550
 - SCED 572
 - SCED 445
 - SCED 446

Rationale: Due to national and state shortages in K-12 teachers, especially in high need areas such as mathematics, science, English as a second language and special education, there is a need to make educator preparation more accessible. Further, school leaders and administrators are often faced with administering programs outside their areas of experience. In addition, a growing number of professionals work outside K-12 education, e.g., in museums and non-profit public service agencies that have an education-focused mission. This graduate certificate provides knowledge and skills needed to provide equity focused K-12 instruction. Further, for teachers endorsed in the state of Tennessee, the coursework is designed to lead to an additional endorsement.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

SECONDARY SOCIAL SCIENCE EDUCATION GRADUATE CERTIFICATE

In the 2021-2022 Graduate Catalog, add Secondary Social Science Education Graduate Certificate and requirements as follows:

The graduate certificate in Secondary Social Science Education is intended for those seeking to develop a knowledge and skill base that undergirds effective, equity focused teaching of secondary social science education. Coursework in this certificate is designed to lead to an additional endorsement in secondary social science education for teachers licensed in other areas in the state of Tennessee, pending transcript review, passing appropriate licensure exams, and approval of the faculty advisor.

Campus Code

Distance Education
Knoxville Campus

Graduate Certificate Type

Stand-Alone
Add-On

Admissions Standards/Procedures

- Applicants can be currently admitted to a degree program at UTK or can apply solely for the Secondary Social Science Education Graduate Certificate through the Graduate Admissions Office.
- All 12 credits of coursework must be completed at the University of Tennessee within five years of applying for a certificate.

Academic Standards

- Students must maintain a 3.5 GPA in all certificate courses in the program and complete the requirements within five years of applying for a certificate.

Credit Hours Required

12 credit hours

Required Courses

- SSCE 532
- TPTE 540
- SSCE 599
- SSCE 585

Rationale: Due to national and state shortages in K-12 teachers, especially in high need areas such as mathematics, science, English as a second language and special education, there is a need to make educator preparation more accessible. Further, school leaders and administrators are often faced with administering programs outside their areas of experience. In addition, a growing number of professionals work outside K-12 education, e.g., in museums and non-profit public service agencies that have an education-focused mission. This graduate certificate provides knowledge and skills needed to provide equity focused K-12 instruction. Further, for teachers endorsed in the state of Tennessee, the coursework is designed to lead to an additional endorsement.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

SPECIAL EDUCATION COMPREHENSIVE K-8 GRADUATE CERTIFICATE

In the 2021-2022 Graduate Catalog, add Special Education Comprehensive K-8 Graduate Certificate and requirements as follows:

The graduate certificate in Special Education Comprehensive K-8 is intended for those seeking to develop a knowledge and skill base that undergirds effective, equity focused teaching of K-12 students with a range of exceptionalities and from a range of backgrounds. A graduate certificate in Special Education Comprehensive K-8 is appropriate for K-8 teachers endorsed in areas outside of exceptional education, K-8 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 K-8 education, and those interested in home schooling. Coursework in this certificate is designed to lead to an additional endorsement in Special Education Comprehensive K-8 for teachers licensed in other areas in the state of Tennessee, pending transcript review, passing appropriate licensure exams and approval of the faculty advisor.

Campus Code

Distance Education
Knoxville Campus

Graduate Certificate Type

Stand-Alone
Add-On

Admissions Standards/Procedures

- Applicants can be currently admitted to a degree program at UTK or can apply solely for the Special Education Comprehensive K-8 Graduate Certificate through the Graduate Admissions Office.
- All 12 credits of coursework must be completed at the University of Tennessee within five years of applying for a certificate.

Academic Standards

- Students must maintain a 3.5 GPA in all certificate courses in the program and complete the requirements within five years of applying for a certificate.

