University Curriculum Committee

March 16, 2017 Meeting Minutes

The University Curriculum Committee met on **Thursday, March 16** at **3:00** in the Deans' Conference Room, DBRY 200.

Members Present:

Melinda Anderson	Curtis Armstrong	Rita Barnes	Doug Bates
Jeff Boles	Kristine Craven	Dennis Duncan	Edith Duvier
Kurt Eisen	Ahmed Elsawy	Steve Frye	Julie Galloway
Bahman Ghorashi	Mike Gotcher	Mark Groundland	Mike Harrison
Darrell Hoy	Sharon Huo	Steve Isbell	Wayne Johnson
Christy Killman	Robert Kissell	Hayden Mattingly	Allan Mills
Wendy Mullen	Thomas Payne	Ted Pelton	Richard Rand
Mohan Rao	Jim Raymondo	Jeff Roberts	Joe Roberts
Stephen Robinson	Jennifer Shank	Barry Stein	Mark Stephens
Jeremy Wendt	Janet Whiteaker	Brenda Wilson	Kim Winkle
Jerri Winningham	Micayla Holton- student		

Members Absent:

Pedro Arce	Julie Baker	Gerald Gannod	Brandi Hill
Ben Mohr	Stephen Peterson	Joseph Rencis	Liz Mullens
Paul Semmes	Huey-Ming Tzeng	Jacob Jurkiewicz	Jacob Dodd
Samantha McClain	Guadalupe Mora	Elijah Fetzer	Shelby Williams

Official Representative(s):

Ron Borden	*For* Stephen Peterson	Chuck Craig	*For* Julie Baker
Brittney Copley	*For* Brandi Hill		

Guest(s):

Dr. Jordana Navarro	Dr. Scott Christen- speaking re: COMM

Outline of Proceedings:

1. Approval of agenda
2. Approval of February 9, 2017 minutes
3. Course and curriculum changes, new courses from Accounting (moved from item 22)
4. Course and Curriculum Changes from Exercise Science, Phys. Education, Wellness
5. Course addition, curriculum changes, Craft Center Certificate update from School of Art, Craft, & Design
6. Information Item from Curriculum & Instruction
7. Course Revisions for BSME program from Mechanical Engineering
8. Course and curriculum changes from Electrical and Computer Engineering
9. Course changes and new courses from General and Basic Engineering
10. Name and course number changes, catalog updates from Communications
11. TTP alignment and new course from Earth Sciences
12. Course and catalog changes from Early Childhood Education
13. Curriculum changes and emphasis name change from Manufacturing and Engineering Technology
14. Course changes and additions from Political Science
15. Course and curriculum changes from Math
16. Course additions from History
17. Course and curriculum changes, course additions from Agriculture
18. Curriculum changes from Human Ecology
19. Curriculum changes from Foreign Languages
20. New courses from Environmental and Sustainability Studies
21. New courses for Interdisciplinary Studies
22. Move of Psychology to College of Education in the catalog
23. New courses from Decision Sciences
24. New course and Pre-Professional Health Sciences curriculum changes from Chemistry
25. Election of the 2017 – 20118 University Curriculum Committee Chairperson
26. Other such matters

Proceedings

Perceiving a quorum, Dr. Wendt called the meeting to order at

1. <u>Approval of agenda.</u>

Dr. Rand asked to move the agenda items for Accounting to the beginning of the meeting owing to a need to leave. Everyone present agreed to the change in the agenda.
Motion to approve. Joe Roberts
Second. Christy Killman
Vote. Motion carried.

2. <u>Approval of previous meeting's minutes- February 9, 2017.</u>

Motion to approve. Micayla Holton
Second. Joe Roberts
Vote. Motion carried.

3. <u>Course and curriculum changes from Exercise Science, Phys. Education, Wellness.</u>

A. Memo, Feb. 13, 2017: Concentration Name Change from 'Athletic Training' to 'Pre-Athletic Training'.

Motion to approve. Christy Killman
Second. Kurt Eisen
Vote. Motion carried.

B. Memo, Feb. 13, 2017: Course Changes/Program change for Pre-Athletic Training Concentration.

1) Course Additions. EXPW 1110 – Introduction to Athletic Training

2) Course Changes.

From:
EXPW 2001 - Orthopedic Assessment I
Lec. 3. Credit 3.
Prerequisite: Sophomore Standing and EXPW 1150. Advanced study of the etiology, pathology, and clinical signs of common athletic injuries to the lower extremities and spine. Emphasis is placed on clinical evaluation of injury by the athletic trainer. Application of orthopedic and neurological assessment is included.
To:
EXPW 2001 – Orthopedic Assessment I
Lec. 3. Clinical 1. Credit 4.
Prerequisite: Sophomore standing. Co-requisite: BIOL 2010
This course is designed for advanced study of the etiology, pathology, and clinical signs and symptoms of common injuries to the lower extremities and lumbar spine. Students will learn the elements of the evaluation, assessment, management, and rehabilitation of common athletic injuries in the lower extremities and lumbar spine region. Emphasis is placed on clinical evaluation of injuries by the Athletic Trainer. Students will have opportunities for demonstration and hands-on experience related to skills learned in the classroom.
Clinical experiences are designed to evaluate specific clinical competencies introduced in this course. Students will participate in clinical instruction and must demonstrate proficiency in the clinical competencies. Students must work in the field with a Certified Athletic Trainer in the 30 hour supervised clinical/field experience.
Students with the Pre-Athletic Training concentration must pass this class with a "B" or better to continue in the program.
From:
EXPW 2002 - Orthopedic Assessment II
Lec. 3. Credit 3.
Prerequisite: EXPW 2001 and BIOL 2010. Advanced study of the etiology, pathology, and clinical signs of common athletic injuries to the upper extremities and abdomen. Emphasis is placed on clinical evaluation of injury by the athletic trainer. Application of orthopedic and neurological assessment is included.
To:
EXPW 2002 – Orthopedic Assessment II
Lec. 3. Clinical 1. Credit 4.
Prerequisite: Sophomore standing, EXPW 2001 & BIOL 2010. Co-requisite: BIOL 2020.
This course is designed for advanced study of the etiology, pathology, and clinical signs and symptoms of common injuries to the upper extremities, cervical and thoracic spine, and abdomen. Students will learn the elements of the evaluation, assessment, management, and rehabilitation of

common athletic injuries in these anatomical regions. Emphasis is placed on clinical evaluation of injuries by the Athletic Trainer. Students will have opportunities for demonstration and hands-on experiences directly related to the skills learned in the classroom.
Clinical experiences are designed to evaluate specific clinical competencies introduced in the classroom. Students will participate in clinical instruction and must demonstrate proficiency in the clinical competencies. Students must work in the field with a Certified Athletic Trainer in the 30 hour supervised clinical/field experience.
Students with the Pre-Athletic Training concentration must pass this class with a "B" or better to continue in the program.

From:

EXPW 3001 - Therapeutic Rehabilitation and Modalities I

Lec. 3. Credit 3.

Prerequisite: EXPW 2002, EXPW 2020 and BIOL 2020. Principles in planning and implementation of rehabilitation programs for injured athletes. Emphasis on contemporary therapeutic exercise techniques combined with the use of therapeutic agents in the treatment, and rehabilitation of athletic injures to the lower extremities and spine.

To:

EXPW 3001 – Therapeutic Rehabilitation and Modalities

Lec. 3. Credit 3.

Prerequisite: EXPW 2001 and EXPW 2002. Co-requisite: EXPW 3011

This course explores the principles in planning and implementation of rehabilitation programs for injured athletes. Emphasis is placed on development of comprehensive, individualized rehabilitation protocols using a combination of therapeutic modalities and exercises. Specifically, students will plan and implement sport-specific functional rehabilitation programs based on predetermined therapeutic goals and objectives. Students will have opportunities for demonstration and hands-on learning of the skills learned in the classroom.

From:

EXPW 3006 - Medical Aspects

Lec. 3. Credit 3.

Prerequisite: EXPW 1150, EXPW 2001, and EXPW 2002. Advanced study in athletic training including common surgical techniques and the surgical process of the orthopedic, physician, general medical conditions and disabilities, head and facial injuries, and internal injuries in the athlete.

To:

EXPW 3006 – Medical Aspects of Athletic Training

Lec. 3. Credit 3.

Prerequisite: EXPW 3001 and HEC 2220

This course includes the advanced study in Athletic Training of general medical conditions and disabilities, head and facial injuries, and internal injuries in the athlete. Students will use skills developed in previous courses to perform general medical examinations within the scope of Athletic Training practice and examine the etiology of illnesses and diseases present in athletic populations.

From:

EXPW 3011 - Clinical III

Lec. 1. Credit 1.

Prerequisite: EXPW 2020. Corequisite: EXPW 3001 and EXPW 3006.

This course is designed to evaluate specific clinical proficiencies, introduced the previous semesters. In specific, this course will cover competencies taught in EXPW 2003. Students will receive clinical instruction in extremity orthopedic assessment; class will also include clinical coverage for athletic teams and events.

To:

EXPW 3011 – Clinical I

Clinical 3. Credit 3.

