# University Curriculum Committee Report (Meeting December 11, 2023

Faculty Senate Meeting – February 22, 2024

**Consent Agenda Items:** All items require final approval by the Provost/SVP Academic Affairs

| # | Action | Description | Implementation Date |
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| **1.** | Course Rubric Update | ECSP 2200 – Introduction to Early Childhood Education <br> o Updating rubric from EC to ECSP for Early Childhood and Special Education to more appropriately match the state requirements for the Early Childhood program. | Fall 2024 |
| **2.** | Course Rubric Update | ECSP 3000 – Developmentally Appropriate Practice: Birth to Age 8 <br> o Updating rubric from EC to ECSP for Early Childhood and Special Education to more appropriately match the state requirements for the Early Childhood program. | Fall 2024 |
| **3.** | Course Rubric Update | ECSP 3010 – Early Literacy Development <br> o Updating rubric from EC to ECSP for Early Childhood and Special Education to more appropriately match the state requirements for the Early Childhood program. | Fall 2024 |
| **4.** | Course Rubric Update | ECSP 4040 – Teaching STEM to Young Children <br> o Updating rubric from EC to ECSP for Early Childhood and Special Education to more appropriately match the state requirements for the Early Childhood program. | Fall 2024 |
| **5.** | Course Rubric Update | ECSP 5130 – Trends and Issues in Early Childhood Education <br> o Updating rubric from EC to ECSP for Early Childhood and Special Education to more appropriately match the state requirements for the Early Childhood program. | Fall 2024 |
| **6.** | Course Rubric Update | ECSP 5140 – Teaching STEM through Arts and Play <br> o Updating rubric from EC to ECSP for Early Childhood and Special Education to more appropriately match the state requirements for the Early Childhood program. | Fall 2024 |
| **7.** | Course Rubric Update | ECSP 5170 – Integrated Early Childhood Assessment <br> o Updating rubric from EC to ECSP for Early Childhood and Special Education to more appropriately match the state requirements for the Early Childhood program. | Fall 2024 |
| **8.** | Course Title Update | CHEM 4000 – Advanced Chemistry Seminar <br> o Updating course name from Chemistry Senior Seminar to Advanced Chemistry Seminar to differentiate It from the Sophomore seminar and will advise students to take this course their junior year. | Fall 2024 |
| **9.** | Course Title Update | CSCI 4000 – Server-side Web Development <br> o Updating the course name from Database-Driven Web Development to Server-Side Web Development. | Fall 2024 |
| **10.** | Course Title Update | CSCI 4010 – Mobile Software Development <br> o Updating the course name from Mobile Software Development I to Mobile Software Development due to the termination of CSCI 4020 (Mobile Software Development II). | Spring 2024 |
| **11.** | Course Title Update | CSCI 5060 – Graduate Server-Side Web Development <br> o Updating the course name from Database-Driven Web Development to Graduate Server-Side Web Development. | Fall 2024 |
| **12.** | Course Title Update | DANC 1350 – Ballet – Foundations <br> o Removing the numbering system for dance technique courses. Instead, will use the terms Foundations, Intermediate/Advanced, and Pre-Professional which will be less confusing to students. | Fall 2024 |

| 13. | Course Title Update | DANC 1450 – Modern Dance – Foundations<br>○ Removing the numbering system for dance technique courses. Instead, will use the terms Foundations, Intermediate/Advanced, and Pre-Professional which will be less confusing to students. | Fall 2024 |
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| 14. | Course Title Update | DANC 1500 – Jazz Dance – Foundations<br>○ Removing the numbering system for dance technique courses. Instead, will use the terms Foundations, Intermediate/Advanced, and Pre-Professional which will be less confusing to students. | Fall 2024 |
| 15. | Course Title Update | DANC 1700 – Hip Hop Dance – Foundations<br>○ Removing the numbering system for dance technique courses. Instead, will use the terms Foundations, Intermediate/Advanced, and Pre-Professional which will be less confusing to students. | Fall 2024 |
| 16 | Course Title Update | DANC 1900 – Tap Dance – Foundations<br>○ Removing the numbering system for dance technique courses. Instead, will use the terms Foundations, Intermediate/Advanced, and Pre-Professional which will be less confusing to students. | Fall 2024 |
| 17. | Course Title Update | DANC 3350 – Ballet – Intermediate/Advanced<br>○ Removing the numbering system for dance technique courses. Instead, will use the terms Foundations, Intermediate/Advanced, and Pre-Professional which will be less confusing to students. | Fall 2024 |
| 18. | Course Title Update | DANC 3450 – Modern Dance – Intermediate/Advanced<br>○ Removing the numbering system for dance technique courses. Instead, will use the terms Foundations, Intermediate/Advanced, and Pre-Professional which will be less confusing to students. | Fall 2024 |
| 19. | Course Title Update | DANC 3500 – Jazz Dance – Intermediate/Advanced<br>○ Removing the numbering system for dance technique courses. Instead, will use the terms Foundations, Intermediate/Advanced, and Pre-Professional which will be less confusing to students. | Fall 2024 |
| 20. | Course Title Update | DANC 3700 – Hip Hop Dance – Intermediate/Advanced<br>○ Removing the numbering system for dance technique courses. Instead, will use the terms Foundations, Intermediate/Advanced, and Pre-Professional which will be less confusing to students. | Fall 2024 |
| 21. | Course Title Update | DANC 3900 – Tap Dance – Intermediate/Advanced<br>○ Removing the numbering system for dance technique courses. Instead, will use the terms Foundations, Intermediate/Advanced, and Pre-Professional which will be less confusing to students. | Fall 2024 |
| 22. | Course Title Update | DANC 4350 – Ballet – Pre-Professional<br>○ Removing the numbering system for dance technique courses. Instead, will use the terms Foundations, Intermediate/Advanced, and Pre-Professional which will be less confusing to students. | Fall 2024 |
| 23. | Course Title Update | DANC 4450 – Modern Dance – Pre-Professional<br>○ Removing the numbering system for dance technique courses. Instead, will use the terms Foundations, Intermediate/Advanced, and Pre-Professional which will be less confusing to students. | Fall 2024 |
| 24. | Course Title Update | DANC 4550 – Jazz Dance – Pre-Professional<br>○ Removing the numbering system for dance technique courses. Instead, will use the terms Foundations, Intermediate/Advanced, and Pre-Professional which will be less confusing to students. | Fall 2024 |
| 25. | Course Title Update | DANC 4710 – Hip Hop Dance – Pre-Professional<br>○ Removing the numbering system for dance technique courses. Instead, will use the terms Foundations, Intermediate/Advanced, and Pre-Professional which will be less confusing to students. | Fall 2024 |
| 26. | Course Title Update | DANC 4900 – Tap Dance – Pre-Professional<br>○ Removing the numbering system for dance technique courses. Instead, will use the terms Foundations, Intermediate/Advanced, and Pre-Professional which will be less confusing to students | Fall 2024 |

| 27. | Course Title Update | ECSP 3000 – Developmentally Appropriate Practice: Birth to Age 8 <br> o Renaming the course from Developmentally Appropriate Practice: K-3 to Developmentally Appropriate Practice: Birth to Age 8 | Fall 2024 |
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| 28. | Course Title Update | ECSP 4040 – Teaching STEM to Young Children <br> o Renaming the course from Problem Solving: Prekindergarten to Teaching STEM to Young Children. | Fall 2024 |
| 29. | Course Title Update | ECSP 5140 – Teaching STEM through Arts and Play <br> o Renaming the course from Seminar on Applications of Development Theory to Teaching STEM through Arts and Play | Fall 2024 |
| 30. | Course Title Update | ECSP 5170 – Integrated Early Childhood Assessment <br> o Renaming the course from Seminar on Evaluation and Assessment in Early Childhood Education to Integrated Early Childhood Assessment. | Fall 2024 |
| 31. | Course Title Update | EDUC 5080 – Advanced Classroom Organization and Management <br> o Renaming the course from Instructional Technology Strategies to Advanced Classroom Organization and Management. | Fall 2024 |
| 32. | Course Title Update | EDUC 5700 – Research-Based Leadership for School Improvement <br> o Updating the course title from Seminar on Educational Leadership to Research-Based Leadership for School Improvement. | Fall 2024 |
| 33. | Course Title Update | EDUC 5710 – Organizational Theory and Leadership Identity <br> o Updating course name from Introduction to School Leadership to Organizational Theory and Leadership Identity. | Fall 2024 |
| 34. | Course Title Update | EDUC 5720 – Data and Decision-Making for School Improvement <br> o Updating course name from Research and Decision Making to Data and Decision-Making for School Improvement. | Fall 2024 |
| 35. | Course Title Update | EDUC 5730 – Leading Schools and Communities <br> o Updating course name from School and Community Relations to Leading Schools and Communities. | Fall 2024 |
| 36. | Course Title Update | EDUC 5740 – Instructional Leadership in Teaching and Learning <br> o Updating course name from Supervision of Curriculum and Instruction to Instructional Leadership in Teaching and Learning. | Fall 2024 |
| 37. | Course Title Update | EDUC 5750 – Educational Resource Management <br> o Updating course name from School Finance and Business Management to Educational Resource Management. | Fall 2024 |
| 38. | Course Title Update | EDUC 5760 – Human Resources Leadership and Administration <br> o Updating course name from Human Resource Administration to Human Resources Leadership and Administration. | Fall 2024 |
| 39. | Course Title Update | EDUC 5770 – School Program Administration and Leadership <br> o Updating course name from Administration of Special Services Program to School Program Administration and Leadership. | Fall 2024 |
| 40. | Course Title Update | EDUC 5780 – School Law, Policy and Ethics <br> o Updating course name from School Law and Ethics to School Law, Policy and Ethics. | Fall 2024 |
| 41. | Course Prerequisite Update | ART 3410 – Animation II <br> o Updating the course prerequisite of ART 2410 (Animation I) to require a grade of "C" or better. | Fall 2024 |
| 42. | Course Prerequisite Update | ART 3460 – Visual Effects II <br> o Updating the course prerequisite of ART 3420 (Visual Effects) to require a grade of "C" or better. | Fall 2024 |
| 43. | Course Prerequisite Update | ART 4250 – Animation Production Studio <br> o Updating the course prerequisite of ART 3410 (Animation II) and ART 3420 (Visual Effects) with grades of "C" or better. | Fall 2024 |
| 44. | Course Prerequisite Update | ART 4260 – Animation VFX Portfolio <br> o Updating the course prerequisite of ART 3410 (Animation II) and ART 3420 (Visual Effects) with grades of "C" or better. | Fall 2024 |