Credit Hours Required

12 credit hours

Required Courses

- SPED 517
- SPED 518
- SPED 559
- SPED 590

Rationale: Due to national and state shortages in K-12 teachers, especially in high need areas such as mathematics, science, English as a second language and special education, there is a need to make educator preparation more accessible. Further, school leaders and administrators are often faced with administering programs outside their areas of experience. In addition, a growing number of professionals work outside K-12 education, e.g., in museums and non-profit public service agencies that have an education-focused mission. This graduate certificate provides knowledge and skills needed to provide equity focused K-12 instruction. Further, for teachers endorsed in the state of Tennessee, the coursework is designed to lead to an additional endorsement.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

SPECIAL EDUCATION INTERVENTIONIST K-8 & 6-12 GRADUATE CERTIFICATE

In the 2021-2022 Graduate Catalog, add Special Education Interventionist K-8 & 6-12 Graduate Certificate and requirements as follows:

The graduate certificate in Special Education Interventionist K-8 & 6-12 is intended for those seeking to develop a knowledge and skill base that undergirds effective, equity focused teaching of K-12 students with a range of exceptionalities and from a range of backgrounds. A graduate certificate in Special Education Interventionist K-8 & 6-12 is appropriate for K-12 teachers endorsed in areas outside of exceptional education, K-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 K-12 education, and those interested in home schooling. Coursework in this certificate is designed to lead to an additional endorsement in Special Education Interventionist K-8 & 6-12 for teachers licensed in other areas in the state of Tennessee, pending transcript review, passing appropriate licensure exams and approval of the faculty advisor.

Campus Code

Distance Education
Knoxville Campus

Graduate Certificate Type

Stand-Alone
Add-On

Admissions Standards/Procedures

- Applicants can be currently admitted to a degree program at UTK or can apply solely for the Special Education Interventionist K-8 & 6-12 Graduate Certificate through the Graduate Admissions Office.
- All 12 credits of coursework must be completed at the University of Tennessee within five years of applying for a certificate.

Academic Standards

- Students must maintain a 3.5 GPA in all certificate courses in the program and complete the requirements within five years of applying for a certificate.

Credit Hours Required

12 credit hours

Required Courses

- SPED 515
- SPED 516
- SPED 542
- SPED 553

Rationale: Due to national and state shortages in K-12 teachers, especially in high need areas such as mathematics, science, English as a second language and special education, there is a need to make educator preparation more accessible. Further, school leaders and administrators are often faced with administering programs outside their areas of experience. In addition, a growing number of professionals work outside K-12 education, e.g., in museums and non-profit public service agencies that have an education-focused mission. This graduate certificate provides knowledge and skills needed to provide equity focused K-12 instruction. Further, for teachers endorsed in the state of Tennessee, the coursework is designed to lead to an additional endorsement.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

WORLD LANGUAGES (PreK-12) GRADUATE CERTIFICATE

In the 2021-2022 Graduate Catalog, add World Languages (PreK-12) Graduate Certificate and requirements as follows:

The graduate certificate in World Languages PreK-12 is intended for those seeking to develop a knowledge and skill base that undergirds effective, equity focused teaching of PreK-12 students who are acquiring a second language and from a range of backgrounds and cultures. A graduate certificate in World Languages PreK-12 is appropriate for PreK-12 teachers endorsed in areas outside of World Languages PreK-12, teachers endorsed in an area of world languages at the undergraduate level, administrators and supervisors aspiring to lead schools or serve in roles supporting students' world languages acquisition, 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 World Languages for teachers licensed in other areas in the state of Tennessee, pending transcript review*, passing appropriate licensure exams and recommendation of the faculty advisor. *For World Languages Education, proficiency in French, German, Latin, Russian or Spanish is required, as well as an undergraduate major or 24 credit hours in any of the above referenced languages.

Campus Code

Distance Education
Knoxville Campus

Graduate Certificate Type

Stand-Alone
Add-On

Admissions Standards/Procedures

- Applicants can be currently admitted to a degree program at UTK or can apply solely for the World Languages PreK-12 Graduate Certificate through the Graduate Admissions Office.
- All 12 credits of coursework must be completed at the University of Tennessee within five years of applying for a certificate.

Academic Standards

- Students must maintain a 3.5 GPA in all certificate courses in the program and complete the requirements within five years of applying for a certificate.

