

2023-24 Special Courses (Academic) Approval Recommendation

Local Education Agency	Department Recommendation	Course Title	Course Description	Denial Reason	# Years Approved	Course is Valid Through
Blount County Schools	Approved	Appalachian Studies	This course will allow the student to explore the cultural heritage of the Appalachian region, describe and analyze the character of the people of Appalachia, and explain the impact Southern Appalachia has had on national events.		3	6/30/2026
Dickson County Schools	Approved	Writing and Research	This course will provide students with the skills necessary for a variety of research-based writing and speaking projects. Students will become adept at using the most common writing formats which they will encounter in higher education courses, including MLA, APA, and Chicago style. Students will also improve their communication skills and their self-confidence by presenting individual and small-group speeches to the class.		6	6/30/2029
Elizabethton City Schools	Approved	Team Sports Officiating	This course is an elective course that focuses on the professional philosophy and professional requirements for officiating sports for athletic contests. This course will cover officiating volleyball, football, wrestling, basketball, soccer, baseball, and softball. Upon completion of the course, students will be afforded the option of taking certification exams for any of the sport components and becoming a restricted certified official with the Tennessee High School Athletic Association (TSSAA) at the middle/junior high school level. The prerequisite for this course is the completion of the Lifetime Wellness course or its equivalent. The student must be age 16 or older, or turn age 16 during the school year.		6	6/30/2029
Germantown Municipal Schools	Approved	Facing History and Ourselves	This course guides teachers and their students through a Facing History and Ourselves case study approach to two pivotal moments in history: the Holocaust and the Armenian Genocide. Facing History courses approach the learning of history through the examination of human behavior and the impact of choices on historical outcomes. This course curriculum is designed to support students through the process of identifying universal themes among historical events, while learning to recognize the specific context and particular choices that make every event unique. The ultimate goal is for students to develop their ability to connect the past to the present and make informed choices in the future.		3	6/30/2026
Germantown Municipal Schools	Denied	African American Literature	This course will allow students to examine the life and literary contributions of African Americans from the early 1600's through modern America. Students will explore the influence of geography and history on the American continent in context of the literature of African American writers. Students will consider urban and rural African American communities, the historical contexts surrounding them, and the impact on African American art. Students will trace the impact of African American migration through the early twentieth century and explore the impact of the Harlem Renaissance literary contributions of African Americans during the Great Depression and World War II.	Duplicates an existing general course.		
Hamilton County Schools	Denied	Exploring Electrical Energy Systems	The goal of this class is to learn about electrical energy, its basic theory and use in basic circuitry. Core mathematical principles include: Ohm's Law, Faraday's Law, Watt's Law, Inverse Square Law, Coulomb's Law, Kirchoff's Laws, and Series- Parallel Resistance Networks. Students build a variety of small circuits, including series/parallel networks, oscillators, and power supplies. Students are expected to become proficient in basic circuit analysis with a multimeter. Students should be able to do basic circuit analysis and schematic readings, as well as demonstrate the ability to build a circuit from a schematic. Students will also be able to apply their knowledge to building fun hobby circuits.	Duplicates an existing general course.		