Co-requisite: EXPW 3001

This clinical experience is designed to provide opportunities for students to evaluate specific clinical competencies introduced in the previous Athletic Training classes. Students will receive clinical instruction and must demonstrate proficiency in the clinical competencies. This course provides an opportunity for the athletic training student to practice and observe athletic training skills in a clinical setting. Students will assist a Certified Athletic Trainers with various sports and teams in the area as well as observe in a Physical Therapy clinic. Students are required to complete a minimum of 120 clinical hours under the direct supervision of an accredited preceptor.

From:

EXPW 4001 - Senior Seminar

Lec. 2. Credit 2.

Prerequisite: Senior Standing, EXPW 3020, EXPW 3002 and EXPW 3006. A class designed for athletic training students to receive a broad overview of athletic training principles and recent research findings. In addition, this course will help prepare athletic training students for the NATABOC certification exam and preparation for employment in the field of the athletic training.

To:

EXPW 4001 – Senior Seminar

Lec. 3. Credit 3.

Prerequisite: Senior standing, EXPW 4730

This class is designed for students to develop skills and knowledge base that will aid the student while conducting and critically reviewing research in Athletic Training. Students will prepare and present a research project on a topic approved by the instructor. In addition, this course will provide the student the opportunity to explore and evaluate CAATE accredited Athletic Training programs and prepare students for the application and selection process.

From:

EXPW 4011 - Clinical V

Lec. 1. Credit 1.

Prerequisite: EXPW 3020, EXPW 3002 and EXPW 3006. This course is designed to evaluate specific clinical proficiencies, introduced the previous semesters. In specific, this course will cover competencies taught in EXPW 3001. Students will receive clinical instruction in order to meet advanced clinical competencies in athletic training; class will also include advanced clinical coverage for athletic teams and events.

To:

EXPW 4011 – Clinical II

Clinical 3. Credit 3.

Clinical experiences are designed to evaluate specific clinical competencies introduced in the previous Athletic Training classes. This course provides opportunities for the athletic training student to practice and observe athletic training skills in a clinical setting. Students must demonstrate proficiency in advanced clinical competencies and are expected to perform the skills learned in the previous semesters. Students are required to seek out and secure individual placement in a clinical setting such as university or high school athletic training room, physical therapy clinic, urgent care, emergency care, etc. Students must complete a minimum of 120 clinical hours under the supervision of an approved preceptor and placement must be approved by the instructor.

3) Course Deletions.
EXPW 2010 – Clinical I
EXPW 2020 – Clinical II
EXPW 3020 – Clinical IV
EXPW 3002 – Therapeutic Rehabilitation and Modalities II
EXPW 3031 – Methods of Conditioning
EXPW 4021 – Clinical VI
EXPW 4750 – Advanced Athletic Training
EXPW 3330 – First Aid and CPR Instructor's Training

Motion to approve. Christy Killman
Second. Kurt Eisen
Vote. Carried without objections.

C. Memo, Feb. 13, 2017: Catalog Clean-up/Improved Course Descriptions.

1) Course Deletions.
EXPW 2300- Recreation Program Design and Movement
EXPW 2110- Lifeguard Training and Water Safety Instructor
EXPW 2310- Inclusive Recreation and Leisure
EXPW 2320- Fundamentals of Outdoor Leadership/ Adventure Skills
EXPW 3600- Wilderness and Environmental Ethics
EXPW 3610- Recreation and Leisure for Older Adults
EXPW 3620- Trends in Recreation and Leisure
EXPW 3650- Recreation in Community and Urbanized Societies
EXPW 4100- Experiential Nature-based Outdoor Education and Recreation
EXPW 4812- Recreation Field Experience
EXPW 3510- Physical Education Skills in Grades K-8
EXPW 4811- Sports Management Internship
EXPW 4340- Field Experience in Health Education

2) Course Changes.
From:
EXPW 1150 - Care and Prevention of Athletic Injuries
Lec. 3. Credit 3.
Care and prevention of athletic injuries: preventing, recognizing, managing, and rehabilitating athletic injuries.
To:
EXPW 1150 - Care and Prevention of Athletic Injuries
Lec. 3. Credit 3.
This course introduces basic knowledge of the prevention, recognition, management, and rehabilitation of common athletic injuries. Topics will include sports nutrition, protective equipment, handling emergency situations, injury assessment, basic injury rehabilitation, and recognizing various types of sports injuries. In addition, students will learn basic wrapping and taping techniques.
From:
EXPW 1021 - Connection to Exercise Science, Physical Education and Wellness

Lec. 1. Credit 1.
Introduction to professional program of studies, problem solving processes related to self and group participation, and skills for academic success.
To:
EXPW 1021 - Connection to Exercise Science, Physical Education and Wellness
Lec. 1. Credit 1.
This course is designed to give the student an overview of the University as well as introduce the various career paths that are possible with a degree in Exercise Science. The goal for this class is to help students to connect with one another, the EXPW family, campus, and community.
From:
EXPW 1022 - Introduction to Exercise Science, Physical Education and Wellness
Lec. 2. Credit 2.
Historical background, general scope, occupational opportunities, principles and objectives of exercise science, and physical education and wellness.
To:
EXPW 1022 - Introduction to Exercise Science, Physical Education and Wellness
Lec. 2. Credit 2.
This course is designed to provide students with relevant information about the Exercise Science Department and educational opportunities within as well as historical background, general scope, occupational opportunities, and principles and objectives of exercise science, and related fields/occupations.
From:
EXPW 2100 - Life Guard Training
Credit 2.
Duties and responsibilities of lifeguards of swimming pools and at protected open water non-surf beaches.
To:
EXPW 2100 - Life Guard Training
Credit 2.
This course is designed to prepare students to perform the duties and responsibilities of a lifeguard of swimming pools and at protected open water non-surf beaches. Satisfactory completion can lead to lifeguard certification.
From:
EXPW 2130 - Concepts of Comprehensive Health
Lec. 3. Credit 3.
Areas of content of the school health program.
To:
EXPW 2130 - Concepts of Comprehensive Health
Lec. 3. Credit 3.
This course is designed to provide current information related to all areas of personal health to the student. This is typically a survey of the areas and aspects of health and wellness.
From:
EXPW 2150 - Human Sexuality
Lec. 3. Credit 3.
Anatomy and physiology of male and female reproductive systems, human sexual response, conception, childbirth, contraception, sexually transmitted diseases, deviant sexuality, current issues, attitudes, and practices.

To:

EXPW 2150 - Human Sexuality

Lec. 3. Credit 3.

This course is a survey of the dynamics of human sexuality as well as an identification and examination of basic issues in human sexuality as relating to the larger society. Topics include: current/historical issues, attitudes, and perspectives towards sexuality; anatomy and physiology of male and female reproductive systems; human sexual response cycle; conception/childbirth; contraception; sexually transmitted infections; sex and the law; sexual expression and variation; and typical and atypical sexual behaviors.

From:

EXPW 2170 - Introduction to Sport Management

Lec. 3. Credit 3.

Overview of the fundamental principles of management and administration of sport programs. Combines theory and practice related to legal and ethical issues, marketing, and organizational structure of sport-related services and facilities.

To:

EXPW 2170 - Introduction to Sport Management

Lec. 3. Credit 3.

This course is an overview of the fundamental principles of management and administration of sport programs. The combination of theory and practice related to legal and ethical issues, marketing, and organizational structure of sport-related services and facilities is covered.

From:

EXPW 2430 - First Aid, Safety and CPR

Lec. 1. Lab. 2. Credit 2.

Practice and application of the standards and accepted principles of safety education and first aid.

To:

EXPW 2430 - First Aid, Safety and CPR

Lec. 1. Lab. 2. Credit 2.

This course consists of practice and application of the most current standards and accepted principles of CPR, safety and first aid. Students have opportunity to obtain certification through the American Red Cross.

From:

EXPW 3031 - Methods of Conditioning

Lec. 2. Credit 2.

Emphasis on health-related fitness assessments, weight training techniques, plyometrics, aerobic training, nutrition, ergogenic aids, and flexibility training.

To:

EXPW 3031 - Methods of Conditioning

Lec. 1, Lab 1. Credit 2.

This course directs emphasis to health-related fitness, weight training techniques, plyometrics, aerobic training, nutrition, ergogenic aids, and flexibility training.

From:

EXPW 3032 - Exercise Prescription for Fitness and Wellness

Lec. 3. Credit 3.

Prerequisite: Junior or Senior Standing in EXPW. Assessment of fitness and corresponding development of exercise and rehabilitation plans for health improvement.