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| **45.** | Course Prerequisite Update | ART 4410 – Animation III<br>o Updating the course prerequisite of ART 3410 (Animation II) to require a grade of "C" or better. | |
| **46.** | Course Prerequisite Update | BIOL 4410 – Reproductive Physiology<br>o Removing BIOL 1120/1121 (General Biology II), one upper division BIOL course and one eight-hour Chemistry series from the prerequisites<br>o Adding BIOL 4110/4111 (Animal Physiology and lab) or BIOL 4160/4161 (Human Physiology) or BIOL 2020 (Human Anatomy and Physiology II) and a 3000-4999 level class in AGRI, BIOL, CHEM, HHP, or MTEC with grades of "C" or higher. | Fall 2024 |
| **47.** | Course Prerequisite Update | BIOL 4411 – Reproductive Physiology Lab<br>o Removing BIOL 1120/1121 (General Biology II), one upper division BIOL course and one eight-hour Chemistry series from the prerequisites<br>o Adding BIOL 4110/4111 (Animal Physiology and lab) or BIOL 4160/4161 (Human Physiology) or BIOL 2020 (Human Anatomy and Physiology II) and a 3000-4999 level class in AGRI, BIOL, CHEM, HHP, or MTEC with grades of "C" or higher. | Fall 2024 |
| **48.** | Course Prerequisite Update | CSCI 2000 – Programming for STEM<br>o Moving the MATH 1910 (Calculus I) prerequisite to a prerequisite or co-requisite so students may complete the course prior to or with the CSCI 2000, this change will alleviate the need for waivers or permits. | Fall 2024 |
| **49.** | Course Prerequisite Update | CSCI 3550 – Introduction to Game Development<br>Updating the prerequisite from CSCI 2010 (Introduction to Programming II) to CSCI 1010 (Introduction to Programming I). This change is due to the level of programming implied by the CSCI 2010 requirements. | Fall 2024 |
| **50.** | Course Prerequisite Update | EDUC 5080 – Advanced Classroom Organization and Management<br>Updating the prerequisite from Transition 2 to Transition 1. | Fall 2024 |
| **51.** | Course Prerequisite Update | EDUC 5540 – Instructional Technology<br>o Removing the prerequisite of Transition 1. | Fall 2024 |
| **52.** | Course Prerequisite Update | GEOG 1035 – World Geography<br>o Updating course name from World Regional Geography I to World Geography to alleviate confusion as to if the courses are actually a sequence or not. | Fall 2024 |
| **53.** | Course Prerequisite Update | GEOG 1045 – Popular World Geography<br>o Updating course name from World Regional Geography II to Popular World Geography to alleviate confusion as to if the courses are actually a sequence or not. | Fall 2024 |
| **54.** | Course Prerequisite Update | LDSP 5410 – Grant Administration<br>o Removing the prerequisite of LDSP 5400 (Grant Development) | Fall 2024 |
| **55.** | Course Prerequisite Update | MATH 1710 – Precalculus Algebra<br>o Adding MATH 1000 (Conceptual and Quantitative Mathematics) as an option to the existing prerequisites. | Fall 2024 |
| **56.** | Course Prerequisite Update | PHIL 4000 – Symbolic Logic<br>o Removing the prerequisite to alleviate the need for permits. | Fall 2024 |
| **57.** | Course Prerequisite Update | PHIL 4015 – War and Ethics<br>o Removing the prerequisite to alleviate the need for permits. | Fall 2024 |
| **58.** | Course Prerequisite Update | PHIL 4100 – Social-Political Philosophy<br>o Removing the prerequisite to alleviate the need for permits. | Fall 2024 |
| **59.** | Course Prerequisite Update | PHIL 4200 – Philosophy of Law<br>o Removing the prerequisite to alleviate the need for permits. | Fall 2024 |

| 60. | Course Prerequisite Update | PHIL 4500 – Philosophy of Religion<br>Removing the prerequisite to alleviate the need for permits | Fall 2024 |
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| 61. | Course Prerequisite Update | PHIL 4600 – Literature and Philosophy of Existentialism<br>o   Removing the prerequisite to alleviate the need for permits. | Fall 2024 |
| 62. | Course Prerequisite Update | PHIL 4720 – Ethical Theory<br>o   Removing the prerequisite to alleviate the need for permits. | Fall 2024 |
| 63. | Course Prerequisite Update | PHIL 4901 – Seminar in Philosophy and Religion<br>o   Removing the prerequisite to alleviate the need for permits. | Fall 2024 |
| 64. | Course Prerequisite Update | PHIL 4910 – Epistemology<br>o   Removing the prerequisite to alleviate the need for permits. | Fall 2024 |
| 65. | Course Credit Hour Update | THDA 4995 – Senior Capstone<br>o   Updating the credit hours from 4 to 3. This will allow the department to offer a 1 credit hour Senior Capstone Prep course to assist students will being more prepared to complete their Capstone course. | Fall 2024 |
| 66. | Course Credit Hour Update | MHA 5020 – Leadership Development<br>o   MHA 5020 (Leadership Development I) is being combined with MHA 5220 (Leadership Development II) and therefore the hours for this course are being increased to 3. | Fall 2024 |
| 67. | Course Deletion | CSCI 4020 – Mobile Software Development II<br>The Mobile Software Technology minor which requires this course is being terminated due to low enrollment and the department is combining this course with CSCI 4010 (Mobile Software Development). | Fall 2024 |
| 68. | Course Deletion | PSYC 5015 – Foundations of Academic Advising<br>o   This course served the Academic Advising Certificate which was terminated within the Department of Psychological Science and Counseling. | Fall 2024 |
| 69. | Course Deletion | STAT 5300 – Clinical Trials and Regulatory Requirements/Guidelines<br>o   This course is regularly low enrolled and also decreases the enrollment in STAT 5130 (Experimental Design), therefore, the department had decided to terminate the course | Fall 2024 |
| 70. | Course Deletion | PSYC 5035 – Advising Emerging Adult Populations<br>o   This course served the Academic Advising Certificate which was terminated within the Department of Psychological Science and Counseling. | Fall 2024 |
| 71. | Course Deletion | STAT 5300 – Clinical Trials and Regulatory Requirements/Guidelines<br>o   This course is regularly low enrolled and also decreases the enrollment in STAT 5130 (Experimental Design), therefore, the department had decided to terminate the course. | Fall 2024 |
| 72. | Course Deletion | SW 3450 – Human Behavior in the Macro Social Work Environment<br>o The course content is being combined with SW 3630 (Macro Social Work Practice) and therefor this course will no longer be needed. | Fall 2024 |
| 73. | Course Repeatability | GREK 3999 – Readings in Ancient Greek Authors<br>o Updating the course so students are able to complete more than once for earned credit. | Fall 2024 |
| 74. | Course Description Update | CHEM 4000 – Advanced Chemistry Seminar<br>**Old Description:**<br>Review of major areas of chemistry, visiting chemists' presentations, student research presentations.  To be completed in spring or fall of the calendar year of the student's graduation date.<br>**New Description:** Strengthening oral and written scientific communication skills, ethics in the chemistry lab, and preparation for a career using a degree in chemistry. | Fall 2024 |
| 75. | Course Description Update | CSCI 4000 – Server-Side Web Development | Fall 2024 |

| | | **Old Description:** This course covers the development of web-based data management and information retrieval applications that connect to databases using a server-side programming language. This course also covers the configuration and maintenance of databases and web servers, for the purpose of deploying dynamic web applications. **New Description:** This course covers the server-side development of web-based platforms. A server-side language will be used to respond to client-side data requests and generate dynamic results. The course will also cover reading from and writing to a database as part of server-side functionality. | |
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| **76.** | Course Description Update | CSCI 5060 – Graduate Server-side Web Development **Old Description:** This course covers the development of web-based data management and information retrieval applications that connect to databases using a server-side programming language. This course also covers the configuration and maintenance of databases and web servers, for the purpose of deploying dynamic web applications. **New Description:** This course covers the server-side development of web-based platforms. A server-side language will be used to respond to client-side data requests and generate dynamic results. The course will also cover reading from and writing to a database as part of server-side functionality. | Fall 2024 |
| 77. | | ECSP 2200 – Introduction to Early Childhood Education **Old Description:** Historical and theoretical influences upon early childhood education. Legal, ethical, health and safety, and professional issues impacting the care and education of children, birth through age eight. Orientation to early childhood teacher education licensure program and the early childhood profession, including leadership and measurement of programs for young children and their families. Includes observation of early childhood programs. **New Description:** This course will introduce the historical and theoretical influences on early childhood education. Legal, ethical, health and safety, and professional issues impact children's care and education, from birth through age eight. Orientation to early childhood teacher education licensure program and the early childhood profession, including leadership and management of programs for young children and their families. | Fall 2024 |
| **77.** | Course Description Update | ECSP 3000 – Developmentally Appropriate Practice: Birth to Age 8 **Old Description:** Survey of theoretical and practical issues related to developmentally appropriate practice including social constructivism, thematic and literature-based instruction, curriculum integration, and the role of the physical and social environment in teaching and learning. Emphasis on social studies curriculum, K-3. **New Description:** This course surveys the theoretical and practical issues related to developmentally appropriate practice. The topic includes social constructivism, thematic, and literature-based instruction, curriculum integration, and the role of the physical and social environment in teaching and learning. | Fall 2024 |
| **78.** | Course Description Update | ECSP 3010 – Early Literacy Development **Old Description:** Survey of theoretical, conceptual, and empirical materials on language | Fall 2024 |