Johnson City Schools	Approved	Organic Chemistry	Organic Chemistry is an advanced-level course in which students study the chemistry of carbon-containing compounds. Course topics include the nomenclature, characteristics, molecular bonding, stereochemistry, reactions, and synthesis of most classes of organic compounds. There is a major concentration in the laboratory on the synthesis, purification, and verification of the structure of organic compounds using spectroscopy and other classical and instrumental means. The course culminates with a major student-directed laboratory analysis of an unknown compound.		3	6/30/2026
Johnson City Schools	Approved	Sports Psychology	In Sports Psychology, students will focus primarily on how we can influence our behavior in a performance setting. Students will not only study what happens during athletic performance, but will discover and practice ways to implement strategies to improve individual performance. Students will examine individual elements which are within their control that may influence their performance. Students will learn to set goals, how goals are important and the way we set goals leads to a more positive way in which we face challenges. Within the course theories of motivation will be discussed as related to sport. Mental resilience, will examine how athletes, bounce back, keep their confidence up, change their thinking and keep competing. Students will also examine case studies of athletes to showcase these skills in action.		3	6/30/2026
Johnson City Schools	Approved	Women in US History	This course will have students study the historical significance of the contributions of women in US History. Students will be able to analyze the economic, social, and political contributions of women in US History. Students will be able to evaluate the changing roles of women in American society from the 18th century to present day. Students will be able to explain the role of women in major historical events that shaped America. Students will be able to evaluate the continuing impact of women's contributions to American society.		3	6/30/2026
Knox County Schools	Approved	Americans at War	The course covers American involvement in wars from the American Revolution to the War on Terror. The curriculum includes significant cause of each war, leaders during those times and the cultural and societal impact(s) from each war.		3	6/30/2026

Knox County Schools	Approved	Film Studies-Knox County Schools	This elective course serves as an introduction to critical film viewing and as an enrichment experience for other social studies courses. Students will focus on both elements of film (setting, camera, editing, lighting, sound, acting, casting, dialogue, character development, character relations, story development, pace) and on historical importance of the films (context, events, cultural perspective, target audience, intended and unintended messages, film's influence on society, and society's influence on film).		3	6/30/2026
Knox County Schools	Approved	Global Religious Studies	In Global Religions, students will study a number of the world's religions to provide a better understanding of these traditions, as well as a basic introduction to the idea of religion itself. The study of the religions will focus on the theoretical, cultural, historical, and political aspects of each religion. These religions still exert a great deal of influence in the world.		3	6/30/2026
Knox County Schools	Approved	Latino American History, Knox County Schools	This course will have students study the history of Latino's in America from the 16th century to the present. The course specifically focuses on the history of Latinos in the United States. Students will analyze the development and evolution of diverse Latino identities and cultures in response to Spanish colonial policies. Students will assess the impact of U.S. expansion and imperialism on Latinos. Students will analyze the role of geography on Latino settlement and migration in the U.S. Students will describe the contributions of Latinos to U.S. culture and politics. Students will examine the successes of the Chicano Movement and other civil rights actions of Latinos in America. Students will consider contemporary issues confronting Latino Americans.		3	6/30/2026
Knox County Schools	Denied	Musical Theatre	Production-based course designed to provide students with opportunities to participate in the varied aspects of a musical theatre production.	Duplicates an existing general course.		
Memphis-Shelby County School	Approved, Renewal	English Language Development: US History and Government	US History and Government is a specially designed English Language Development (ELD) course that integrates English reading, writing, listening, and speaking skills with content knowledge in the areas of United States History, United States Government, and Citizenship. The course is designed to strengthen the English language academic skills of English Learners (EL).		6	6/30/2029
Memphis-Shelby County School	Approved	Facing History and Ourselves (Yearlong)	The Facing History high school elective course guides teachers and their students through a Facing History and Ourselves case study approach to two pivotal moments in history: the Holocaust and the Armenian Genocide. Facing History courses approach the learning of history through the examination of human behavior and the impact of choices on historical outcomes. This course curriculum is designed to support students through the process of identifying universal themes among historical events, while learning to recognize the specific context and particular choices that make every event unique. The ultimate goal is for students to develop their ability to connect the past to the present and make informed choices in the future. The included primary and secondary resources and the argumentative writing assessment have been selected and sequenced to foster students' historical thinking, reading, writing, and communication skills.		3	6/30/2026
Memphis-Shelby County School	Approved	Facing History and Ourselves (Semester)	The Facing History high school elective course guides teachers and their students through a Facing History and Ourselves case study approach to two pivotal moments in history: the Holocaust and the Armenian Genocide. Facing History courses approach the learning of history through the examination of human behavior and the impact of choices on historical outcomes. This course curriculum is designed to support students through the process of identifying universal themes among historical events, while learning to recognize the specific context and particular choices that make every event unique. The ultimate goal is for students to develop their ability to connect the past to the present and make informed choices in the future. The included primary and secondary resources and the argumentative writing assessment have been selected and sequenced to foster students' historical thinking, reading, writing, and communication skills.		3	6/30/2026
Memphis-Shelby County School	Denied	Visual Design	This course introduces students to art knowledge and skills applicable to applied art careers using the computer as a tool. Students will be involved in creating original designs in fashion, advertisement, environments (interiors/exterior), typography, graphic illustrations, etc. This survey course introduces students to areas of study relating to graphic design, architectural design, and applied visual arts.	Content is not aligned to the current academic standards for this course.		