To:

EXPW 3032 - Exercise Prescription for Fitness and Wellness
Lec. 3. Credit 3.
The purpose of this course is to assist students with exercise testing decision-making and techniques as well as to determine appropriate exercise programming for desired fitness goals. Students will learn field and lab assessments of health-related physical fitness and design exercise programs to target specific outcomes in various populations.
From:
EXPW 3070 - Lifetime Wellness and Leisure Activities
Lec. 2. Lab. 2. Credit 3.
Skills development in lifetime wellness and leisure activities leading to personal physical fitness.
To:
EXPW 3070 - Lifetime Wellness and Leisure Activities
Lec. 2. Lab. 2. Credit 3.
This course is designed to help students identify and develop skills needed to be safe and successful in lifetime wellness and leisure activities. The goal is for students to find activities that they enjoy that will lead to a lifetime of personal physical fitness.
From:
EXPW 3092 - Coaching Team Sports
Lec. 2. Lab. 1. Credit 3.
Prerequisite: EXPW 3180. The theory and practice of coaching volleyball, basketball, and soccer.
To:
EXPW 3092 - Coaching Team Sports
Lec 3. Credit 3.
Prerequisite: EXPW 3180. This course is designed to examine the theory and practice of coaching volleyball, basketball, baseball/softball and soccer.
From:
EXPW 3170 - Motor Learning
Lec. 3. Credit 3.
The principles of learning as applied to the acquisition of motor skills.
To:
EXPW 3170 - Motor Learning
Lec. 3. Credit 3.
This course is designed so that students can learn about the process of improving motor skills through practice, with long-lasting changes in the capability for responding. Through work in the classroom and lab-like experiences the processes and principles of motor learning will be examined.
From:
EXPW 3410 - Lifespan Motor Development
Lec. 3. Credit 3.
An introduction to developmental aspects of human motor behavior across the life span. Focus on characteristic stages and issues related to the physical growth, and motor development.
To:
EXPW 3410 - Lifespan Motor Development
Lec. 3. Credit 3.
This course is an introduction to the developmental aspects of human motor behavior across the life span, essentially observing movement from birth and throughout life, identifying how and why movement happens the way it does and why movement changes throughout life. The

main focus is on characteristics of the stages of motor development as well as issues related to the physical growth, and development.

From:

EXPW 3720 - Instructional Strategies

Lec. 3. Credit 3.

Philosophy and models of instruction and administration of physical education.

To:

EXPW 3720 - Instructional Strategies

Lec. 3. Credit 3.

This course is designed for students who plan to teach physical education to identify specific strategies that will be beneficial while teaching in the physical education classroom. The philosophy of teaching physical education, models of instruction and administration of physical education programs, and methods of planning and managing physical education classes is included.

From:

EXPW 4042 - Health Promotion

Lec. 3. Credit 3.

Evaluation of various physical activity behavior change models and assessment of health promotion programs and evaluation standards.

To:

EXPW 4042 - Health Promotion

Lec. 3. Credit 3.

This Course is an evaluation of various physical activity behavior change models, assessment of health promotion programs and evaluation standards. Topics include: health status; historical and current issues in health promotion; philosophical foundations of health promotion; intrapersonal health behavior change theories; CHES; work settings for health educators; and ethics in health promotion.

From:

EXPW 4171 - Exercise and Sport Psychology

Lec. 3. Credit 3.

Prerequisite: Junior or Senior Standing in EXPW and PSY 2010 or permission of instructor. The purpose of this course is provide candidates interested in Exercise and Sport Psychology with an overview of theories and principles explaining factors influencing human behavior in exercise, rehabilitation, and sport.

To:

EXPW 4171 - Exercise and Sport Psychology

Lec. 3. Credit 3.

Prerequisite: Junior or Senior Standing in EXPW and PSY 2010 or permission of instructor.

This course is designed to provide an introduction to the field of exercise and sport psychology, history, theory, and psychological techniques that hinder or enhance exercise, rehabilitation and sport performance. Students should be able to understand psychological techniques that help or hinder their own performance in sport, exercise and other areas, i.e., academics, career, etc.

From:

EXPW 4210 - Gerontology

Lec. 3. Credit 3.

Prerequisite: Junior or Senior Standing. in EXPW. Needs of older citizens; ways of providing opportunities for this population.

To:

EXPW 4210 - Gerontology
Lec. 3. Credit 3.
Prerequisite: Junior or Senior Standing. The course is designed to provide an introduction to new ways of thinking about aging. The content will center on the social, psychological and physical dimensions of aging. The material will examine the aging process experienced by older individuals explore the aging population and the effects on society as a whole.
From:
EXPW 4420 - Kinesiology
Lec. 3. Credit 3.
Prerequisite: BIOL 2010 or BIOL 2350. Aanatomy of the muscular, skeletal and articular systems, and biomechanics and applications to athletic training and performance.
To:
EXPW 4420 - Kinesiology
Lec. 3. Credit 3.
Prerequisite: BIOL 2010 or BIOL 2350. This course is the advanced study of the anatomy of the muscular, skeletal and articular systems, and basic biomechanics and applications related to training and performance of athletes.
From:
EXPW 4440 - Physiology of Exercise
Lec. 3. Credit 3.
Prerequisite: BIOL 2350 Physiological effects of exercise, sports, and other stresses on the various systems of the human body. Application of principles to physical fitness, physical education, and athletics.
To:
EXPW 4440 - Physiology of Exercise
Lec. 3. Credit 3.
Prerequisite: BIOL 2350 or BIOL 2010. During this class, students will examine the physiological effects of exercise, sports, and other stresses on the various systems of the human body. Application of principles to physical fitness, physical education, and athletics is included.
From:
EXPW 4520 - Adapted Physical Activity and Sport
Lec. 2. Lab. 2. Credit 3.
This course focuses on Developing physical education programs for populations with special needs.
To:
EXPW 4520 - Adapted Physical Activity and Sport
Lec. 2. Lab. 2. Credit 3.
The purpose of this course is to guide students in developing knowledge of current trends and concepts in adapted physical education and sport as well as examining various services, programs and requirements for individuals with disabilities. By the end of the course students should display acceptable levels of confidence in screening children who may need adapted physical education/activity as well as working with and evaluating special needs children. Design and implementation of adapted physical activity & sport programs to meet unique needs of individuals will also be required.
From:
EXPW 4530 - Organization and Administration of Interschool Athletics
Lec. 3. Credit 3.

Athletics which concern head coaches, assistant coaches, athletic directors, and principals or administrators.

To:

EXPW 4530 - Organization and Administration of Interschool Athletics

Lec. 3. Credit 3.

This course is a study of issues faced by administrators, principals, athletic directors and coaches.

From:

EXPW 4540 - Ethical Issues in Sport

Lec. 3. Credit 3.

This course is designed to assist students in self-evaluating, examining, and developing a philosophy, values, and moral reasoning skills. Major moral/ethical issues within sports will be researched and discussed. Students will experience the ethical decision-making process through opportunities for critical analysis drawing upon their philosophical values.

To:

EXPW 4540 - Ethical Issues in Sport

Lec. 3. Credit 3. Prerequisite: Junior or Senior Standing.

This course is designed to assist students in self-evaluating, examining, and developing a philosophy, values, and moral reasoning skills. Major moral/ethical issues within sports will be researched and discussed. Students will experience the ethical decision-making process through opportunities for critical analysis drawing upon their philosophical values.

From:

EXPW 4550 - Sport Governance

Lec. 3. Credit 3.

Prerequisite: Junior or Senior Standing in EXPW.

To:

EXPW 4550 - Sport Governance

Lec. 3. Credit 3.

Prerequisite: Junior or Senior Standing.

From:

EXPW 4560 - Facility Planning and Management

Lec. 3. Credit 3.

Overview of all elements involved in sport event management. Key component of course is the planning, organizing, marketing, and conducting of an event during the semester. Open to Sport Management majors with permission of instructor.

To:

EXPW 4560 - Facility Planning and Management

Lec. 3. Credit 3. Prerequisite: Junior or Senior Standing.

This course is an overview of all elements involved in sport event management. One key component of the course includes the planning, organizing, marketing, and conducting a mock event during the semester.

From:

EXPW 4730 - Assessment and Evaluation in Exercise Science

Lec. 3. Credit 3.

Various forms and kinds of testing and measuring in physical education.

To:

EXPW 4730 - Assessment and Evaluation in Exercise Science

Lec. 3. Credit 3.
The purpose of this course is to direct students to select/construct, administer, score, and evaluate tests specific to human performance. Students will be exposed to standardized tests and will explore the uses and development of authentic tests. Each class period consists of lecture and administration of assessments.

From:

EXPW 4810 - Field Experience

Lab. 1-4. Credit 1-4.

Prerequisite: Successful completion of course requirements in the core requirements. Three to nine hours of credit may be earned. This course may be taken independent of course work as a culminating experience for three hours credit. ~~or as a corequisite for coaching courses in the coaching concentration for 1-4 hours of credit. Candidates are expected to complete a minimum of three clock hours per week per semester for each semester hour of credit.~~ Participation in on-the-job experiences will be provided in a wide range of hosting agencies, institutions, and clinics. Requirements for course completion will vary depending on the number of credit hours to be earned.

To:

EXPW 4810 - Field Experience

Lab. 1-4. Credit 1-4.

Prerequisite: Successful completion of course requirements in the core requirements. Three to nine hours of credit may be earned. This course may be taken independent of course work as a culminating experience for three hours credit. Participation in on-the-job experiences will be provided in a wide range of hosting agencies, institutions, and clinics. Requirements for course completion will vary depending on the number of credit hours to be earned.

From:

EXPW 4820 - Field Experience

Lab. 1-4. Credit 1-4.

Prerequisite: Successful completion of course requirements in the core requirements. Three to nine hours of credit may be earned. This course may be taken independent of course work as a culminating experience for three hours credit ~~or as a corequisite for coaching courses in the coaching concentration for 1-4 hours of credit. Candidates are expected to complete a minimum of three clock hours per week per semester for each semester hour of credit.~~ Participation in on-the-job experiences will be provided in a wide range of hosting agencies, institutions, and clinics. Requirements for course completion will vary depending on the number of credit hours to be earned.