Credit Hours Required
12 credit hours

Required Courses

- WLEL 445
- WLEL 455
- WLEL 475
- WLEL 550

Rationale: Due to national and state shortages in K-12 teachers, especially in high need areas such as mathematics, science, English as a second language and special education, there is a need to make educator preparation more accessible. Further, school leaders and administrators are often faced with administering programs outside their areas of experience. In addition, a growing number of professionals work outside K-12 education, e.g., in museums and non-profit public service agencies that have an education-focused mission. This graduate certificate provides knowledge and skills needed to provide equity focused K-12 instruction. Further, for teachers endorsed in the state of Tennessee, the coursework is designed to lead to an additional endorsement.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE GRADUATE CERTIFICATE TITLE, DESCRIPTION, AND REQUIREMENTS

In the 2021-2022 Graduate Catalog, revise the Cultural Studies in Education Graduate Certificate title, description, and requirements as follows: https://catalog.utk.edu/preview_program.php?catoid=30&poid=13667

Cultural Studies in Education Graduate Certificate

Social Justice Education Graduate Certificate

The graduate certificate in **Cultural Studies in Social Justice** Education is intended for those seeking to develop skills necessary when working with diverse populations, especially targeted, minority populations, **in ways that promote diversity, equity, and inclusion**. Students currently enrolled in many of the graduate programs on our campus are seeking to understand their different fields of study through a **cultural studies social justice** lens. A certificate in **cultural studies in social justice** education will offer students a way to bundle the courses they are already taking so that they can present to future employers their skills in a way that is easily recognized.

Campus Code
Knoxville Campus

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 graduate school in the certificate.

Academic Standards

A 3.5 GPA must be earned in all certificate courses.

Credit Hours Required
15 12 graduate credit hours

Required Courses

- CSE 591
- **CSE 550**
- **CSE 592**
- **CSE 645**

- At least one of the following
 - ~~CSE 550~~
 - ~~CSE 592~~
- At least two of the following
 - ~~CSE 539~~
 - ~~CSE 545~~
 - ~~CSE 549~~
 - ~~CSE 607~~
 - ~~CSE 609~~
 - ~~CSE 639~~
 - ~~SPST 515~~
 - ~~SPST 542~~
 - ~~SPST 543~~
 - ~~TPTE 517~~
- An additional 3 credit hour course can be taken from the above list

Non-Course Requirements

- All ~~15~~ **12** credit hours of graduate coursework must be completed at the University of Tennessee within five years of applying for a certificate.

Rationale: We are updating the name of this graduate certificate and specifying the required courses to better reflect the times in which we find ourselves living. We also wanted to reduce the credit hours from 15 to 12 in order to address issues of accessibility and affordability for students.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

(TPTE) Theory and Practice in Teacher Education

ADD

TEACHER EDUCATION MAJOR, EdS, TO ADD APPLIED BEHAVIOR ANALYSIS CONCENTRATION

URL: https://catalog.utk.edu/preview_program.php?catoid=30&poid=13644&returnto=3873

In the 2021-2022 Graduate Catalog, revise the Teacher Education Major, EdS, to add Applied Behavior Analysis Concentration as follows:

The Teacher Education, EdS; Applied Behavior Analysis (ABA) Concentration is designed to prepare practitioners to use behavior-analytic techniques and treatment approaches to prevent and reduce problem behaviors and to increase appropriate behaviors and skills targeted to improve overall quality of life. The ABA Concentration coursework is comprised of courses in Special Education and School Psychology programs. Content in this program of studies is primarily focused on treatment approaches for children and adults with learning or behavioral difficulties and their teachers and caregivers. Completion of the Teacher Education, EdS; ABA Concentration requires a total of 30 graduate hours.

Admission to the Teacher Education, EdS; ABA Concentration requires a Master's degree. Admission will be based on applicant GRE scores, grade point average at all collegiate levels, written goal statement, example of professional writing, background check clearance, professional references, admission board interview, and professional references.

Required Courses

Core (6 credit hours)

Must complete the following courses:

| | |
|----------|---|
| SPED 555 | Methods of Teaching Students with Autism Spectrum Disorders (3) * |
| EDPY 517 | Direct Assessment and Intervention for Academic Skills Deficits (3) * |

Concentration Specialty Area (12 credit hours)

Must complete the following courses:

| | |
|----------|---|
| EDPY 515 | Educational Applications of Behavioral Theories of Learning (3) * |
| SPED 530 | Applied Behavior Analysis in School Settings (3) * |
| SPED 501 | Advanced Topics in Applied Behavior Analysis (3) * |

In consultation with advisor, select one of the following courses:

| | |
|----------|---|
| EDPY 505 | Quasi-Experimental and Single-Subject Design Research (3) * |
| SPED 603 | Reading and Applying Research for Diverse Learners: Single-Subject Approaches (3) * |