| | | development in children. Implications for literacy development and the teaching of reading and writing will also be required.<br>**New Description:**<br>Literature serves as a model for language learning and provides strong motivation for learning to read and write. This course will introduce the historical roots of early childhood education, theory and research on text comprehension, assessment in early literacy, diversity in the classroom, and empirical materials on language development. This course is designed to develop competency in selecting and using picture books, hands-on activities, and instructional strategies to foster early literacy development in young children. The implications for literacy development and reading and writing instruction will also be discussed. | |
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| **79.** | Course Description Update | ECSP 4040 – Teaching STEM to Young Children<br>**Old Description:**<br>Develops competency in the selection and use of materials, resources, and instructional strategies to foster problem-solving and higher order thinking skills in prekindergarten children. Develop of early science, math, and social skills will be emphasized. Includes field-based experience with children.<br>**New Description:**<br>Develops competency in selecting and using materials, resources, and instructional strategies to foster young children's problem-solving and higher-order thinking skills. Development of early science, math, and social skills will be emphasized. | Fall 2024 |
| **80.** | Course Description Update | ECSP 5140 – Teaching STEM Through Arts and Play<br>**Old Description:**<br>Focuses on the unique of methodology for teaching early childhood education; examines the selection and use of materials; and explores the problems of selected content areas in the Early Childhood curriculum. A portion of the course is field based.<br>**New Description:**<br>This course is an introduction to teaching STEM and creating inclusive curricula through art and play, which have a crucial impact on the development of a child's aesthetics, culture, and education formation. Develops competency in selecting and using materials, resources, and instructional strategies to foster young children's problem-solving and higher-order thinking skills. The intent is to provide future teachers with the necessary tools and instructional strategies to develop a successful understanding of the importance of art and play that enriches student learning. Development of early science, math, and social skills will be emphasized. | Fall 2024 |
| **81.** | Course Description Update | ECSP 5170 – Integrated Early Childhood Assessment<br>**Old Description:**Pupil assessment, evaluation of programs and processes for parent involvement in early childhood education. A portion of the course is field based.<br>**New Description:**This comprehensive course aims to empower early childhood professionals with a robust foundational understanding and practical skills in screening and assessing young children from birth to age 8 in inclusive environments. The emphasis is on introducing both formal and informal developmental assessment methods through diverse formats and approaches. Students will gain proficiency in conducting structured and unstructured observations of young children, whether they have disabilities or not, within inclusive settings. The curriculum encompasses the survey, evaluation, and critique of standardized and non-standardized tests, along with the utilization of test data for instructional planning. By engaging in this course, students | Fall 2024 |

| | | will develop a heightened awareness and knowledge of various assessment procedures suitable for children aged birth through 8. Upon completion, students will be equipped to make informed professional decisions regarding screening, assessment, and ongoing evaluation for typically developing children and those with or at risk for disabilities. | |
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| **82.** | Course Description Update | EDUC 5700 – Research-Based<br>**Old Descripti**on: This course examines the most significant traditional and contemporary leadership theories and their applicability to the educational leadership domain. The course is built on synthesis and analysis of research in the management of education organizations, leadership, planning, change, leadership styles, and decision-making. Field experience is required.<br>**New Description:**This course presents research-backed leadership principles with a significant impact on student achievement. Drawing from the research conducted by the Mid-Continent Research for Education and Learning (McREL) organization, the curriculum explores 21 leadership responsibilities and their positive influence on student academic outcomes. Emphasis is placed on comprehending the practices of transformational leadership and the behaviors that correlate with substantial school improvements. Students will investigate, analyze, and apply these principles to inform effective decision-making in the context of school leadership. | Fall 2024 |
| **83.** | Course Description Update | EDUC 5710 – Organizational Theory and Leadership Identity<br>**Old Description:** A survey of trends and issues in educational leadership, including an introduction to ISLLC standards for school leaders, the program of study leading to Tennessee administrative licensure. Must be taken during the first semester of enrollment in the ELS degree program.<br>**New Description:** This course offers a comprehensive exploration of leadership styles and leadership identity and theoretical frameworks, with a particular emphasis on practical applications, including transformational leadership, within educational contexts. It integrates foundational concepts, self-assessment tools, and discussions on equity, growth mindset, and overarching leadership perspectives. Students will emerge with a refined understanding of effective leadership practices and a personalized educational leadership philosophy." | Fall 2024 |
| **84.** | Course Description Update | EDUC 5714 – Schoolwide Interventions and Inclusive Practices<br>**Old Description:**<br>Inclusivity and Interventions for Administrators addresses the TILS and TN Literacy Standards around data analysis, expectations for ownership, evaluation systems, leveraging strengths and resources, and recognition of trauma-informed practices. This course introduces systems thinking and leading change to recognize and plan for K-12 students.  Students will learn how to capitalize on opportunities in the school for inclusivity and intentional interventions for at-risk students. This course utilizes the learning from other courses in the Educational Leadership program to integrate constructive practices in schools. Students will be able to recognize issues in equity and diversity and bring appropriate interventions to schools.<br>**New Description:**<br>This course, 'Inclusivity and Interventions for Administrators,' aligns with TILS and TN Literacy Standards, emphasizing data analysis, responsibility, evaluation systems, resource utilization, and trauma-informed practices. It introduces systems thinking and change leadership for K-12 student support. Students will acquire the skills to foster inclusivity and implement targeted interventions for at-risk | Fall 2024 |

| | | students within the school context. Building upon prior coursework, this course integrates constructive educational leadership practices to address equity and diversity issues, enabling students to facilitate appropriate interventions in educational settings. | |
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| **85.** | Course Description Update | EDUC 5720 – Data and Decision-Making for School Improvement<br>**Old Description:** The study of action research and decision-making as they apply to problems encountered in school leadership and supervision. In this course, students are introduced to the techniques of action research. These various methods, which are generally common to the qualitative research paradigm, include: keeping a research journal, document collection and analysis, participant observation recordings, questionnaire surveys, structured and unstructured interviews. In addition, students are introduced and provided an overview of theories, methods, and analyses that are used in educational research. Must be taken during first ten hours of course work in the Master's Degree program. This course is not interchangeable with EDUC 5000 or other general research courses.<br>**New Description:** This course investigates the comprehensive range of data sources in schools and their critical role in informed decision-making. Emphasizing equity and data-informed resource allocation, it addresses academic, demographic, and behavioral data. The course focuses on fostering systemic data utilization, effective data meetings, and judicious decision-making application. | Fall 2024 |
| **86.** | Course Description Update | EDUC 5730 – Leading School and Communities<br>**Old Description:** A survey of issues related to the school leader's understanding of, response to, and influence of the larger political, social, economic, legal, and cultural contexts of public education. Emphasis on databased decision-making and systems thinking related to these contextual variables and their relationship to student success and school improvement.<br>**New Description:** This course examines the multifaceted dimensions of leadership in fostering meaningful school-community partnerships. It focuses on exploring student demographics, community assets, ACEs, and trauma-informed practices. It emphasizes the role of leaders in promoting equity, inclusivity, and comprehensive support for diverse stakeholders while fostering a collaborative and empowering educational environment. | Fall 2024 |
| **87.** | Course Description Update | EDUC 5740 – Instructional Leadership in Teaching and Learning<br>**Old Description:** A survey of the administrator's role as instructional leader, with emphasis on advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning, teaching effectiveness staff professional growth, and school improvement. Field experience is required.<br>**New Description:** This course offers an extensive exploration of instructional leadership founded on research-based best practices. Topics encompass a guaranteed and viable curriculum, standards-based learning, explicit direct instruction, formative and summative assessment, the TEAM teacher evaluation model, high-quality instructional resources, professional development, and TN Literacy standards for educational leaders. Participants will critically assess their role in facilitating and advocating for these practices within educational settings. | Fall 2024 |
| **88.** | Course Description Update | EDUC 5750 – Educational Resource Management<br>**Old Description:** A survey of the school leader's role as a manager of physical and fiscal sources, and school operations, leading to a safe, efficient, and effective learning environment. | Fall 2024 |

| | | **New Description:** This course will introduce students to the stewardship of financial, physical, and time resource-management in the school. The investigations of how schools are funded, what responsibilities are associated with different types of funds, and how accountability is maintained are a focus. Understanding of the legal responsibilities for resources will be analyzed. The student will also examine facilities management to include custodial, building, and grounds accountability. A consideration of equity in the use of these resources is a key learning | |
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| **89.** | Course Description Update | EDUC 5760 – Human Resources Leadership and Administration<br>**Old Description:** A survey of the school leader's role as a manager of human resources, leading to an ethical, humane, and effective learning environment that fosters student success and school improvement.<br>**New Description:** This course engages in an in-depth exploration of the multifaceted responsibilities of school leaders as stewards of human resources. Topics encompass the allocation of human resources, personnel supervision, performance improvement plans, and employee disciplinary procedures, all examined through the lens of legal and practical dimensions. The curriculum integrates case studies to illustrate the intricacies of real-world scenarios and the application of these principles. Through this course, students will acquire the essential skills to proactively lead educational institutions with a focus on establishing transparent expectations and ensuring equitable utilization of all human resources. | Fall 2024 |
| **90.** | Course Description Update | EDUC 5770 – School Program Administration and Leadership<br>**Old Description:** A survey of the school administrator's role in fostering collaboration with families and community members, responding to diverse community interests and needs, and mobilizing community resources. Emphasis on systems thinking and organization behavior designed to foster student success and school improvement.<br>**New Description:** This course offers a comprehensive exploration of the school administrator's pivotal role in the establishment and support of diverse educational programs alongside the core curriculum, encompassing areas such as IDEA, 504, CTE, ESSA, Title Laws, athletics, clubs, and counseling. It underscores a foundational understanding of each program's significance for students and families. Employing systems thinking and an organizational behavior heuristic, the course aims to cultivate student success and enhance school improvement. Students will apply concepts of data utilization, equity, and instructional leadership to navigate and optimize the diverse array of programs. | Fall 2024 |
| **91.** | Course Description Update | EDUC 5780 – School Law, Policy, and Ethics<br>**Old Description:** A survey of public school law and a study of legal and ethical issues that provide the foundation of fair, equitable, and ethical leadership that supports the success of all students. Emphasis on diversity and exceptionality issues that relate to student success, teaching effectiveness, and school improvement.<br>**New Description:** This course provides a comprehensive exploration of the legal and ethical underpinnings of school administration, encompassing federal and state laws that form the basis for ethical decision-making and program management. It investigates the historical context and pivotal cases shaping school leadership. Elevating the ethical dimension of school work, the curriculum employs case studies and the examination of the TN Code of Ethics for Teachers within contemporary settings. Students will internalize the administrator's | Fall 2024 |