To:

EXPW 4820 - Field Experience

Lab. 1-4. Credit 1-4.

Prerequisite: Successful completion of course requirements in the core requirements. Three to nine hours of credit may be earned. This course may be taken independent of course work as a culminating experience for three hours credit. Participation in on-the-job experiences will be provided in a wide range of hosting agencies, institutions, and clinics. Requirements for course completion will vary depending on the number of credit hours to be earned.

From:

EXPW 4830 - Field Experience

Lab. 1-4. Credit 1-4.

Prerequisite: Successful completion of course requirements in the core requirements. Three to nine hours of credit may be earned. This course may be taken independent of course work as a

culminating experience for three hours credit ~~or as a corequisite for coaching courses in the coaching concentration for 1-4 hours of credit. Candidates are expected to complete a minimum of three clock hours per week per semester for each semester hour of credit.~~ Participation in on-the-job experiences will be provided in a wide range of hosting agencies, institutions, and clinics. Requirements for course completion will vary depending on the number of credit hours to be earned.

To:

EXPW 4830 - Field Experience

Lab. 1-4. Credit 1-4.

Prerequisite: Successful completion of course requirements in the core requirements. Three to nine hours of credit may be earned. This course may be taken independent of course work as a culminating experience for three hours credit. Participation in on-the-job experiences will be provided in a wide range of hosting agencies, institutions, and clinics. Requirements for course completion will vary depending on the number of credit hours to be earned.

From:

EXPW 3132 - School Health Pedagogy and Practicum

Lec. 2. Lab. 1. Credit 3.

Prerequisite: EXPW 2130 licensure major. Curriculum design, instructional methodology and supervised practicum in health education.

To:

EXPW 3132 - School Health Pedagogy and Practicum

Lec. 2. Lab. 1. Credit 3.

Prerequisite: EXPW 2130 or EXPW 2015 and Physical Education licensure major. This course is designed to provide the student multiple opportunities to examine Health or Lifetime Wellness curriculum design, gain familiarity with instructional methodology and design as well as participate in supervised practicum experience in the secondary health or lifetime wellness classroom. Students develop lesson plans according to the State of Tennessee standards for Lifetime Wellness using the EdTPA lesson plan model. Lesson/learning assessment is also included as a core component of this course.

From:

EXPW 4711 - Analysis and Development of Sport Skills

Credit 4.

Prerequisite: Licensure major and acceptance into Upper Division Teacher Education. Instructional methods in developing and analyzing skills necessary to successfully teach sports at the secondary level.

To:

EXPW 4711 - Analysis and Development of Sport Skills

Lec. 2, Lab 2. Credit 4.

Prerequisite: Physical Education licensure major and acceptance into Teacher Education. This course includes multiple opportunities for candidates to examine and develop instructional methods related to planning, teaching and analyzing skills appropriate for secondary physical education. Candidates will prepare and teach multiple lessons using the State of Tennessee standards for physical education in grades 6-8 or 9-12. The EdTPA lesson plan template and assessment process is utilized during this course. Practicum hours are required for the completion of this course. A grade of "B" or better is required to progress to Residency.

From:

EXPW 4721 - Methods of Elementary Movement

Credit 4.

Prerequisite: Licensure major and acceptance into Upper Division Teacher Education.
Instructional methods motor skills and movement concepts, including rhythms and gymnastics.

To:

EXPW 4721 - Methods of Elementary Movement

Lec. 2, Lab 2. Credit 4.

Prerequisite: Physical Education licensure major and acceptance into Teacher Education. This course includes multiple opportunities and experiences for the physical education candidate to obtain relevant knowledge about teaching physical education that is elementary school specific. Various instructional methods for teaching motor skills and movement concepts, including rhythms and gymnastics are covered. Candidates will prepare and teach multiple lessons using the State of Tennessee standards for physical education in grades K-2 or 3-5. The EdTPA lesson plan template and assessment process is utilized during this course. Practicum hours are required for the completion of this course. A grade of "B" or better is required to progress to Residency.

From:

EXPW 4871 - Residency I.

Fall only. Credit 5.

Prerequisite: Licensure major, acceptance into Upper Division Teacher Education and completion of EXPW 4711 and EXPW 4721 with a grade of B or higher.

Corequisite: EXPW 4872. Supervised experience. in authentic teaching of elementary and secondary physical education classes.

A grade of B is required to meet degree requirements.

To:

EXPW 4871 - Residency I.

Fall only. Credit 5.

Prerequisite: Physical Education licensure major, acceptance into Teacher Education and completion of EXPW 4711 and EXPW 4721 with a grade of B or higher.

Corequisite: EXPW 4873.

This course is a supervised authentic teaching experience. Candidates are assigned placement in a school where they spend 12 hours per week for the duration of the semester job shadowing, preparing and teaching. There are multiple evaluations by a university supervisor during this residency experience. Individual guidance and assistance is given to each candidate during Residency I in preparation for success in Residency II.

A grade or B is required to meet degree requirements.

From:

EXPW 4881 - Residency II

Spring only. Credit 10.

Prerequisite: Licensure major, acceptance into Upper Division Teacher Education, and completion of EXPW 4871 and with EXPW 4872 with a grade of B or higher.

Corequisite: EXPW 4882.

Supervised experience in full-time teaching of elementary and secondary physical education.

To:

EXPW 4881 - Residency II

Spring only. Credit 10.

Prerequisite: Physical education licensure major, acceptance into Teacher Education, completion of EXPW 4871 and EXPW 4873 with a grade of B or higher.

Corequisite: EXPW 4882. This is the final semester of Residency which is a full-time, supervised teaching experience where the candidate teaches physical education at either the elementary,

middle or high school level. The candidate must complete and submit the EdTPA assessment during this course, and score mimimum or higher for program completion, graduation and gaining a Tennessee teaching license. For cut scores and timelines see Office of Teacher Education.

From:

EXPW 4882 - Professional Seminar II

Spring. Credit 2.

Corequisite: EXPW 4881. Seminar on issues related to the interrelationships among school, culture and society; a historical, philosophical and sociological analysis.

To:

EXPW 4882 - Professional Seminar II

Spring Only. Credit 2.

Corequisite: EXPW 4881. This course is a seminar on issues related to the interrelationships among school, culture and society; a historical, philosophical and sociological analysis.

From:

EXPW 3091 - Coaching Individual Sports

Lec. 2. Lab.1. Credit 3.

Prerequisite or corequisite: EXPW 3180. A study of skills, knowledge, strategies and leadership associated with coaching selected individual sports.

To:

EXPW 3091 - Coaching Individual Sports

Lec. 2. Lab.1. Credit 3.

Prerequisite or corequisite: EXPW 3180. This course is a study of philosophies, skills, knowledge, strategies and leadership associated with coaching selected individual sports.

From:

EXPW 4900 - Research Methods in Exercise Science

Lec. 3. Credit 3.

Prerequisite: Senior Standing and completion of EXPW 4730. The purpose of this course is to prepare students to search/cite/reference articles properly, write correct research hypotheses, and be able to properly cite information using the APA manual.

To:

EXPW 4900 - Research Methods in Exercise Science

Lec. 3. Credit 3.

Prerequisite: Senior Standing and completion of EXPW 4730.

This undergraduate course provides a comprehensive introduction to research proposal writing, research methodologies, and foundational research theories and protocols. Students in this course learn about the cyclical nature of applied research and the process of research writing.

From:

EXPW 3560 - Techniques and Tactics of Sports

Lec. 2. Credit 2.

This course is designed to explore a variety of sports including required skills for game play, rules, offensive and defensive strategies and more.

To:

EXPW 3560 - Techniques and Tactics of Sports

Lec. 1, Lab. 2. Credit 2.

This course is designed to explore a variety of sports. Students will examine skills required for game play, rules of plan, offensive and defensive strategies and more. Participation in a variety of sports is required.

From:
EXPW 3660 - Curriculum in Physical Education
Lec. 2. Credit 2.
Prerequisite: Full admission to the Teacher Education Program.
This course examines various curriculum models in physical education and prepares teacher candidates to construct curricula in physical education.
To:
EXPW 3660 - Curriculum in Physical Education
Lec. 2. Credit 2.
Prerequisite: Full admission to the Teacher Education Program.
This course examines various curriculum models in physical education and prepares teacher candidates to construct and evaluate curricula in physical education.
From:
EXPW 4731 - Assessment in the Physical Education Classroom
Lec. 2. Credit 2.
Prerequisite: Full admission to the Teacher Education Program. This course will provide teacher candidates with opportunities to learn various forms and kinds of testing and measurement valid in physical education.
To:
EXPW 4731 - Assessment in the Physical Education Classroom
Lec. 2. Credit 2.
Prerequisite: Full admission to the Teacher Education Program. This course provides teacher candidates with multiple opportunities to construct and administer various assessment measures and to interpret data from assessing student performance and learning in physical education. The EdTPA assessment tool – TASK 3 is examined. Use of rubrics, administering standardized fitness tests, administering various skills tests and analyzing the results is included.
From:
EXPW 4873 - Professional Seminar I
Fall. Lec. 3. Credit 3.
Prerequisite: Full admission to the Teacher Education Program; completion of EXPW 4711 and EXPW 4721 with a grade of B or better.
Corequisite: EXPW 4871. Problem-based learning directly related to individual experiences in EXPW 4871 - Residency 1 and potential teaching situations. Attention given to Ready 2 Teach and EdTPA.
To:
EXPW 4873 - Professional Seminar I
Fall Only. Lec. 3. Credit 3.
Prerequisite: Full admission to the Teacher Education Program; completion of EXPW 4711 and EXPW 4721 with a grade of B or better.
Corequisite: EXPW 4871.
This seminar is a problem-based learning experience that is directly linked to individual candidate's experiences in EXPW 4871 – Residency I and potential teaching situations. Special attention is given to Ready 2 Teach and EdTPA.
From:
EXPW 4032 - Training for Performance
Lec. 3. Credit 3.
Prerequisite: Junior or Senior Standing in EXPW. Theoretical understanding and practical development of training programs intended to maximize sport performance.