Option Requirements (6 credit hours)

May choose a thesis or non-thesis option:

| | |
|----------|--|
| TPTE 518 | Educational Specialist Research and Thesis (6) |
| TPTE 503 | Problems in Lieu of Thesis (6) |

Related Studies (6 credit hours)

Must complete the following course:

EDPY 636 Ethical, Legal, and Professional Issues in Psychology and Behavior Analysis (3) *

In consultation with advisor, select from the following courses and/or other relevant graduate-level course(s) approved by advisor:

EDPY 510 Psychological Theories of Human Development (3)

EDPY 516 Educational Applications of Cognitive Learning Theories (3)

SCHP 690 Psychopathology of Childhood (3)

SPED 553 Assessment of Exceptional Students (3)

SPED 556 Methods of Teaching Students with Emotional and Behavioral Disorders (3)

SPED 557 Classroom Management (3)

Total 30 credit hours

* Note: To complete the coursework required for board certification in behavior analysis, students must complete EDPY 515, EDPY 517, EDPY 636, SPED 555, SPED 530, SPED 501, and either EDPY 505 or SPED 603. An international certifying board specifies and updates additional requirements (e.g., completing supervised internship experience, completing exam) for board certification which are outside of coursework included in the Teacher Education, EdS; ABA Concentration.

Rationale: We are requesting to add a new Applied Behavior Analysis (ABA) Concentration to our department's existing Teacher Education, EdS degree. The ABA Concentration is specifically designed to meet coursework requirements of our Behavior Analyst Certification Board Verified Course Sequence. The increased demand regionally and nationally for Board Certified Behavior Analysts (BCBA) supports the need for the proposed ABA Concentration. The ABA Concentration will be an option for students who are interested in applied behavior analysis or working with children and adults with disabilities—but are not necessarily interested in becoming a licensed special education teacher or already hold a teaching license. This new EdS concentration will appeal to students who already hold a Master's degree and want to complete the courses required to sit for the BCBA exam and earn an advanced degree.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

ADD

TEACHER EDUCATION MAJOR, EdS, TO ADD ART EDUCATION CONCENTRATION AND REQUIREMENTS

URL: https://catalog.utk.edu/preview_program.php?catoid=30&poid=13644&returnto=3873

In the 2021-2022 Graduate Catalog, revise the Teacher Education Major, EdS, to add Art Education Concentration and requirements as follows:

Teacher Education Major, EdS

The department offers a Specialist in Education (EdS) degree with a major in teacher education. This degree is designed for those students who already possess a master's degree in education. The department offers a Distance Education option for individuals who hold a master's degree in education and who are employed as a Job-Embedded practitioner. Program information can be found at the Theory and Practice in Teacher Education webpage: <https://tpte.utk.edu/edsprograms/>.

Concentrations

Art Education

Educational Technology

Elementary Education

English Education

Literacy Education

Mathematics Education

Practitioner

Science Education

Social Science Education

Special Education

Teaching and Learning

World Language/ESL Education

Campus Code

Distance Education

- Educational Technology Concentration
- Practitioner Concentration
- Knoxville Campus

Admissions Standards/Procedures

- Candidates must complete both university and departmental applications, which includes the online application submitted to the Office of Graduate Admissions and the Ed.S. teacher education application from the department.
- A graduate GPA of 3.20 or higher, documentation of teaching or related experience, and three rating forms with recommendations that assess a candidate's strengths, weaknesses, leadership, and scholarly potential are required.
- All concentrations except for Teaching and Learning require a minimum of three years of teaching or related experience.

Credit Hours Required

30 graduate credit hours beyond a master's degree or 60 graduate credit hours beyond the baccalaureate.