| | | responsibilities in implementing and upholding these laws and ethics, guiding decision-making across all aspects of education. | |
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| 92. | Course Description Update | GEOG 1035 – World Geography<br>**Old Description:** Realms and regions generally included within the Americas, Europe, Russia, Australia, and New Zealand are analyzed with respect to physical setting, cultural characteristics, economic, political relationships and interconnections.<br>**New Description:** Introduction to world geography and relationships between earth and human societies. Contemporary challenges of climate change, world peace and mass migrations are studied with emphasis on spatial patterns. Twenty-first century global economy and geopolitical entanglements are also explored. Places covered include the Americas and Europe. | Fall 2024 |
| 93. | Course Description Update | GEOG 1045 – Popular World Geography<br>**Old Description:**Realm region and region countries generally included within across Africa, Asia, and the Pacific will be analyzed with respect to their physical setting, world location, population characteristics, cultural characteristics, economic and political connections/relationships, and problems/potentialities interconnections.<br>**New Description:**Introduction to world geography and relationships between earth and human societies. Contemporary challenges of climate change, world peace and mass migrations are studied with emphasis on spatial patterns. Twenty-first century global economy and geopolitical entanglements are also explored. Places covered include Africa and Asia. | Fall 2024 |
| 94. | Course Description Update | NURS 5719 – Nursing Education Practicum<br>**Old Description:** The practicum experience is designed to integrate theory in a reality context of the teaching role. Opportunities are provided to participate in all phases of the teaching role, including clinical instruction in an area of specialization, and to experiment with different teaching methods. The course requires 240 total clinical hours: 60 hours of advanced direct patient care, and 180 hours of academic or staff development teaching.  This course requires an on-campus intensive.<br>**New Description:**The nurse educator practicum experience is designed to provide the student with opportunities to apply advanced educational concepts and advanced clinical knowledge in all aspects of the educator role. The course requires 240 total clinical hours. | Fall 2024 |
| 95. | Course Description Update | NURS 6719 – Nursing Education Practicum for Doctoral Students<br>**Old Description:**The practicum experience is designed to integrate theory in the real context of the teaching role. Opportunities are provided to participate in all phases of the teaching role, including clinical instruction in an area of specialization, and to experiment with different teaching methods. The course requires 240 total clinical hours: 60 hours of advanced direct patient care and 180 hours of academic or staff development teaching. EdD students will participate in nursing educational leadership experiences.<br>**New Description:**The practicum experience is designed to integrate theory in the real context of the teaching role. Opportunities are provided to participate in all phases of the teaching role, including clinical instruction in an area of specialization, and to experiment with different teaching methods. The course requires 240 total clinical hours: 60 hours of advanced direct patient care and 180 hours of academic or staff development teaching. EdD students will participate in nursing educational leadership experiences. | Fall 2024 |

| 96. | Course Description Update | SW 3630 – Macro Social Work Practice<br>**Old Description:**Exploration of methods of social work for working with women and oppressed communities such as gays and lesbians and people of color through group work, advocacy, community organization, and community development. Students learn how to apply a macro-practice method in order to solve a macro-practice problem which they identify in a real life setting. Students are guided through an out-of-class experience in which they interview members of a community, define and analyze a problem, explore possible solutions, and then propose a specific macro-practice solution. A minimum grade of "C" is required for this course.<br>**New Description:**The combined curriculum encompasses a systems-oriented approach to understanding human behavior on a macro-scale within various societal contexts. It delves into exploring the family, group, organization, and community dynamics while investigating societal intricacies related to ethnic, oppressed minority, and LGBTQ+ communities. This comprehensive study connects biological, economic, political, social, and ethical systems, integrating a generalist social work problem-solving model. | Fall 2024 |
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| | | # 1-96 - No discussion or questions. **Unanimously approved** | |

**Action Agenda Item:** All items require final approval by the Provost/SVP Academic Affairs

| College of Arts and Letters | | | | | |
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| # | Prog/ Dept | Presented by | Action | Description | Implemen tation Date |
| 1. | Art and Design | McLean Fahnestock | Art Education Concentration in BA Art | Updating the curriculum to incorporate the recent change in credit hours for EDUC 2100 (Foundations of Education) from a two-credit hour course to a three-credit hour course. This change will increase the number of required hours from 125 to 126. | Fall 2024 |
| | Dr. Fahnestock explained this was just to update the curriculum based on the recent change in EDUC 2100 credit hours. Needs completed prior to accreditation. **Passed unanimously** | | | | |
| 2. | History and Phil. | Cameron Sutt | Military History Concentration in MA History | Military History Concentration in MA History Creating a new concentration in Military History for the Master of Arts in History Degree. This will formalize "Guided Field Electives" into an official concentration which will show on the transcript when the degree is conferred. | Fall 2024 |
| 3. | History and Phil | Cameron Sutt | US History Concentration in MA History | Creating a new concentration in US History for the Master of Arts in History Degree. This will formalize "Guided Field Electives" into an official concentration which will show on the transcript when the degree is conferred. | Fall 2024 |
| 4. | History and Phil | Cameron Sutt | History Certificate | Creating a History Certificate that will allow students who are unable to pass the comprehensive exam to still be eligible to earn a credential in History. | Fall 2024 |
| | Dr. Cameron Sutt presented the concentration as wanting to recruit additional students. Especially want to utilize the military History concentration for the military area of recruitment. These concentrations are just a codification of electives students already choose from. The certificate they take the core and as assortment of elective credits (to total 15 hours). No questions. Dr. Tucker mentioned that we would need to notify SACSCOC of the certificate.<br>**Passed unanimously** | | | | |

| 5. | Lang. and Lit. | Amy Wright | Professional, Technical, and Creative Writing Concentration in BA English | Updating the Technical Writing concentration to also include Professional and Creative Writing within a single concentration. | Fall 2024 |
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| Dr. Amy Wright presented they were modifying an existing concentration in Technical Writing to expand it and offer more professional options within the concentration itself. Dr. Cronley asked about new courses – Dr. wright explained no new courses just combining the different types of courses. **Passed unanimously.** | | | | | |
| 6. | Music | Kristen Sienkiewicz | **Undergraduate Program Modification -** Music Therapy Concentration in BM Music | The new Music Therapy Coordinator is pivoting the program to a methods-based curriculum. There are four fundamental methods for using music in therapy settings and students will learn these methods and discuss their application across a wide swatch of possible clinical populations. This will result in greater flexibility, adaptation, and efficacy in their practicum placements, internships, and future employment. | Fall 2024 |
| 7. | Music | Kristen Sienkiewicz | **Undergraduate New Course-** MUS 1260 – Functional Percussion | Group instruction in percussion methods including playing techniques, improvisation, notation, and cultural considerations for music therapy students preparing to implement percussion experiences in a clinical setting. | Fall 2024 |
| 8. | Music | Kristen Sienkiewicz | **Undergraduate New Course-** MUS 2175 – Clinical Techniques | This course introduces the methods of music therapy as well as adaptations, modifications, and facilitation techniques needed for clinical practice. | Fall 2024 |
| 9. | Music | Kristen Sienkiewicz | **Undergraduate New Course-** MUS 3175 – Music Therapy Clinical Processes | This course examines the clinical processes of referral, assessment, treatment planning, and evaluation and how these are addressed in various clinical settings based on established music therapy research and clinical case materials. This course also introduces how different theoretical orientations may influence these processes. | Fall 2024 |
| Dr. Kristin Sienkiewicz explained the Music therapy needs to be opened to a methods-based approach and this will be much better as they head toward the job industry. The three new courses being proposed to be utilized more specifically to the Musical Therapist and how they would utilize these things. The Clinical processes gets into the nitty gritty of functioning in the Musical Therapy setting. Motion to Approve. No questions. **Passed Unanimously.** | | | | | |
| 10. | Theatre and Dance | Margaret Rennerfeldt | **Undergraduate Program Modification -** Theatre Concentration in BA Theatre Arts | Updating the capstone course from one 4 credit hour course (THEA 4995 Senior Capstone) to a 1 credit hour prep course (THEA 3995 Senior Capstone Preparation) and a 3 credit hour execution course (THEA 4995 Senior Capstone). | Fall 2024 |
| 11. | Theatre and Dance | Margaret Rennerfeldt | **Undergraduate Program Modification -** Dance Concentration in BA Theatre Arts | Updating the capstone course from one 4 credit hour course (THEA 4995 Senior Capstone) to a 1 credit hour prep course (THEA 3995 Senior Capstone Preparation) and a 3 credit hour execution course (THEA 4995 Senior Capstone). | Fall 2024 |