To:
EXPW 4032 - Training for Performance
Lec. 3. Credit 3.
The purpose of this course is to expose students to theory that dictates physical training for sport performance as well as the practical application of physical training and evaluation. Students will participate in various in-class evaluation, practical training, and prescription activities. **The course will also serve as a beginning preparatory course for the NSCA CSCS examination.**

Motion to approve. Christy Killman
Second. Barry Stein
Vote. Carried without objections.

D. Memo, Feb. 15, 2017: New Course Offered in PHED 1540*- Rescue Diver.

This new course is due the popularity of the Scuba courses. Rescue Diver certification will be available at the conclusion of the course. ****The course number was changed from 1560 after the Curriculum Committee meeting; Registration advised 1560 had been used previously and could not be used again.***

Motion to approve. Christy Killman
Second. Barry Stein
Vote. Carried without objections.

4. <u>Course addition, curriculum changes, Craft Center Certificate update from School of Art, Craft, & Design.</u>

A. Memo, Feb. 7, 2017: Course Addition and Curriculum Change to Program of Study in UG Catalog- BFA, Conc. in Design.

1) Course Addition.

ART 3251- Independent Studies in Design. Credit 1-3. Prerequisite: Consent of the instructor. Directed projects in design arranged between the student and instructor.

Motion to approve. Kim Winkle
Second. Christy Killman
Vote. Carried without objections

2) Curriculum Changes.

BFA, Design Concentration, Digital Media Emphasis, Freshman Year
From:
UNIV 1020 First Year Connections Credit 1 (Freshman year TOTAL 31 hours)
To:
UNIV 1020 First Year Connections Credit 1[1] (Freshman year TOTAL 30 Hours)
Note: [1]This course is not included in the 120-hour curriculum and does not apply to transfer students.

BFA, Design Concentration, Digital Media Emphasis, Sophomore Year
From:
SPCH 2410- Introduction to Speech Communication
To:
SPCH 2410- Introduction to Speech Communication or PC 2500- Communicating in the Profession

BFA, Design Concentration, Digital Media Emphasis, Senior Year
From:
ART 3250-Independent Studies in Design Credit: 1-3
To:
ART 3250-Independent Studies in Design Credit: 1-3 AND/OR ART 3251-Independent Studies in Design Credit: 1-3 (any combination of 4 hours required)

Motion to approve. Kim Winkle
Second. Ted Pelton
Vote. Carried without objections

B. Memo, Feb. 10, 2017: Update in catalog for Craft Certificate Program of Study.
Delete Art 2070 Digital Art Basics, which has not been taught since 2013, and replace it with ART 1250 Introduction to Digital Imaging.

Motion to approve. Kim Winkle
Second. Kurt Eisen
Vote. Carried without objections

5. Information Item from Curriculum & Instruction.

Memo, Sept. 29, 2015: Changes to Graduate Catalog (Add. Of Flight Path & Fast Track; change provisional standing wording).

This memo is regarding the establishment of a Curriculum & Instruction *Flight Path,* the establishment of a Curriculum & Instruction *Fast Track* program, and updates to the provisional standing requirements for the Master's and Educational Specialist levels for the Curriculum & Instruction and Instructional Leadership degree programs.

6. Course Revisions for BSME program from Mechanical Engineering.

Memo, Mar. 6, 2017: BSME course revisions for 2017 – 18 catalog year.

1) Additions.
ME 4900: Special Topics Cr. 3.
Prerequisites: Junior or Senior Standing. Special topics of current interest in mechanical engineering that are not covered in existing courses. Because of the impossibility of duplicating the conditions for a special topic, this course may not be repeated for the improvement of a grade. *Effective Fall 2017.*

2) Changes.
From:
ME 4990: Special Problems Credit 1 to 9 per semester. Maximum 24.
Prerequisite: Approval of department chairman. Investigation of current topics in the student's area of interest. Because of the impossibility of duplicating the conditions for a special topic, this course may not be repeated for the improvement of a grade.
To:
ME 4990: Undergraduate Research Credit 3.
Prerequisite: Approval of course instructor and department chairman. Investigation of current research and development interests. May be taken by a single student or by a small group of students if the investigation requires. Because of the impossibility of duplicating the conditions for the investigation, this course may not be repeated for the improvement of a grade.

Motion to approve. Mohan Rao
Second. Ahmed Elsawy
Vote. Carried without objections

7. Course and curriculum changes from Electrical and Computer Engineering.

Memo, Feb. 22, 2017: ECE Course and Curriculum Changes.

1) Catalog Changes.

From:
ECE 2001 - Computer-Aided Engineering in ECE Lec. 1. Credit 1.
Prerequisite: C or better in CSC 2100, C or better in ECE 2010 and C or better in MATH 2010 (ECE 2010 may be taken concurrently).
To:
ECE 2001 - Computer-Aided Engineering in ECE Lec. 1. Credit 1.
Prerequisite: C or better in either CSC 1300 or CSC 2100, C or better in ECE 2010, and C or better in MATH 2010 (ECE 2010 may be taken concurrently).
From:
ECE 2110 - Introduction to Digital Systems Lec. 3. Credit 3.
Prerequisite: C or better in CSC 2100.
To:
ECE 2110 - Introduction to Digital Systems Lec. 3. Credit 3.
Prerequisite: C or better in either CSC 1300 or CSC 2100.
From:
ECE 3130 - Microcomputer Systems Lec. 3. Lab. 3. Credit 4.
Prerequisite: C or better in CSC 2100, C or better in ECE 2011, and C or better in ECE 2110.
To:
ECE 3130 - Microcomputer Systems Lec. 3. Lab. 3. Credit 4.
Prerequisite: C or better in either CSC 1300 or CSC 2100, C or better in ECE 2011, and C or better in ECE 2110.
From:
ECE 3210 - Control System Analysis Lec. 3. Credit 3.
Prerequisite: PHYS 2110 and C or better in ECE 3010.
To:
ECE 3210 - Control System Analysis Lec. 3. Credit 3.
Prerequisite: PHYS 2110 and C or better in either ECE 3010 or ME 3050.
From:
ECE 4210 (5210) - Control System Design Lec. 3. Credit 3.
Prerequisite: (C or better in ECE 3210 and C or better in ECE 3260) **or** ~~(C or better in ME 3050 and C or better in ME 3060).~~
To:
ECE 4210 (5210) - Control System Design Lec. 3. Credit 3.
Prerequisite: C or better in ECE 3210 and C or better in ECE 3260.

2) Curriculum Changes (*Freshman Year*).

From:
Change CSC 2100 and CSC 2101- Introduction to Problem Solving and Computer Programming, Cr. 3 and Lab, Cr. 1,
To:

CSC 1300- Introduction to Problem Solving and Computer Programming Credit: 4

Motion to approve. Wayne Johnson
Second. Steve Frye
Vote. Carried without objections

8. Course changes and new courses from General and Basic Engineering.

A. Memo, Feb. 21, 2017: Removal of Course Prerequisite for ENGR 1110.

This proposal removes all listed course prerequisites for ENGR 1110. Several changes within the University and the College of Engineering have eliminated the need for this prerequisite.

Motion to approve. Kristine Craven
Second. Christy Killman
Vote. Carried without objections

B. Memo, Feb. 21, 2017: Addition of Courses for BSE Program.

1) Additions.

ENGR 2810 - ELECTRICAL ENGINEERING FUNDAMENTALS I Lec. 3, Credit 3.
Prerequisite: MATH 1920. An introduction to fundamental principles of electrical circuits, DC and AC circuit analysis techniques. First and second order transients. Frequency response and filters. Digital logic circuits. Circuit simulation with SPICE.

ENGR 2820 - ELECTRICAL ENGINEERING FUNDAMENTALS II Lec. 3, Credit 3.
Prerequisite: ENGR 2810. Continuation of ENGR 2810. Electronic devices and circuits including diodes, transistors and op amps. Transformers and electromechanics of DC and AC machines. Circuit simulation with SPICE.

ENGR 2821 - ELECTRICAL ENGINEERING FUNDAMENTALS LABORATORY Lab. 3, Credit 1.
Prerequisite: ENGR 2820 (ENGR 2820 may be taken concurrently). Introduction to electrical and electronic components, circuit construction, test equipment, and measurement techniques; DC and AC measurements, applications of transistors, operational amplifiers, and digital logic.

Motion to approve. Kristine Craven
Second. Christy Killman
Vote. Carried without objections

9. Name and course number changes, catalog updates from Communications.

A. Memo, Jan 17, 2017: Request to change the name of the concentration from Speech Communication to Communication Studies.