Memphis-Shelby County School	Denied	Visual Art Design Honors	This course introduces students to art knowledge and skills applicable to applied art careers using the computer as a tool. Students will be involved in creating original designs in fashion, advertisement, environments (interiors/exterior), typography, graphic illustrations, etc. This survey course introduces students to areas of study relating to graphic design, architectural design, and applied visual arts. Course will also include 5 of the following criteria from the Honor's framework: -Extended reading assignments that connect with specified curriculum -Research-based writing assignments that address and extend the course curriculum -Projects that apply course curriculum to relevant or real-world situations -Open-ended investigations in which the student selects the questions and designs the research -Writing assignments that demonstrate a variety of modes, purposes, and styles -Integration of appropriate technology into the course of study -Deeper exploration of the culture, values, and history of the discipline -Extensive opportunities for problem-solving experiences through imagination, critical analysis, and application	Content is not aligned to the current academic standards for this course.		

Memphis-Shelby County School	Denied	Visual Art Design II	This course introduces students to art knowledge and skills applicable to applied art careers using the computer as a tool. Students will be involved in creating original designs in fashion, advertisement, environments (interiors/exterior), typography, graphic illustrations, etc. This survey course introduces students to areas of study relating to graphic design, architectural design, and applied visual arts. Course will also include 5 of the following criteria from the Honor's framework: -Extended reading assignments that connect with specified curriculum -Research-based writing assignments that address and extend the course curriculum -Projects that apply course curriculum to relevant or real-world situations -Open-ended investigations in which the student selects the questions and designs the research -Writing assignments that demonstrate a variety of modes, purposes, and styles -Integration of appropriate technology into the course of study -Deeper exploration of the culture, values, and history of the discipline -Extensive opportunities for problem-solving experiences through imagination, critical analysis, and application	Content is not aligned to the current academic standards for this course.		
Memphis-Shelby County School	Denied	Visual Art Design III	Visual Art Design III provides a continuum in art knowledge and skills introduced in Visual Art Design I and II. At this level, students will be allowed to choose their area of portfolio concentration from the following: Multi-Media Digital Design, Environmental/Three-Dimensional Design, or Digital Visual Communication. The course requirements include an exit portfolio showing a quality progression of work, written documentary, oral presentation for final seminar, and webpage exhibit.	Content is not aligned to the current academic standards for this course.		
Metro Nashville Public Schools	Approved	Applied Music Technology I	Applied Music Technology will be a new course focused on implementing the Save the Music Foundation Music Technology grants provided to Antioch High School and other high schools in MNPS. The course provides an understanding of the music production process, including the different roles and equipment involved in creating a finished track. Basic musical knowledge, acoustics, production techniques, listening and response, music industry, and creativity are discussed.		3	6/30/2026
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Metro Nashville Public Schools	Approved	Introduction to Performing Arts	Music, theatre (drama), dance, and media arts may be addressed in the curriculum for this course. Students will study and critique the works of others and participate in or produce art themselves. This course may include comparative study of various art forms over time (i.e., the interrelationship of theater and dance of a particular time period and culture).		1	6/30/2024
Metro Nashville Public Schools	Approved	Youth Court I	Restorative Practices Seminar is designed to carry out the Youth/Peer court model and procedures. Youth/Peer court is an alternative approach to the traditional juvenile justice system. In youth courts, the youth charged with an offense have the option to waive the traditional hearing and sentencing procedures of juvenile court and agree to a sentencing forum with a jury of the youth's peers. Youth court is under the supervision of a judge, when court-based, or school administration, when addressing school discipline, and includes youth defendants/respondents and volunteers. The youth volunteers play a variety of roles in the judicial process, such as district attorney, public defender, bailiff, or juror. Youth court is youth and family focused youth-driven and built on the principles of restorative justice. Restorative principals of justice look at an infraction as a poor decision that caused injury. It is the hearing's objective to help the defendant/respondent make amends to the injured person(s). The youth court model provides youth the opportunity to acquire practical experience in the juvenile justice system. Youth gain a better understanding of their rights, justice system and the law, and are empowered to make better decisions in their daily lives. Youth learn that a bad decision does not necessarily mean that the person who made the mistake is bad.		3	6/30/2026