Combined 10 and 11. Updating these concentrations to add the one credit prep course for the capstone.
Motion to Approve. Dr. Cronley asked – the one credit hour prep course will be a prerequisite for the Capstone? Yes.
Asked a follow up if this will cause issues with completion? Dr. Rennerfeldt explained no they felt this would really better prepare them to complete in the term they need to complete and graduate on time.
 **Passed Unanimously.**

| 12. | Theatre and Dance | Margaret Rennerfeldt | **Undergraduate Program Modification -** Acting Concentration in BFA Theatre Arts | Updating the capstone course from one 4 credit hour course (THEA 4995 Senior Capstone) to a 1 credit hour prep course (THEA 3995 Senior Capstone Preparation) and a 3 credit hour execution course (THEA 4995 Senior Capstone). Removing performance practicum requirement (THDA 2880 Performance Practicum I, THDA 3880 Performance Practicum II) in order to add Acting Studio (THEA 3950 Acting Studio) course over the four year program. Reducing the number of Acting Workshop course completed from three to two (THEA 4350 Acting Workshop) | Fall 2024 |
|-----|-----|-----|-----|-----|-----|
| 13. | Theatre and Dance | Margaret Rennerfeldt | **Undergraduate Program Modification -** Dance Concentration in BFA Theatre Arts | Updating the capstone course from one 4 credit hour course (THEA 4995 Senior Capstone) to a 1 credit hour prep course (THEA 3995 Senior Capstone Preparation) and a 3 credit hour execution course (THEA 4995 Senior Capstone). Remove Hip Hop (DANC 1700 Hip Hop Dance I - Foundations; DANC 3700 Hip Hop Dance III – Intermediate/Advanced; DANC 4710 Hip Hop Dance IV – Pre-Professional) as a requirement due to lack of faculty to teach the course. | Fall 2024 |
| 14. | Theatre and Dance | Margaret Rennerfeldt | **Undergraduate Program Modification -** Design Concentration in BFA Theatre Arts | Updating the capstone course from one 4 credit hour course (THEA 4995 Senior Capstone) to a 1 credit hour prep course (THEA 3995 Senior Capstone Preparation) and a 3 credit hour execution course (THEA 4995 Senior Capstone). Adding THEA 3710 Sound Design to the concentration requirements | Fall 2024 |
| 15. | Theatre and Dance | Margaret Rennerfeldt | **Undergraduate Program Modification -** Musical Theatre Concentration in BFA Theatre Arts | Updating the capstone course from one 4 credit hour course (THEA 4995 Senior Capstone) to a 1 credit hour prep course (THEA 3995 Senior Capstone Preparation) and a 3 credit hour execution course (THEA 4995 Senior Capstone). Removing the Performance Practicum (THEA 2880 Performance Practicum I) requirement and adding THEA 1340 Musical Theatre Voice Seminar; THEA 3355 Musical Theatre Coaching; THEA 3365 Musical Theatre Studio. Opening Dance Technique opportunities to focus on different styles by moving the DANC courses from required to options so they are able to select the course they wish to take. Shifting the acting performance courses to remove Acting Improvisation (THEA 2300) and include Acting Workshop (THEA 4350). Increases curriculum to 124 credit hours. | Fall 2024 |

Combined 12-15. Each of these are adjusting the Capstone prep and capstone course. Removing performance practicum, because students are getting that requirement without registering for course and will give more balance to registered course and workload. And adding additional requirements to take the place of the practicum hours. Motion to Approve. No questions. **Passes unanimously**

| # | Prog/Dept | Presented by | Action | Description | Implementation Date |
|---|-----------|--------------|--------|-------------|----------------------|
| 16. | Theatre and Dance | Margaret Rennerfeldt | **Undergraduate New Course - THDA 3995 – Senior Capstone** | This course addresses the planning and procedural elements of the senior capstone through discussions of requirements, timeline, and concentration specific expectations. Students will develop their project thesis for presentation, with the plan of implementation in the following academic year. | Fall 2024 |

Changing capstone course, so it is split out between a one credit hour Pre-Seminar and then a semester to complete the capstone. Wants to address this first because it will affect other proposals. **Passed unanimously**

| # | Prog/Dept | Presented by | Action | Description | Implementation Date |
|---|-----------|--------------|--------|-------------|----------------------|
| 17. | Theatre and Dance | Margaret Rennerfeldt | **Undergraduate New Course - THEA 1340 – Musical Theatre Voice Seminar** | This course is an introduction to the basic elements of vocal production as it applies to musical theatre including, but not limited to, basic musicianship, vocabulary, healthy vocal technique, and vocal anatomy. This course will allow students the opportunity to begin to build repertoire for auditions. Tools for stress management, problem solving, and time management. Preparation course for Musical Theatre Voice. Repeatable Course. | Fall 2024 |
| 18. | Theatre and Dance | Margaret Rennerfeldt | **Undergraduate New Course - THEA 3355 – Musical Theatre Coaching** | Coaching in style and presentation of musical theatre songs and monologues. Attention will be given to character development and repertoire to support Capstone preparation, as well as new material for auditions. Open to Junior and Seniors in the Musical Theatre Concentration. Repeatable course. | Fall 2024 |
| 19. | Theatre and Dance | Margaret Rennerfeldt | **Undergraduate New Course - THEA 3365 – Musical Theatre Studio** | In this course, students will participate in performance for musical theatre, including singing, acting, and giving and receiving feedback. This course is an opportunity for students to put into practice skills gained through Musical Theatre Voice, Musical Theatre Voice Seminar, and Musical Theatre Coaching. Repeatable Course. | Fall 2024 |
| 20. | Theatre and Dance | Margaret Rennerfeldt | **Undergraduate New Course - THEA 3950 – Acting Studio** | This course is designed for the acting student to explore monologue, song, and scene work in a studio and masterclass setting. Incorporating feedback from multiple sources, the participants will workshop pieces twice a month. This course should be taken by BFA Acting students every semester. | Fall 2024 |

Combining 17-20. These are changes to Musical Theatre Concentration to add a seminar and more of a cohort so they move through degree together, these updates will assist students to gain the necessary skills for the concentration. Activities already being done outside of coursework and just formalizing these into courses.
Motion to approve. No questions.**P assed unanimously**
Dr. Cronley indicated she had no problem increasing to 124 hours but we need to just make sure to communication with the Registrar about if these can be part of the grant guarantee for 4-year graduation timeframe.

| College of Behavioral Health Sciences | | | | | |
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| **#** | **Prog/Dept** | **Presented by** | **Action** | **Description** | **Implementation Date** |
| 1. | Criminal Justice | Erin Carlin | Undergraduate Program | The National Security Studies faculty are updating the National Security Studies major requirements | Fall 2024 |

| | | | Modification - National Security Studies | since appropriate faculty have been hired and are now able to tailor the curriculum to their expertise. Three concentrations will be proposed and the straight NSS Curriculum will only be utilized if the concentrations are not approved. | |
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| This one does not be approved as the concentrations were approved. | | | | | |
| 2. | Criminal Justice | Erin Carlin | Undergraduate Program Modification - Intelligence Concentration in BS National Security Studies | The Intelligence Concentration will be one of three options and will give students a guided focus in the National Security Studies area. This will assist with making the curriculum more pertinent for the NSS majors. | Fall 2024 |
| 3. | Criminal Justice | Erin Carlin | Undergraduate Program Modification - Geographic Information Systems Concentration in BS National Security Studies | The Geographic Information Systems Concentration will be one of three options and will give students a guided focus in the National Security Studies area. This will assist with making the curriculum more pertinent for the NSS majors. | Fall 2024 |
| 4. | Criminal Justice | Erin Carlin | Undergraduate Program Modification - Corporate Security Concentration in BS National Security Studies | The Corporate Security Concentration will be one of three options and will give students a guided focus in the National Security Studies area. This will assist with making the curriculum more pertinent for the NSS majors. | Fall 2024 |
| Dr. Erin Carlin explained that as the NSS team came on board the idea was for them to more appropriately build the academic field and make it have less emphasis on Homeland Security. They have created a course rotation so they know there is space rotation for them to teach these courses. The only increase in hours with the major is within the GIS concentration and it simply reduces the number of free electives the students have available, this is due to the concentration having labs. Motion to approve. No questions.**Passed Unanimously** | | | | | |
| 5. | Criminal Justice | Erin Carlin | Undergraduate Program Modification - Global Security Studies Minor | Termination of a minor which is no longer needed and is low producing. Students are rarely declaring this minor and therefore the department is seeking to terminate. | Fall 2024 |
| Dr. Carlin explained the minor has had low enrollment and courses have not been offered very frequently. The intention is to have the NSS create their own affiliated minor in the future and have this one terminated. Motion to approve. Dr. Tucker Brown - Do we have any students currently minoring in the Global Security Studies? Yes and Dr. Culhane has been offering the courses and heavily substituting. | | | | | |
| 6. | Criminal Justice | Erin Carlin | Undergraduate new Course - NSS 2010 – Research Methods in National Security Studies | Introduces students the scientific method of researching national security questions. Students examine topics of research questions, hypothesis construction, concepts and measurements, experimental designs, sampling, causation, ethics, intelligence reliability, survey research, secondary | Fall 2024 |

| | | | | data, content analysis, field research, evaluation research, quantitative data analysis, qualitative data analysis, reporting of results and data interpretations, as well as the overall connection of these topics to scientifically answering national security questions. | |
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| 7. | Criminal Justice | Erin Carlin | Undergraduate new Course - NSS 2200 – Intro to Intelligence Analysis | A basic introduction to intelligence research, analytic techniques, types of intelligence (e.g., OSINT, HUMIT, etc.), common formats for structuring written and oral products, and effective communication of intelligence findings. Students will also learn the ethics of human research and practice beginner level skills in data collection, processing, visualization, and evaluation. | Fall 2024 |
| 8. | Criminal Justice | Erin Carlin | Undergraduate new Course - NSS 2250 – The U.S. Intelligence Community | A brief history of the U.S. intelligence community (IC), its reorganization after 9/11, and its modern-day structure. This course also covers the different missions and roles of the U.S. intelligence organizations and provides a brief overview of the U.S.'s key intelligence partners vs. strategic competitors in foreign countries and how they differ. | Fall 2024 |
| 9. | Criminal Justice | Erin Carlin | Undergraduate new Course - NSS 3000 – Comparative Security Issues | This course is designed as an examination of both traditional and non-traditional security concerns. It aims to provide students with the fundamental tools necessary to understand problems in international security now and in the future. It will explore elements of security from a U.S. and non-U.S. comparative perspective | Fall 2024 |
| 10. | Criminal Justice | Erin Carlin | Undergraduate new Course - NSS 3100 - Conflict Management and Peace Operations | Overview of the main methods for peacefully resolving international and civil conflicts, especially as prescribed by the United Nations for membership. Also covers peace operations by multilateral organizations through the use of military or civilian peacekeeping forces. Students will analyze best practices and historical failures or successes. | Fall 2024 |
| 11. | Criminal Justice | Erin Carlin | Undergraduate new Course - NSS 3130 – NATO and Alliance Management | An overview of the history and modern significance of U.S. alliance obligations, especially with the North Atlantic Treaty Organization (NATO). Additional topics include the National Guard's State Partnership Program, alliance politics, traditional and nontraditional aspects of security, and theories related to power, security, and alliances. | Fall 2024 |
| 12. | Criminal Justice | Erin Carlin | Undergraduate new Course - NSS 3200 – Critical Thinking Skills for Intelligence | Exploration of different methods for improving one's ability to critically analyze intelligence information and reduce the potential for intelligence failures. Methods may include Socratic questioning, assessment of intelligence credibility, identification of biases that can skew information, redteaming scenarios, collaborative problem-solving, and assessing ways data can be misinterpreted or outcomes misestimated. | Fall 2024 |
| 13. | Criminal Justice | Erin Carlin | Undergraduate new Course - NSS | An overview of the U.S. intelligence cycle, intelligence theories, oversight structures, and types of intelligence gathering disciplines (e.g., OSINT, | Fall 2024 |