Required Courses

- Core Area (6 credit hours)
 - Must include one course from two of the following areas: adult learning, assessment, cultural studies, educational technology, ESL, instructional pedagogy; or Special Education.
- Concentration Specialty Area (12 credit hours) Based upon student's background and career goals, students will consult with advisor to select appropriate courses.
 - **Art Education**
 - Educational Technology
 - Elementary Education
 - English Education
 - Literacy Education
 - Mathematics Education
 - Practitioner
 - Science Education
 - Social Science Education
 - Special Education
 - Teaching and Learning
 - World Language/ESL Education
- Option Requirement
 - Thesis Option Students: TPTE 518 (6 credit hours)
 - Project Option Students: TPTE 503 (6 credit hours)
- Related Studies (6 credit hours)
 - Must be related to focus of degree and approved by faculty committee

Additional Course Requirements

- Education courses at the 400-level required for licensure are not eligible.
- At least 2/3 of the semester credit hours accumulated in the masters.
- All of the last 30 credit hours of coursework must be in 500- or 600-level courses.

Non-Course Requirements

- Thesis Option: The EdS thesis must be approved by the student's committee prior to submission to the Graduate School for final approval and acceptance. The student must register for thesis credit hours (TPTE 518) during this time.
- Project Option: The EdS project must be approved by the student's committee.

Rationale: Local art teachers, particularly local art mentor teachers, have expressed an interest in furthering their education through an Ed.S. or doctoral degree. Art education faculty, through these conversations with art mentor teachers and in informally assessing the educational status of Knox County teachers in general, many of whom have graduated with a Master of Science in Teacher Education (Art Education Professional Internship) from the University of Tennessee without pursuing any additional subsequent degrees; have determined a need for an art education concentration of the existing Ed.S. (Teacher Education Major).

Impact on Other Units: The impact on other units would be minimal. The only impact would be that enrollment in these courses might be slightly higher as Ed.S. (art education concentration) students enroll in them. As we do not anticipate large numbers of students enrolling in this concentration, we do not expect the impact to these courses would be significant.

Financial Impact: We do not expect that this change will have a direct financial impact on the department or college budget. We do expect that this change might increase enrollment in art education, which would positively impact the budget.

Additional Documentation: This change does not require additional approval.

REVISE PROGRAM

TEACHER EDUCATION MAJOR, MS, PRACTITIONER CONCENTRATION, TO ADD ELEMENTARY EDUCATION, ENGLISH EDUCATION, MIDDLE GRADES MATH EDUCATION, MIDDLE GRADES SCIENCE EDUCATION, AND SOCIAL SCIENCE EDUCATION SPECIALIZATIONS

URL: https://catalog.utk.edu/preview_program.php?catoid=27&pooid=11774&returnto=3513

In the 2021-2022 Graduate Catalog, revise the Teacher Education Major, MS, Practitioner Concentration, to add Elementary Education, English Education, and Social Science Education Specializations as follows:

Practitioner Concentration — Course Only without Comprehensive Exams

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. The Practitioner concentration in Teacher Education is offered as an online program only via Distance Education.

Credit Hours Required

30 to 38 graduate credit hours

Required Courses

- EDPY 401 (3 credit hours)
- ETEC 586 (3 credit hours)
- SPED 402 (3 credit hours)
- EDUC 576 (6- 8 credit hours). Students must be continuously enrolled in a minimum of 1 hour of EDUC 576 for the duration of their program of study; in at least one semester the student must enroll in 3 hours of EDUC 576.
- Specialization courses
 - American Sign Language
 - ASL 421
 - ASL 422
 - ASL 435
 - ASL 455
 - ASL 545
 - Art Education
 - ARED 401
 - ARED 510
 - ARED 520
 - ARED 530
 - ARED 540
 - SPED 552
 - Elementary Education
 - TPTE 593
 - REED 530
 - SSCE 521
 - SCED 531
 - MEDU 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
 - SPED 516
 - SPED 553
 - REED 530
 - MEDU 523
- World Languages
 - WLEL 445
 - WLEL 455
 - WLEL 550
 - SPED 552
 - Additional 3 credit hours of electives selected in consultation with the major professor
- English as a Second Language
 - WLEL 489
 - WLEL 466
 - WLEL 475
 - WLEL 570
 - SPED 552
 - REED 530

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 credit hours in the world language (WL) with at least 18 upper division hours in the WL with a 3.00 average or above.

Rationale: We are adding elementary education, English education, and social science education as a specialization under the MS in Teacher Education, Practitioner Concentration degree. A Job-Embedded Practitioner (JEP) teacher licensure pathway has been approved by the state for elementary, English, and social science education. These programs are designed to respond to the increasing needs of teachers in public schools, as well as allowing us to recruit students across the state of Tennessee.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.