From:
Communication, Speech Communication Concentration, B.S.
Prefix: SPCH
To:
Communication, Communication Studies Concentration, B.S.
Prefix: COMM

Motion to approve. Brenda Wilson
Second. Christy Killman
Vote. Carried without objections

B. Memo, Jan 17, 2017: Request to change course numbers and names in order to align with the Tennessee Transfer Pathway.

From:

SPCH 2410: Introduction to Communication
SPCH 2000: Introduction to Organizational Communication
SPCH 2430: Interpersonal Communication

To:

COMM 2025: Fundamentals of Communication
COMM 2075: Organizational Communication
COMM 2090: Interpersonal Communication

Motion to approve. Brenda Wilson
Second. Christy Killman
Vote. Carried without objections

C. Memo, Jan. 17, 2017: Request to change the minor from Speech Communication to Communication.

From:

Minor- ~~Speech~~ Communication
SPCH 2410 - Introduction to Speech Communication Credit: 3. or
PC 2500 - Communicating in the Professions Credit: 3.
Additionally the minor will consist of 4 courses offered by the speech communication program, two of the courses must be upper division (3000 and above). SPCH 4440 - Semiotics can be applied to the minor in speech communication.

To:

Minor- Communication
COMM 2025 - Fundamentals of Communication Credit: 3. or
PC 2500 - Communicating in the Professions Credit: 3.
Additionally the minor will consist of 4 courses offered by the Communication Studies Program, two of the courses must be upper division (3000 and above). JOUR 2200 – Mass Communication in a changing Society can be applied to the minor in Communication.

Motion to approve. Brenda Wilson
Second. Christy Killman
Vote. Carried without objections

D. Memo, Jan. 17, 2017: Request to change course to align with the Tennessee Transfer Pathway.

From:

COMM 3000 Computer Mediated Communication
An examination of computer, internet, and digital interaction as a form of human communication achieved through computer technology. Analysis of how the use of electronic devices such as email, instant messaging, cell phones, internet, blogs, and video games affects interpersonal and group dynamics.

To:

COMM 3000 Computer Mediated Communication
An examination of human communication achieved through computer technology. Analysis of how the use of electronic devices such as email, instant messaging, cell phones, internet, blogs, video games, etc. affects interpersonal and group communication.

Motion to approve. Brenda Wilson
Second. Christy Killman
Vote. Carried without objections

E. Memo, Jan. 17, 2017: Request to fix a few minor typos and to change the designation from Directed Electives to Electives.

Freshman Year.
From:
SPCH 2410- Introduction to Speech Communication Credit: 3
Social/Behavioral~~s~~ Science Elective Credit: 3
SPCH 1020- Foundations of Communication Credit: 3
~~Directed~~ Elective Credit: 1
To:
COMM 2025- Fundamentals of Communication Credit: 3
Social/Behavioral Science Elective Credit: 3
COMM 1020- Foundations of Communication Credit: 3
Elective Credit: 1

Sophomore Year.
From:
SPCH 2000 - ~~Introduction to~~ Organizational Communication Credit: 3
SPCH 2430 - Interpersonal Communication Credit: 3
~~Directed~~ Electives~~2~~ Credit: 6
To:
COMM 2075 – Organizational Communication Credit: 3
COMM 2090 - Interpersonal Communication Credit: 3
Electives Credit: 6

Junior Year.
From:
SPCH 3620 - Intercultural Communication Credit: 3
SPCH-3630 - Discussion and Parliamentary Procedure Credit: 3
Mass ~~Communiation~~ Application Elective1 Credit: 3
~~Directed~~ Elective~~2~~ Credit: 3
To:
COMM 3620 - Intercultural Communication Credit: 3
COMM 3630 - Discussion and Parliamentary Procedure Credit: 3
Mass Communication Application Elective[1] Credit: 3
Electives Credit: 3

Senior Year.
From:
SPCH 4620 (5620) - Advanced Public Speaking Credit: 3
SPCH 4630 (5630) - Persuasion Credit: 3
~~Directed~~ Electives~~2~~ Credit: 12
To:
COMM 4620 (5620) - Advanced Public Speaking Credit: 3.
COMM 4630 (5630) - Persuasion Credit: 3.
Electives Credit: 12

Notes.

From:

1. Students may choose from the following: JOUR 3400, JOUR 3460, JOUR 3750.
2. ~~Elective course to be selected in consultation with academic advisor.~~
3. Students may choose from the following: COMM 4440, SPCH 3000, SPCH 3120, SPCH 4410, SPCH 4430, SPCH 4603, SPCH 4900.
4. Students may choose from the following: SPCH 2000, SPCH 2800, SPCH 3130, SPCH 3400, SPCH 4540, SPCH 4550, SPCH 4603, SPCH 4850, SPCH 4900.
5. This course is not included in the 120-hour curriculum.

To:

1. Students may choose from the following: JOUR 3400, JOUR 3460, JOUR 3750.
2. Students may choose from the following: COMM 4440, COMM 3000, COMM 3120, COMM 4410, COMM 4430, COMM 4603, COMM 4900.
3. Students may choose from the following: COMM 2000, COMM 2800, COMM 3130, COMM 3400, COMM 4540, COMM 4550, COMM 4603, COMM 4850, COMM 4900.
4. This course is not included in the 120-hour curriculum.

Motion to approve. Brenda Wilson
Second. Christy Killman
Vote. Carried without objection

10. <u>TTP alignment and new course from Earth Sciences.</u>

Memo, Feb. 22, 2017: TTP alignment; addition of a new course.

1) Additions.

GEOL 3750 – Stable Isotope Geochemistry Lecture 3, Lab 2, Credit 4
Prerequisites: GEOL 2500 and CHEM 1110. Course Description: This course will emphasize the geochemical elements of the Earth system. We will look at the nomenclature of stable isotope systems and look at the application to earth and environmental systems.

2) Changes.

From:
GEOG 1110 – World Geography
GEOG 1120 – Human Geography
GEOG 1040 – The Dynamic Earth
GEOG 1310 – Concepts of Geology

To:
GEOG 1035 – World Regional Geography I
GEOG 1012 – Cultural Geography
GEOL 1040 – Physical Geology
GEOL 1070 – Concepts of Geology

Motion to approve. Michael Harrison
Second. Brenda Wilson
Vote. Carried without objection

11. <u>Course and catalog changes from Early Childhood Education.</u>

Memo, Jan. 31, 2017: Course/Catalog Change- Effective Fall 2017.
Add prerequisite to ECED 4221 – Early Intervention Field Experience
From:
Prerequisite: ECED 4230(5230). Corequisite: ECED 4240(5240).

To:
Prerequisite: Full admission to the Teacher Education Program; ECED 4230(5230). Corequisite: ECED 4240(5240).
Friendly amendment*- Dr. Huo advised to correct the credit hours **from** Lab. 1 Credit 1 **to** Lab. 2 Credit 1.*
Motion to approve with friendly amendment. Christy Killman
Second. Barry Stein
Vote. Carried without objections

12. <u>Curriculum changes and emphasis name change from Manufacturing and Engineering Technology.</u>
Memo, Mar. 1, 2017: MET curriculum changes.

1) Change Area of Emphasis I **from** Manufacturing Systems Engineering Technology **to** Mechatronics Engineering Technology.
2) Remove ENGR 1120 Programming for Engineers (2 cr.hr.) as required courses and replace it with CSC 1300 (4 cr.hr.)
3) Change **MET 3260-Industrial Electronics** (2 cr.hr.) to a required course for Concentration I ONLY.
4) Change **ECE 3270-Programmable Logic Controller** (1 Cr.hr.) to a required course for Concentration I ONLY.
5) Remove MET 3740 – Six Sigma Tools and Techniques (2cr.hr.) as a required class for the BSET.
6) Change **MET 4250(5250) Applied Mechatronics** (3 cr.hr.) to a required course for Concentration I ONLY.
7) Add **BMGT 4930 (5930) - Business Strategy** to Concentration II.

Motion to approve. Ahmed Elsawy
Second. Jeff Roberts
Vote. Carried without objections

13. <u>Course changes and additions from Political Science.</u>
A. Memo, Mar. 1, 2017: Proposed Course Number change [for TTP alignment].
From: POLS 1000 – American Government
To: POLS 1030 – American Government
Motion to approve. James Raymondo
Second. Brenda Wilson
Vote. Carried without objections

B. Memo, Mar. 1, 2017: Proposed Course Additions.
Add **CJ-SOC 4050 Crime and Media** Lecture 3.00 Credit Hours 3.00. Prerequisite SOC 1010 or SOC/CJ 2660 or consent of the instructor. An analysis of crimes, criminals, and punishment as they appear in American popular culture and various media.
Motion to approve. James Raymondo
Second. Brenda Wilson
Vote. Carried without objections

C. Memo, Mar. 1, 2017: Development of an accelerated on-line version of the SOC/CRCJ major. (Information Item)
The department of Sociology & Political Science met on Tuesday 2-14-17 and unanimously passed the motion to approve the alternative delivery method for our existing SOC/CRCJ major.

14. Course and curriculum changes from Math.

Memo, Feb. 23, 2017: Course and curriculum changes.