Metro Nashville Public Schools	Approved	Youth Court II	High school students develop their abilities in the use of abstract principles. They do so by applying concepts and methods of political science and law. In schools, this theme typically appears in units and courses dealing with government, politics, political science, history, law, and other social sciences. Students study the various systems that have been developed over the centuries to allocate and employ power and authority in the governing process. At every level, learners should have opportunities to apply their knowledge and skills and to participate in the workings of the various levels of power, authority, and governance		3	6/30/2026
Metro Nashville Public Schools	Denied	Spanish Literature	This course will teach students about the literary genre of magical realism. The history, characteristics, and texts of Magical Realism will be explored. The historical context of the works of Gabriel Garcia Marques, Julia Alvarez, Isabel Allende, Jose Marti, and Pablero Nerufa will be studied.	Duplicates an existing general course.		

Milan Special School District	Denied	Milan SSD ACT WorkKeys Workplace Documents & Graphic Literacy	The ACT WorkKeys Workplace Documents and Graphic Literacy course includes analysis and application of information presented in workplace graphics as well as understanding and applying written information in the workplace. Examples of core reading skills taught in this course are reading to follow instructions, to make decisions, to understand legal documents, and to make inferences. The analysis skills include reading, interpreting, and comparing a variety of graphics. We are requesting this course to be approved as an option for the required senior-level ELA course for students whose postsecondary choice is to enter TCAT or the workforce.	A special course may not substitute for a required graduation course in accordance with High School Special Courses Policy 3.201(4) which states, "Credit earned in a special course shall only apply to the elective credit requirement."		
Milan Special School District	Denied	Milan SSD ACT WorkKeys Applied Mathematics	The ACT WorkKeys Applied Mathematics course includes core skills in applying mathematical reasoning and problem-solving techniques to work-related problems. Examples of core skills taught in this course are using logic, calculating the best deal, converting units between systems of measurement, working with mixed units, basic statistics and geometry, and working with fractions, decimals, and percentages in real-world contexts. We are requesting this course to be approved as an option for the required 4th-year mathematics course for students whose postsecondary choice is to enter TCAT or the workforce. This course provides opportunities to learn concrete math concepts through contextual and applied math.	A special course may not substitute for a required graduation course in accordance with High School Special Courses Policy 3.201(4) which states, "Credit earned in a special course shall only apply to the elective credit requirement."		
Putnam County Schools	Approved	Fine Arts Appreciation	This course is an exploration of the purposes and processes of the visual and performing arts such as music, painting, drama, dance, and the ways in which they express the values of cultures and human experience.		1	6/30/2024
Putnam County Schools	Approved	Scholars Bowl: Academic Competition Team	The Scholars Bowl class is an Advanced Level course that focuses on preparation for the rigorous competition that students participate in over the course of the year. Scholars Bowl players represent Cookeville High School on a statewide and national stage, traveling to multiple events around the year and even into the summer. Students are expected to pick a primary "focus" area to study, to do extensive work on their own, and to attend competition events on weekends, some mandatory		6	6/30/2029
Rutherford County Schools	Approved	Sports Psychology	The course of sports psychology examines psychological variables that impact athletic participation and performance. This course examines theories and research across diverse areas of psychology, including personality, cognitive, social and clinical.		3	6/30/2026
Rutherford County Schools	Approved	Introduction to Logic	This course, which is based on a course from Stanford University, provides an introduction to Symbolic Logic. Students learn how to encode information in the form of sentences in Symbolic Logic and how to reason with information in this form. The course provides an overview of logic technology and its applications in mathematics, science, engineering, business and law.		6	6/30/2029