| | | | | 3250 – Intelligence Cycle | HUMINT, SIGINT, etc.). Students will also practice intermediate level data gathering, visualization, and interpretation methods. | |
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| 14. | Criminal Justice | Erin Carlin | | Undergraduate new Course - NSS 3300 – Political Risk Analysis | This course focuses on how countries' geographic and political factors can impact corporations. Such shifts can arise from changes in policies, armed conflict, a disregard for proprietary laws, terrorist attacks, and health care concerns, among other issues. Students will practice geopolitical risk assessments for corporations across multiple countries. | Fall 2024 |
| 15. | Criminal Justice | Erin Carlin | | Undergraduate new Course - NSS 3310 – Corporate Security | Security principles and practices related to corporate security, including risk assessment, redteaming, gap analysis, fraud prevention, information security, protection of people and assets, artificial intelligence, and crisis management. | Fall 2024 |
| 16. | Criminal Justice | Erin Carlin | | Undergraduate new Course - NSS 3410 – International Law and Warfare | This course will provide students with an introductory overview of international law as a discipline in its historical context, and explore in detail the fundamentals of the laws of war. | Fall 2024 |
| 17. | Criminal Justice | Erin Carlin | | Undergraduate new Course - NSS 3420 – Genocide and International Crime | This course is designed to introduce students to the fundamentals of International Criminal Law. Given the wide extra-territorial reach of international criminal norms, an understanding of international criminal law is essential for any future national security or legal professional. | Fall 2024 |
| 18. | Criminal Justice | Erin Carlin | | Undergraduate new Course - NSS 3610 – The State, Society, and the Modern Military | This course explores the relationship between militaries and the polities they serve. Militaries are crucial governmental institutions, serving as the guardians of safety. However, they also possess the capability to endanger their polities. Striking the proper balance between military capability and civilian control is therefore essential. | Fall 2024 |
| 19. | Criminal Justice | Erin Carlin | | Undergraduate new Course - NSS 4100 – International Diplomacy | Exploration of key theories and concepts related to international diplomacy, negotiations, and crisis prevention or response. Lessons from historical cases will be used to formulate diplomatic responses to modern international issues in such areas as trade, conflict, security, human rights, global health, the environment, etc. | Fall 2024 |
| 20. | Criminal Justice | Erin Carlin | | Undergraduate new Course - NSS 4200 – Structured Analytic Techniques | This course covers analytic techniques used by the intelligence community (IC) to improve intelligence analysis, especially through the reduction of human error associated with systemic bias and random noise. Students will learn to use techniques like brainstorming, cross-impact matrix, key assumptions check, "What If?" analysis, high impact / low probability analysis, chronologies and timelines, etc., to reduce the likelihood of intelligence failures. | Fall 2024 |
| 21. | Criminal Justice | Erin Carlin | | Undergraduate new Course - NSS 4290 – Special Topics in Intelligence | This elective course enables the program to address special topics in U.S. intelligence, foreign intelligence, and methodologies related to collecting, researching, and utilizing intelligence and counterintelligence, etc. Topics may include | Fall 2024 |

| | | | | such things as: Denial and Deception, Collection and Analysis, Counterintelligence, Open-Source Intelligence (OSINT), Human Intelligence (HUMINT), etc. | |
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| 22. | Criminal Justice | Erin Carlin | Undergraduate new Course - NSS 4300 – Nuclear Assets and Human Security | This course provides a quick background on the development of nuclear energy and nuclear arms. Then it turns to a discussion of various security topics related to nuclear facilities and nuclear arms, such as treaties, oversight, facility security, illegal spread of technologies, and measures to prevent nuclear attacks or warfare. | Fall 2024 |
| 23. | Criminal Justice | Erin Carlin | Undergraduate new Course - NSS 4390 – Special Topics in Corporate Security | This elective course enables the program to address special topics in physical security - both corporate security and physical security related to public/government entities. Topics may include such things as: Mass Attack - Prevention and Response, Environmental Security, Critical Resources, or Cyberattack Prevention and Response. | Fall 2024 |
| 24. | Criminal Justice | Erin Carlin | Undergraduate new Course - NSS 4590 – Special Regional Topics | This elective course enables the program to address important issues, practices, politics, and national security studies issues related to key U.S. partners (allies). Emphasis is given to Europe as this is a specialty area for program instructors. Topics may include such things as: Politics of Eastern Europe Post-1990; Comparative Laws in the US & European Union; Law & Politics of the European Union. | Fall 2024 |
| 25. | Criminal Justice | Erin Carlin | Undergraduate new Course - NSS 4600 – Fundamentals of War | A survey of the causes of war, armed conflict, and violence among both nations and non-state actors. Prevention, conflict cessation, moral justifications for war, and trends in war research are also covered. | Fall 2024 |
| 26. | Criminal Justice | Erin Carlin | Undergraduate new Course - NSS 4860 – National Security Studies Internship and Practicum | This course involves work experience with a cooperating national security related agency, public or private. Final analytic paper, essays, journals, or oral presentation as required by the instructor. Satisfactory employer evaluation required for passing grade. Prior approval of a member of the University faculty required. | Fall 2024 |
| 27. | Criminal Justice | Erin Carlin | Undergraduate new Course - NSS 4890 – Special Topics in US National Security | This elective course enables the program to address important issues, practices, and developments in national security studies. Special Topics in National Security Studies is a seminar course that covers such topics as red teaming, corporate security, conflict mediation in warfare, and regional studies of conflict zones that impact U.S. security. | Fall 2024 |
| 28. | Criminal Justice | Erin Carlin | Undergraduate new Course - NSS 4900 – Directed Individual Study in National Security Studies | This directed individual study course offers students the opportunity to conduct in-depth research and analysis on a specific topic or area within the field of national security studies. Through guided study and research, students will delve into advanced concepts, theories, and practical applications, | Fall 2024 |

| | | | | culminating in a comprehensive project or research paper. | |
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Combining 6-28. The Research Methods will replace the CRJ Research Methods currently required. NSS 3000 will replace International Terrorism and they have added at the upper level Global verses Regional Power Conflicts. The rest are elective courses that will make up the optional skills courses. There are two special topics because one focuses on allies and the other on adversaries.

Motion to Approve. Dr. Wes Atkinson asked if there were conversations with political science to keep from duplicating content as some of those courses seem similar? She explained they had been working directly with Marsha Lyle-Gonga to make sure they were not double dipping.

**Passed Unanimously**

| 29. | HHP | Alex Adams | Undergraduate Program Modification - K-12 Physical Education Teaching Concentration in Health and Human Performance | Updating the concentration name from K-12 Teaching Concentration to K-12 Physical Education Teaching. Updating the student teaching block so there are two options for students. They will choose either an elementary student teaching or secondary student teaching placement. Updating the EDUC 2100 (Foundations of Education) from 2 credit hours to 3 credit hours to appropriately reflect the number of credit hours required for the program. Removing the free elective block and increase the guided electives from 6 units to 9 units and add HHP 2070 (Principles of Strength and Conditioning), HHP 3050 (Coaching Concepts and Issues), and HHP 4040 (Sport Psychology) to the guided elective block. | Fall 2024 |
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Dr. Adams explained that there are four updates to the K-12 Teaching. The first is updating the name to make it clear there is a license that goes along with this as there has been some confusion. Then just allowing students more options and reducing the number of substitutions that are done.

Motion to Approve. No questions. **Passed unanimously.**

| 30. | HHP | Tim Leszczak | Graduate Program Modification - Healthcare Administration, MHA | Taking MHA 5020 (Leadership Development) two credit hours and MHA 5220(Leadership Development II) one credit hour and combining the content into MHA 5020 (Leadership Development) and making it a three-credit hour course. Remove MHA 5220 (Leadership Development) from the program requirements. | Fall 2024 |
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Dr. Leszczak presented that they are combing these courses to reduce confusion. This was based on feedback from students and others. There is not an adjustment in hours due to adding one credit hour to MHA 5020

Motion to approve. No questions. **Passed unanimously.**

| 31. | Dept. of Political Science and Public Management | John Phillips | Undergraduate New Course - POLS 1010 | Statecraft Students in the class will participate in an online simulation designed to help them experience the opportunities and pitfalls inherent in international politics. To succeed, students will need to gather intelligence, think strategically, build coalitions, and deploy every weapon in their arsenal, if necessary. | Fall 2024 |
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Dr. Phillips presented the one credit hour course that will create a semester simulation where they have to make all typed of decisions that a state would have to make. Assist in helping them think strategically. They have trialed this within international politics course and are now making it stand alone.
Motion to approve.
Dr. Cronley asked if there was going to be a package, like third party? Yes. Would there be a fee? Yes, kind of like a book. Any prerequisites? No – created for the novice. **Passed unanimously**

| 32. | Social Work | Shani Collins-Wood and Tatsushi Hirono | Undergraduate Program Modification - Social Work, BSW | Updating the curriculum by removing SW 3450 (Human Behavior in the Macro Social Work Environment) as the content has been combined with SW 3620 (Macro Social Work Practice). Adding SW 3520 (Professional Writing Social Work). | Fall 2024 |
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Dr. Collins-Woods presented changed professional writing course to make it a more permanent part of the curriculum, no changes in requirement hours. The second is to eliminate the SW 3620 course and utilize SW 3450 with some combined content for this change. Motion to approve. **Passed unanimously.**

| 33. | Social Work | Shani Collins-Wood and Tatsushi Hirono | Graduate Program Modification - Social Work, MSW | Creating the option for the program to be 100% online and also on-ground. | Fall 2024 |
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| 34. | Social Work | Shani Collins-Wood and Tatsushi Hirono | Graduate Program Modification - Trauma Focused Concentration in MSW Social Work | Creating a Trauma Focused Concentration which will be an asset in this area due to the military population and trauma and PTSD they may experience from deployment. This concentration will be essential in assisting these individuals connect with the resources they need. | Fall 2024 |