1) Replace **CSC 2100-2101** (4 hrs) with CSC 1300 (4 hrs)

2) Add Math 3070-3080 Statistical Methods I and Statistical Methods II to the list of approved Applied Math Sequences for the B.S. in Mathematics

Motion to approve. Allan Mills
Second. Joe Roberts
Vote. Carried without objection

15. Course additions from History.

Memo, Feb. 22, 2017: Course Addition.
*Add **HIST 4885/5885 History of Nursing and Healthcare** Lec. 3, Credit 3. Prerequisite: None*
Catalogue Description: Lec. 3 Credit 3. Considers issues relating to the history of nursing and healthcare.
Motion to approve. Jeff Roberts
Second. Christy Killman
Vote. Carried without objection

16. Course and curriculum changes, course additions from Agriculture.

A. Memo, Feb. 9, 2017: Course and Curriculum Changes.

1) Course Changes.

From:
AGRN 4110 (5110) - Forage Crops Production and Management Spring. Lec. 3. Lab. 2. Credit 4.
Prerequisite: AGRN 1100, AGRN 1110 and AGRN 3210 , AGRN 3220.
To:
AGRN 4130 (5130) - Forage Crops Production and Management
Spring. Lec. 2. Lab. 2. Credit 3.
Prerequisite: AGRN 1100, AGRN 1110 and AGRN 2300 , AGRN 2310 .
Friendly Amendment: *Due to a credit hour change, the course number for AGRN 4110 (5110) had to be changed.*

2) Curriculum Changes.

a) Change elective credit in AGRN curriculum **from** 4-9 credit hours **to** 5-10 credit hours
b) Change elective credit in ANSC curriculum **from** 3 credit hours **to** 4 credit hours

Motion to approve. Dennis Duncan
Second. Melinda Anderson
Vote. Carried without objection

B. Memo, Feb. 23, 2017: Course addition.

AGRN 3010 Pesticide Safety/Certification. Lec. 2 Credit 1.
Students receive training in the proper use of pesticides to protect public health and the environment. Students have the opportunity to be tested for the TN Private Pesticide Applicator Certification will be administered for an additional fee. 8 week course.

Motion to approve. Dennis Duncan

Second. Melinda Anderson
Vote. Carried without objection

C. Memo, Feb. 22, 2017: Course addition.
AGHE 3000 (**WSL2**) **Leadership and Service.** Lec. 3 Credit 3.
This course will identify students' leadership and communication capacities (soft skills) and demonstrate how they can be more effective and impactful in the workplace.
Motion to approve. Dennis Duncan
Second. Melinda Anderson
Vote. Carried without objection

18. <u>Curriculum changes from Human Ecology.</u>
Memo, Feb. 28. 2017: Curriculum Changes.

1) Housing and Design Curriculum Changes.
Freshman year- **remove** ART 1010, **add** SOC requirement
Sophomore year- **move** SOC 1010 or SOC 1100 requirement to Freshman year, **add** HEC 2320 – Analysis of Apparel and Furnishings

Motion to approve. Melinda Anderson
Second. Dennis Duncan
Vote. Carried without objection

19. <u>Curriculum changes from Foreign Languages.</u>
Memo, Feb. 22, 2017: Curriculum Changes to Dept. of Foreign Languages.

1) Curriculum Changes.
French, German, Spanish Majors- Options 1 & 2
From:
History elective (6): HIST 1010, HIST 1020
To:
History elective (6):
Either HIST 1010 or HIST 1110 (3) [new #s HIST 2210 or HIST 2310]
AND
Either HIST 1020 or HIST 1120 (3) [new #s HIST 2220 or HIST 2320]

2) New Footnote.
French, German, Spanish Majors- Options 1 & 2
Add: Foreign language majors must pass this course with a minimum of C or better in order to continue on to the next course in the sequence.

Motion to approve. Mark Groundland
Second. Jeff Roberts
Vote. Carried without objection

20. <u>New courses from Environmental and Sustainability Studies.</u>
Memo, Mar. 7, 2017: Four new courses in the School of Environmental Studies.

1) Course Additions.

ESS 1200 - Environmental Research I (Lecture 1, Lab 4, Credit 3)
ESS 2200 – Environmental Research II (Lecture 1, Lab 4, Credit 3)
ESS 2300 – Environmental Science Communication (Lecture 2, Lab 3, Credit 3)
ESS 4200 – Advanced Environmental Research (Lecture 1, Lab 4, Credit 3)

Motion to approve. Hayden Mattingly
Second. Joe Roberts
Vote. Carried without objection

21. <u>New courses for Interdisciplinary Studies.</u>

Memo, Mar. 8, 2017: New Course Approval

1) Course Additions.

LIST 4041, 4042, 4043 – Directed Studies Indep. St. 1, 2, or 3; Credit 1, 2, or 3
LIST 4921, 4922, 4923 – Special Topics Lec 1, 2, or 3; Credit 1, 2, or 3
LIST 4440-4449 – Workshop Lec 1, Credit 1
LIST 3410– Team Building and Workplace Dynamics* Lec 3, Credit 3
LIST 3500– Non Profit Leadership* Lec 3, Credit 3
RELS 4041, 4042, 4043 – Directed Study Indep. St. 1, 2, or 3 Credit 1, 2, or 3
RELS 4300 – New Religious Movements* Lec 3, Credit 3
RELS 3300 – Martin Luther King Jr.: Rhetoric & Theology of Non-Violent Social Change Lec.3,Credit 3
RELS 4110 – Jesus in History, Faith, and Tradition* Lec 3, Credit 3

Motion to approve. Steven Frye
Second. Joe Roberts
Vote. Carried without objection

22. <u>Move of Psychology to College of Education in the catalog.</u>

Memo, Mar. 1, 2017: Request to move the B.S. degree in Psychology to College of Education.
Motion to approve. Barry Stein
Second. Kurt Eisen
Vote. Carried without objection

23. <u>Course and curriculum changes, new courses from Accounting.</u>

A. Memo, Feb. 1, 2017: Change lists of acceptable Communications electives for the ACCT Major.

From:
SPCH 2410 or PC 2500 if not taken as part of the General Education Core Communication requirement, ENGL 3250, ENGL 4970 (5970); MET 4010; ~~SPCH 3130, SPCH 3630,SPCH 4430 (5430), SPCH 4620 (5620), SPCH 4630 (5630); FREN/GERM/SPAN 1010 or 1020.~~

To:
SPCH 2410 or PC 2500 if not taken as part of the General Education Core Communication requirement, PC 3250, ENGL 3250, ENGL 4790 (5790), MET 4010 or BGMT 3720

Motion to approve. Curtis Armstrong
Second. Julie Galloway
Vote. Carried without objection

B. Memo, Feb. 1, 2017: Course Description Change for ACCT 3170.

From:
Contemporary theory and procedures that provide information for reports of the financial positions, results of operations, and cash flows of modern business corporations. ~~Enrollment in junior or senior~~

~~level accounting classes requires junior standing.~~ All business majors must have completed the Basic Business Program. Accounting majors must earn a grade of C or better to graduate.

To:

In-depth treatment of traditional financial accounting topics including standards setting, the accounting processing cycle, financial statement form and content, revenue recognition, time value of money, and accounting and reporting of current assets. Emphasis is placed on the development of technical accounting skills including basic theory, valuation, and measurement. All business majors must have completed the Basic Business Program. Accounting majors must earn a grade of C or better to graduate.

Friendly Amendment: *Dr. Rand advised the effective date of this change is going to be Fall 2018 instead of Fall 2017.*

Motion to approve with friendly amendment. Richard Rand
Second. Curtis Armstrong
Vote. Carried without objection

C. Memo, Feb. 1, 2017: Course Description Change for ACCT 3180.

From:

Continuation of ACCT 3170 ~~with emphasis on specific problem areas~~. Enrollment in junior or senior level accounting classes requires junior standing. All business majors must have completed the Basic Business Program. Accounting majors must earn a grade of C or better to graduate.

To:

Continuation of ACCT3170. In-depth treatment of accounting and reporting for current and non-current assets and current and non-current liabilities. Emphasis is placed on the development of technical accounting skills including basic theory, valuation, and measurement. Enrollment in junior or senior level accounting classes requires junior standing. All business majors must have completed the Basic Business Program. Accounting majors must earn a grade of C or better to graduate.

Friendly Amendment: *Dr. Rand advised the effective date of this change is going to be Fall 2018 instead of Fall 2017.*

Motion to approve with friendly amendment. Richard Rand
Second. Julie Galloway
Vote. Carried without objection

D. Memo, Feb. 1, 2017: Course description correction for ACCT 4230, 4340, 4410, 4530, 4600, & 4750.

Delete the phrase, "Accounting majors must earn a grade of C or better to graduate" from the course descriptions for ACCT 4230, 4340, 4410, 4530, 4600, 4700, 4750, 4800, 4900, 4901, and 4902.

Motion to approve. Richard Rand
Second. Julie Galloway
Vote. Carried without objection

E. Memo, Feb. 1, 2017: Change Course Name for ACCT 4410 Financial Accounting and Reporting III and change course descriptions.

From:

ACCT 4410 – Financial Accounting and Reporting III Lec. 3. Credit 3.