Rutherford County Schools	Approved, Renewal	AH Positive Psychology	This course is designed to be a continuation of themes learned in AP Psychology linking them to the topic of human flourishing to provide students with a better understanding of the benefits of psychology. In 1998, Martin Seligman, president of the American Psychological Association, called for a more positive psychology that would balance the investigation of weakness and damage with the study of strength and virtue.		3	6/30/2026
Rutherford County Schools	Approved, Renewal	Neuroscience and Society	The course offers an in depth focus on neuroscience through the lens of societal issues: 1) How the brain and nervous system underlie all human behavior. 2) How the brain is always changing. (Neuroplasticity) 3) How Neuroscience informs individual decisions about personal health and wellness. 4) How the spheres of human life will be transformed by neuroscience in the coming decades. 5) Our understanding of the brain is still incomplete and rapidly evolving.		3	6/30/2026
Rutherford County Schools	Denied	Honors Film as Literature	This is a one semester, college preparation course that examines the interaction of film and literary texts and the qualities of each. It also looks at how film techniques are employed as conventions of storytelling. During the semester, students will examine what happens when short stories, novels, or plays are made into film; if we approach film and literary texts differently; and how we view and read those texts. Learning experiences will focus upon all genres of film following a thematic approach. Students will also be encouraged to use a critical lens when viewing films to examine how various conventions of film are used to affect the viewing experience and interpretation of a story.	Duplicates an existing general course.		
Rutherford County Schools	Denied	Honors Mythology 2	This course provides a study of comparative mythology and legend from diverse cultures in order to provide an understanding of allusions to literary myths reflected in art, music, film, psychology, medicine, and advertising. This course provides an academically based Language Arts elective choice for college bound students.	Duplicates an existing general course.		
Sumner County Schools	Denied	Focus on Adulthood	Focus on Adulthood is designed to equip students with the knowledge and skills necessary to transition into postsecondary community involvement and independent living. Through a series of in-class and out-of-class activities, students will refine their self-awareness through a discovery process and then learn about relevant community supports and how to access them.	Duplicates an existing general course.		
Sumner County Schools	Denied	Planning for Postsecondary	Planning for Postsecondary is designed to provide opportunities for students to finalize their postsecondary transition plans and develop concrete steps necessary to transition seamlessly into postsecondary, including being an active participant in developing a summary of performance.	Duplicates an existing general course.		
Sumner County Schools	Denied	Intro to Self-determination	Introduction to Self-determination is designed to equip students with the knowledge concerning the legal rights of individuals with a disability and how to advocate for themselves in their school and community settings.	Duplicates an existing general course.		
Trousdale County Schools	Approved	Extended Learning English I	The course content will follow English I standards primarily closing the gap of student learning loss and targeting skills that were not fully met during English I classes in order to reach proficiency on EOCs. This will be accomplished by one on one meetings with instructors, group discussions and comprehension on reading texts, peer edits and revisions of essay writing, differentiated skills practice, and speaking and communication skills.		6	6/30/2029

Trousdale County Schools	Approved	Extended Learning English II	The course content will follow English II standards primarily closing the gap of student learning loss and targeting skills that were not fully met during English II classes in order to reach proficiency on EOCs. This will be accomplished by one on one meetings with instructors, group discussions and comprehension on reading texts, peer edits and revisions of essay writing, differentiated skills practice, and speaking and communication skills.	6	6/30/2029
Williamson County Schools	Approved	Honors Abnormal Psychology	The general purpose of this course is to increase the understanding of historical foundations, theories, symptoms, assessment, and treatment of abnormal behavior. This course will include basic knowledge of the DSM used to classify a wide range of disorders, from common diagnoses such as anxiety and mood disorders to rare and misunderstood disorders like schizophrenia, as well as current research and treatment approaches. Each major disorder, its symptoms, and treatment strategies will be examined. This course also hopes to destigmatize mental illness and arm students with knowledge and information.	3	6/30/2026
Williamson County Schools	Approved	WCS Leadership	The Leadership course is designed to equip students to become school and community leaders. Students will meet this goal by exploring and learning both intrapersonal and interpersonal skills. Students will be expected to use these skills to plan, present, execute, and evaluate projects and events based on needs of the student body.	1	6/30/2024