Dr. Hirono presented that there are two proposals, one is for the program to be 100% online to compete with other universities and stop losing student enrollment. Utilize Zoom and synchronous and in some courses asynchronous. The concentration will focus on soldiers and those with PTSD. Focus on the trauma therapist.
Does not change the number of hours required for the degree. Motion to approve
Dr. Margaret Rennerfeldt asked about the Trauma Focused concentration and would it be part of the 100% online? Yes.
Dr. Cronley asked if the programs would still be available on ground. Yes
**Approved unanimously**.

| 35. | Nursing | Michelle Robertson | Graduate Program Modification - Nursing, MSN | Updating the admission GPA from a 3.0 to a 2.9 Changing admissions response From: Reply from Graduate Nursing Admission committee. Admission decision will be rendered from APSU's School of Nursing Graduate Curriculum, Admission, and Retention committee, To: Admission decision will be rendered from APSU's School of Nursing Graduate Curriculum, | Fall 2024 |
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| # | Prog/Dept | Presented by | Action | Description | Implementation Date |
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| | | | | Admission, and Retention committee. Applicants are required to formally accept offer of admission. | |
| **36.** | Nursing | Michelle Robertson | Nurse Educator Concentration in MSN Nursing | Removing NURS 5660 a (Advanced Clinical Decision Making and Concepts) low enrolled course and reducing the program hours from 33 to 31. | Fall 2024 |

Michele Robertson explained NURS was wanting to make two small changes to the admissions process. Also, they were removing a course not really necessary from the Nurse Educator concentration and reducing the completion hours.No questions. **Passed Unanimously.**

| College of Business | | | | | |
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| **#** | **Prog/Dept** | **Presented by** | **Action** | **Description** | **Implementation Date** |
| 1. | Management and Marketing | Mickey Hepner/Emily Lean | Graduate program Modification - Management, MS | The College of Business is seeking to implement a MBA degree and therefore will also be terminating the MS in Management upon approval from SACSCOC for the MBA. | Fall 2024 |

Dr. Mickey Hepner presented that the College would be launching an MBA in the Fall and this would be the last step in the process to do so.  Motion to Approve.
Dr. Tucker noted that SACSCOC had reached out and they had no issues with the proposal but that they wanted to ensure that we would submit a teach out for the MS MGT. **Passed unanimously**

| College of Science, Technology, Engineering, and Mathematics | | | | | |
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| **#** | **Prog/Dept** | **Presented by** | **Action** | **Description** | **Implementation Date** |
| 1. | Agriculture | Don Sundbrink | Undergraduate Program Modification- Agri-Business Concentration in BS General Agriculture | Removing AGRI 4010 (Agriculture Seminar) and adding AGRI 2011 | Fall 2024 |
| 2. | Agriculture | Don Sundbrink | Undergraduate Program Modification- Agri-Science Concentration in BS General Agriculture | Removing AGRI 4010 (Agriculture Seminar) and adding AGRI 2011 | Fall 2024 |
| 3. | Agriculture | Don Sundbrink | Undergraduate Program Modification- Agri-Communication Concentration in BS General Agriculture | Removing AGRI 4010 (Agriculture Seminar) and adding AGRI 2011 | Fall 2024 |
| 4. | Agriculture | Don Sundbrink | Undergraduate Program Modification- Sustainable Development Concentration in BS General Agriculture | Removing AGRI 4010 (Agriculture Seminar) and adding AGRI 2011 | Fall 2024 |

Dr. Don Sudbrink presented. They are replacing the seminar with a course that will get to the students earlier in the program and will assist them with some needed skills. We had previously approved the course and are now updating the programs to include this and not include the redundancy of two seminar courses.
Motion to approve. **Passed unanimously**.

| 5. | Comp. Sci and Information Technology | Nicholas Coleman | Undergraduate Program Modification- General Information Systems Concentration in BS Computer Information Systems | Changing the current requirement of MATH 1810 (Elements of Calculus), MATH 1910 (Calculus I) or CSCI 2500 (Discrete Structures) to just require CSCI 2500 (Discrete Structures). | Fall 2024 |
|----|----|----|----|----|----|
| 6. | Comp. Sci and Information Technology | Nicholas Coleman | Undergraduate Program Modification- Cybersecurity Concentration in BS Computer Information Systems | Changing the concentration name from Information Assurance and Security to Cybersecurity to help clarify to students what the concentration actually is. Changing the current requirement of MATH 1810 (Elements of Calculus), MATH 1910 (Calculus I) or CSCI 2500 (Discrete Structures) to just require CSCI 2500 (Discrete Structures). | Fall 2024 |

Dr. Nicholas Coleman presented. Combined 5, and 6. These are changes to the Computer Information Systems Degree. They have two concentrations. One is a catch all the other is Information Assurance and Security which they want to change to Cybersecurity for clarity of name and content with students. There has been some confusion within the degree in that Cryptography course that is required for Cybersecurity and the prerequisite is not a requirement but an option. Typically used the advisement as the way to get students to take the right prerequisite and are now just changing this requirement to CSCI 2500 (Discrete Structures) so this is no longer an issue. Motion to approve. No questions. **Passed unanimously**.

| 7. | Comp. Sci and Information Technology | Nicholas Coleman | Undergraduate Program Modification- Web and Database Concentration in BS Computer Information Technology | Removing CSCI 4650 (Windows Server-Side Web Development) from the major core Adding CSCI 4010 (Mobile Software Development I) to the Major core Moving CSCI 4000 (Database-Driven Web Development) from the electives to the major core. | Fall 2024 |
|----|----|----|----|----|----|
| 8. | Comp. Sci and Information Technology | Nicholas Coleman | Undergraduate Program Modification- Computer Networking Concentration in BS Computer Information Technology | Removing CSCI 4650 (Windows Server-Side Web Development) from the major core Adding CSCI 4010 (Mobile Software Development I) to the Major core Moving CSCI 4000 (Database-Driven Web | |

|  |  |  |  |  | Development) from the electives to the major core. |  |
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Dr. Coleman combined 7, and 8, which relate to Computer Information Tech degree and are consolidating some item. Since ABET requires a mobile software course they will utilized an already existing course of CSCI 4010 so the other Web Development courses are able to be combined.
Motion to approve. No questions. **Passed unanimously.**

| 9. | Comp. Sci and Information Technology | Nicholas Coleman | Undergraduate Program Modification-Cybersecurity Minor | Updating minor name from Information and Assurance Security to Cybersecurity. This name change will make the minor more marketable an assist with clarifying the actual nature of the minor. | Fall 2024 |
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Dr. Coleman explained this was simple and updating the name for clarity.
Motion to approve. No questions. **Passed unanimously.**

| 10. | Comp. Sci and Information Technology | Nicholas Coleman | Undergraduate Program Modification- Mobile Software Technology Minor | Terminating the minor due to a decline in enrollment. Courses for the minor will still be taught, with the exception of CSCI 4020 (Mobile Software Development II), will continue to be taught as part of other CSCI programs and students who have already declared the minor will be able to complete the requirements without any issues. | Fall 2024 |
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Dr. Coleman explained this was terminated due to decline in enrollment. This also leads to them getting rid of CSCI 4020. Motion to approve. No Questions. **Passed unanimously.**

| 11. | Comp. Sci and Information Technology | Nicholas Coleman | Graduate Program Modification-Cybersecurity Concentration in MS Computer Science and Quantitative Methods | Updating the concentration name from Information Assurance and Security to Cybersecurity. This change aligns with the typical naming for the labor market and assist students with a clear idea of the nature of the concentration. | Fall 2024 |
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| 12. | Comp. Sci and Information Technology | Nicholas Coleman | Graduate Program Modification- Cybersecurity Concentration in PSM Computer Science and Quantitative Methods | Updating the concentration name from Information Assurance and Security to Cybersecurity. This change aligns with the typical naming for the labor market and assist students with a clear idea of the nature of the concentration. | Fall 2024 |
| 13. | Comp. Sci and | Nicholas Coleman | Graduate Program Modification- Cybersecurity Executive Certificate | Updating the certificate name from Information Assurance and Security Executive | Fall 2024 |

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| | Information Technology | | | Certificate to Cybersecurity Executive Certificate. This change aligns with the typical naming for the labor market and assist students with a clear idea of the nature of the concentration. | |
| Dr. Coleman combined 11-13. Just changing the names of the graduate programs from Information Assurance and Security to Cybersecurity. Motion to Approve. No questions. **Passed unanimously** | | | | | |
| 14. | Comp. Sci and Information Technology | Nicholas Coleman | Undergraduate Course Modification- CSCI 4000 – Server-side Web Development | Updating the course name from Database-Driven Web Development to Server-Side Web Development (listed on consent agenda). Updating the description (listed on consent agenda). Refining the course Student Learning Outcomes. Refining the course topics covered. | Fall 2024 |
| 15. | Comp. Sci and Information Technology | Nicholas Coleman | Undergraduate Course Modification- CSCI 4010 – Mobile Software Development | Updating course title from Mobile Software Development I to Mobile Software Development (listed on consent agenda) Refining the course Student Learning Outcomes. Refining the course topics covered. | Fall 2024 |
| 16. | Comp. Sci and Information Technology | Nicholas Coleman | Graduate Program Modification - CSCI 5060 – Graduate Server-Side Web Development | Updating the course name from Database-Driven Web Development to Graduate Server-Side Web Development (listed on consent agenda). Updating the description (listed on consent agenda). Refining the course Student Learning Outcomes. Refining the course topics covered. | Fall 2024 |
| Combining all of these. Name changes and updating the SLO's and topics covered. Motion to approve. No questions**Passed unanimously.** | | | | | |
| 17. | Eng. Tech. | Matthew Anderson | Undergraduate program Modification - Mechatronics Concentration, AAS Engineering Technology | Terminating a low enrolled concentration. This concentration has had one graduate since 2019. The department will utilize these resources toward the Bachelor of Science with concentration in Mechatronics as they seek ABET accreditation for this concentration. | Fall 2024 |

Dr. Matt Anderson presented and explained that in 2019 the concentration requirements were updated with the Siemens requirements. This has not been overly popular and these courses do not apply to the bachelor degree program. 1 graduate since 2019. Low enrolled and are moving to terminate this and direct focus onto the bachelor program.
Dr. Cronley asked if there were other concentrations in the AAS ENGT? Yes, the Electronics.
In terms of teach out they will continue to offer through Spring 2025.
**Passed unanimously.**

| 18. | Math and Stats. | Ramanjit Sahi, Jackie Vogel | Undergraduate program Modification -Actuarial Science Concentration in BS Mathematics | Adding MATH 4321 (Introduction to Data Analysis and Programming) as an option with the CSCI 1010/1011 (Introduction to Programming I and Lab) or CSCI 2000 (Programming for STEM). Adding ACCT 2010/201L (Principles of Accounting I and lab) into the concentration to help students earn the VEE credits for the SOA actuary credentials. | Fall 2024 |
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| 19. | Math and Stats. | Ramanjit Sahi, Jackie Vogel | Graduate Program Modifications- Biometrics and Clinical Trials Operations Certificate | Terminating the low producing and low enrolled certificate program. | Fall 2024 |
| 20. | Math and Stats. | Ramanjit Sahi, Jackie Vogel | Graduate Program Modifications- Graduate Post-Secondary Mathematics Instruction Certificate | This certificate will consist of 18 credit hours which will allow students who hold a graduate credential to be certified to teach mathematics at the college level. | Fall 2024 |

Dr. Sahi combined 18-20. Actuarial Science is the same as changes to other concentrations by adding the MATH 4321 and then also an ACCT course that is needed for the VEE. Biometrics was extremely low enrolled only one or two and are terminating the program. The graduate Certificate is to help with the demand of teachers at the college level. Dr. Vogel added to the certificate presentation that it was for students who had a Master but need 18 hours to teach Dual Enrollment. Motion to approve. No questions.
**Passed unanimously.**

| 21. | Math and Stats. | Ramanjit Sahi, Jackie Vogel | Undergraduate new Course- MATH 1000 – Conceptual and Quantitative Mathematics | This course is designed to develop and strengthen quantitative, algebraic, and statistical reasoning. Activities will develop mathematical mindsets that lead to success in quantitative reasoning courses. This course is offered as an elective credit and does not fulfill a mathematics general education course credit. | Fall 2024 |
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This is a bridge course to help fill the gaps between high school and math. This is just another pathway not replacing the enhanced course. Mainly impacts STEM students who are completing MATH 1710 and students are able to take it their first semester even with Reading and Writing deficiencies.

Maria clarified it was a Tran scripted course but not required in the general education requirements.

Motion to Approve. No questions.

**Passed unanimously**

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| | | | **Martha Dickerson Eriksson College of Education** | | |
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| # | Prog/Dept | Presented by | Action | Description | Implementation Date |
| 1. | Dept. of Teaching and Learning | Bing Xiao | Undergraduate Program Modification - K-5 Licensure Program Concentration in BS Education | Replacing the SPED 3100 (Early Childhood Special Education) with SPED 4000 (Literacy for Special Populations) within the Grow Your Own (Residency) option of electives or student teaching requirements. | Fall 2024 |
| 2. | Dept. of Teaching and Learning | Bing Xiao | Undergraduate New Course- ECSP 4030 – Inclusive Early Childhood Assessment | This comprehensive course aims to empower early childhood professionals with a robust foundational understanding and practical skills in screening and assessing young children from birth to age 8 in inclusive environments. The emphasis is on introducing both formal and informal developmental assessment methods through diverse formats and approaches. Students will gain proficiency in conducting structured and unstructured observations of young children, whether they have disabilities or not, within inclusive settings. The curriculum encompasses the survey, evaluation, and critique of standardized and non-standardized tests, along with the utilization of test data for instructional planning. By engaging in this course, students will develop a heightened awareness and knowledge of various assessment procedures suitable for children aged birth through 8. Upon completion, students will be equipped to make informed professional decision regarding screening, assessment, and ongoing evaluation for typically developing children and those with or at risk for disabilities. | Fall 20224 |
| 3. | Dept. of Teaching and Learning | Bing Xiao | Undergraduate New Course-ECSP 4050 – Inclusive Curriculum through Arts and Play | This course is an introduction to inclusive curriculum through art and play, which have a crucial impact on the development of a child's aesthetics, | Fall 2024 |

| | | | | culture, and education formation. The intent is to provide future teachers with the necessary tools and instructional strategies to develop a successful understanding of the importance of art and play that enriches student learning. | |
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| 4. | Dept. of Edu. And Spec. | Andrea Lee | Graduate New Certificate – Academic Advising | This certificate program not only facilitates the professional development of advisors but also elevates the importance of academic advising in enhancing student success and retention. By equipping advisors with the knowledge and skills to address the unique needs of students from various backgrounds, the university demonstrates its commitment to delivering high-quality advising services. Such a program not only professionalizes the field of academic advising but also gives the university a competitive edge by attracting and retaining top advising talent, ultimately fostering a more student-centered approach and ensuring accreditation requirements are met. | Fall 20224 |
| 5. | Dept. of Edu. And Spec | Andrea Lee | Graduate New Course-ECSP 5180 – Integrated Early Childhood Classroom Management | From prekindergarten through grade twelve, this extensive course covers the art and science of regulating classroom behaviors across all levels and types of exceptionality. Students will explore a variety of behavior management strategies catered to various exceptionalities during this course, giving them a flexible arsenal for establishing supportive and effective learning environments. Through a focus on their practical application in real-world educational contexts, they will develop a thorough comprehension of the fundamental theories pertaining to classroom structure and management. A field experience component connects theory and practice in this course. Prerequisite II is Transition Point. If a student has credit for EDUC 4080, it shouldn't be taken. | Fall 20224 |
| 6. | Dept. of Edu. And Spec | Andrea Lee | Graduate New Course-EDUC 6330 – STEM Externship | Students will examine how businesses utilize STEM and soft skills to improve science education in the K-12 classroom. Modern challenges and opportunities in the implementation of research-based science instruction will | Fall 2024 |

| | | | | guide students how to incorporate problem-solving and critical thinking strategies. | |
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| 7. | Dept. of Edu. And Spec | Andrea Lee | Graduate New Course- EDUC 7030 – Foundations of Academic Advising | This course examines academic advising as an essential component of student success, retention, and graduation. Topics include the knowledge and skills advisors need and developing a plan for continued self-development. Content also covers advisor responsibilities, theory, research, delivery methods, advising, ethics, and the inclusion of diverse populations. | Fall 2024 |
| 8. | Dept. of Edu. And Spec | Andrea Lee | Graduate New Course- EDUC 7031 – Advising Emerging Adult Populations | This course examines development in emerging adulthood (18-29 years old). Cognitive, social, emotional, and physical areas of development will be studied through examination of empirical, conceptual, and theoretical materials. Attention will be given to emerging adulthood development as it occurs in the contexts of family, peer, school, and work contexts. | Fall 20224 |
| 9. | Dept. of Edu. And Spec | Andrea Lee | Graduate New Course- EDUC 7032 – Advising and Diverse Populations | This course examines academic advising with diverse populations that pertain to race, gender, class, lifestyle, ethnicity, theoretical frameworks, and research in higher education advising contexts. | Fall 20224 |
| 10. | Dept. of Edu. And Spec | Andrea Lee | Graduate New Course- EDUC 8010 – Dissertation Bootcamp: Strategies for Success | This course is a vital preparatory step for doctoral candidates embarking on their dissertation journey. This immersive class is designed to equip students with advanced literature review strategies and techniques essential for developing a strong research foundation. Through intensive workshops, expert guidance, and practical exercises, students will gain the skills to identify research gaps, critically analyze literature, and synthesize existing knowledge. This course provides the crucial framework for constructing a robust literature review that forms the cornerstone of a dissertation proposal. | Fall 20224 |

| 11. | Dept. of Edu. And Spec | Andrea Lee | Graduate New Course-EDUC 8011 – Dissertation Proposal | This course is designed to guide doctoral students through the process of developing a well-structured and quality dissertation proposal. Students will explore the essential elements of a successful proposal, including problem statements, research questions, literature reviews, and methodology. Through a combination of lectures, workshops, peer feedback, and one-on-one mentoring, students will develop their research ideas into a clear and persuasive proposal that can serve as the foundation for their doctoral dissertation. By the end of the course, students will have a strong draft of their proposal, ready for review and approval by their dissertation committee. This class is a vital step in the journey toward conducting meaningful and impactful doctoral research. | Fall 20224 |
| 12. | Dept. of Edu. And Spec | Andrea Lee | Graduate New Course-EDUC 8012 – Understanding the Institutional Review Board Process | This course is designed to provide comprehensive insights into the Institutional Review Board (IRB) and its crucial role in research ethics and regulatory compliance. This course equips students with an understanding of the IRB process, covering key topics such as ethical principles in research, the role of the IRB, protocol submission and review, informed consent, and research compliance. Through case studies, discussions, and practical exercises, participants will gain practical knowledge and skills to navigate the complex landscape of human subjects research, ensuring that research activities align with the highest ethical standards and regulatory requirements. This course helps provide a strong foundation for research ethics and compliance | Fall 20224 |

Dr. Andrea Lee presented. Items 1-3 were combined and it was explained these were   in direct relation to the new state requirements for licensure.

The remainder of items are related to Higher Education Administration in the Ed.D and these will all assist with this and alleviate the students struggling with completion.

Motion to Approve.

Dr. Dlynn Williams – asked about the Academic Advising Certificate and if it was applicable to just the Master level course or also the Doctoral courses? Presently Doctoral level but can look later about cross listing those.

Dr. Cronley stated that we just terminated an Academic Advising Certificate so if successful may want to transition this to a master level. **Passed unanimously.**