Prerequisite: ACCT 3180 with a grade of C or better. Theory and problems relating to consolidation and liquidations, international accounting, ~~governmental accounting~~ and partnerships. Enrollment in junior or senior level accounting courses requires junior standing. All business major must have completed the Basic Business Program. ~~Accounting majors must earn a grade of C or better to graduate.~~

To:

ACCT 4410 – Mergers, Acquisitions, Partnership Equity and Other Topics Lec. 3. Credit 3.

Prerequisite: ACCT 3180 with a grade of C or better. Theory and problems relating to consolidation and liquidations, international accounting, and accounting for partnership equity. Enrollment in junior or senior level accounting courses requires junior standing. All business major must have completed the Basic Business Program.

Motion to approve. Richard Rand
Second. Julie Galloway
Vote. Carried without objection

F. Memo, Feb. 1, 2017: Cross-listing of 4000-level accounting courses. [Information Item]

The Department of Accounting requests that the following 4000-level courses be cross-listed in the catalog as 4000 (5000) level courses [for the new Master of Accountancy program].
ACCT 4320 (5320) Advanced Managerial Accounting
ACCT 4600 (5600) Forensic Accounting and Fraud Auditing
ACCT 4700 (5700) International Experience in Accounting

G. Memo, Feb. 1, 2017: New Course ACCT 3190.

ACCT 3190 Financial Accounting and Reporting III Lec. 3. Credit. 3.
Continuation of ACCT 3180. In-depth treatment of accounting and reporting for non-current liabilities and equity, share-based compensation, accounting changes and error corrections, and the statement of cash flows. Emphasis is placed on the development of technical accounting skills including basic theory, valuation, and measurement. Enrollment in junior or senior level accounting classes requires junior standing. Accounting majors must earn a C or better to graduate.

Friendly Amendment: *Dr. Rand advised the effective date of this change is going to be Fall 2018 instead of Fall 2017.*

Motion to approve with friendly amendment. Richard Rand
Second. Curtis Armstrong
Vote. Carried without objection

H. Memo, Feb. 15, 2017: Creation of three internship oriented courses.

1) **DS 3500 – Internship in Business and Information Technology**. Lec. 3. Credit 3.
Prerequisite: Consent of BIT Internship Coordinator or Department Chairperson. A directed professional experience in the field of Business and Information Technology. Junior or Senior Standing Required.

2) **DS 3515 – Internship in Business Intelligence and Analytics**. Lec. 3. Credit 3.
Course Description: Prerequisite: Consent of BIA Internship Coordinator or Department Chairperson. A directed professional experience in the field of Business Intelligence and Analytics. Junior or Senior Standing Required.

3) **BMGT 3525 – Internship in Management.** Lec. 3. Credit 3.
Course Description: Prerequisite: Consent of Management Internship Coordinator or Department Chairperson. A directed professional experience in the field of Management. Junior or Senior Standing Required.

Motion to approve. Julie Galloway
Second. Curtis Armstrong
Vote. Carried without objection

I. Memo, Feb. 15, 2017: Creation of a special topics course in Entrepreneurship.

ENTR 4900 – Special Topics in Entrepreneurship. Lec. 3. Credit 3.

Course Description: Prerequisite: Consent of instructor. Current topics in Entrepreneurship. All business majors must have completed the Basic Business Program.

Motion to approve. Julie Galloway

Second. Curtis Armstrong

Vote. Carried without objection

J. Memo, Feb. 1, 2017: New Program of Study for Accounting Majors.

1) Footnote 2- Sophomore Year.

From:

[2]Elective courses are to be selected in consultation with the academic advisor. UBUS 1020 may not be required in some instances. MATH 1000 and READ 1010 does not count as credit toward BSBA degree completion, including as elective. See advisor.

To:

[2]Elective courses are to be selected in consultation with the academic advisor. UBUS 1020 may not be required in some instances. MATH 1000 and READ 1010 do not count as credit toward BSBA degree completion, including as electives. See advisor.

2) Course Requirements- Junior Year.

Remove:

ACCT 3620 – Auditing I Credit: 3.

DS 3520 – Operations Management Credit: 3.

Add:

FIN 3210 - Principles of Managerial Finance Credit: 3.

MKT 3400 - Principles of Marketing Credit: 3.

3) Course Requirements- Senior Year.

Remove:

MKT 3400- Principles of Marketing Credit: 3.

FIN 3210- Principles of Managerial Finance Credit: 3.

Add:

ACCT 3620- Auditing I Credit: 3.

DS 3520- Operations Management Credit: 3.

4) Footnotes 1 – 3- Senior Year.

From:

[1]SPCH 2410 or PC 2500 if not taken as part of the General Education Core Communication requirement, ENGL 3250, ENGL 4970 (5970), MET 4010, ~~SPCH 3130, SPCH 3630, SPCH 4430 (5430), SPCH 4620 (5620), SPCH 4630 (5630), FREN/GERM/SPAN 1010 or 1020.~~

To:

[1]SPCH 2410 or PC 2500 if not taken as part of the General Education Core Communication requirement, PC 3250, ENGL 3250, ENGL 4970 (5970), MET 4010, or BGMT 3720.

From:

[2]Accounting electives, select ~~two~~ course~~s~~:

ACCT 4230 - Advanced Managerial Accounting

ACCT 4340 - Tax Management for Entities
ACCT 4410 – Mergers, Acquisitions, Partnership Equity, and other Topics
ACCT 4530 - Governmental and Not-For-Profit Accounting
ACCT 4600 - Forensic Accounting and Fraud Auditing
ACCT 4700 - International Experiences in Accounting
~~ACCT 4750 - Auditing in an EDP Environment~~
ACCT 4800 - Internship in Accounting

To:

[2]Accounting electives, select one course:
ACCT 4230 (5230) - Advanced Managerial Accounting
ACCT 4340 - Tax Management for Entities
ACCT 4410 – Mergers, Acquisitions, Partnership Equity, and other Topics
ACCT 4530 - Governmental and Not-For-Profit Accounting
ACCT 4600 (5600) - Forensic Accounting and Fraud Auditing
ACCT 4700 (5700) - International Experiences in Accounting
ACCT 4800 - Internship in Accounting
ACCT 4900 – Special Topics in Accounting

From:

~~[3]Elective courses are to be selected in consultation with the academic advisor. Accounting majors are required to complete a total of 11 elective hours and six communication elective hours for graduation. Departmentally-approved communication courses and electives are to be selected in consultation with the academic advisor and will be completed during the freshman, sophomore, junior, and senior years.~~

To:

[3]Accounting majors are required to complete eighteen hours of required upper division accounting courses, a three-hour accounting elective, and a three-hour Communications elective for graduation. Elective courses are to be selected in consultation with the academic advisor.

Friendly Amendment: *Dr. Rand advised the effective date of this change is going to be Fall 2018 instead of Fall 2017.*

Motion to approve with friendly amendment. Richard Rand
Second. Curtis Armstrong
Vote. Carried without objection

24. <u>New course and Pre-Professional Health Sciences curriculum changes from Chemistry.</u>

A. Memo, Feb. 24, 2017: New course CHEM 2910.

CHEM 2910 Undergraduate Research Methods – Lec 1 Credit 1
Prerequisites: Permission of the instructor
CHEM 2910 is designed to introduce undergraduate students to the methods used in conducting research. This course is designed to teach students key skills utilized in a research setting, methods of data analysis, as well as how to disseminate information obtained through research. Upon completion of this course, students will be prepared to work effectively in a chemistry department research lab.

Motion to approve. Jeff Boles
Second. Barry Stein
Vote. Carried without objection

B. Memo, Feb. 23, 2017: Pre-Professional Health Sciences Curriculum Changes.

1) Pre-Optometry.

Remove: BIOL 2010 - Human Anatomy and Physiology I Credit: 4.
BIOL 2020 - Human Anatomy and Physiology II Credit: 4.
BIOL 3140 - Cellular Biology Credit: 4.
Add: Gen Ed Core or Major Credit – 12 credits.
Edit Footnote by adding additional information: BIOL 2010 - Human Anatomy and Physiology I, BIOL 2020 - Human Anatomy and Physiology II, and BIOL 3140 - Cellular Biology are highly recommended at some optometry schools.

2) Pre-Physical Therapy.
Remove: Social/Behavioral Science Electives Credit 6.
Adjust Electives Credit from 19 to 25 in Junior Year.
Remove: Footnote 2.

3) Pre-Occupational Therapy.
Remove: "or" after PSY 2130 - Life Span Developmental Psychology in Sophomore year
Adjust Elective Credit from 6 to 3 credits.

4) Pre-Dental Hygiene.
Remove: Electives Credit: 6.
Add: MATH 1130 - College Algebra Credit: 3. 1
MATH 1530 - Introductory Statistics Credit: 3. 1
HIT 1010 Medical Terminology Credit: 3.
Remove: Social/Behavioral Sciences Electives Credit: 6.
Adjust Electives Credit from 3 to 6 credits. 2
Footnote 1 becomes Footnote 2, adding information about electives courses:
[2]For students intending to earn a Bachelor's degree before entering professional school, it is recommended that elective courses be taken from core requirements or a selected degree program. HIST 2010 - American History I and HIST 2020 - American History II are required pre-requisites at some dental hygiene programs.
Add new Footnote 1 to elaborate on math options:
[1]ETSU requires MATH 1530 - Introductory Statistics; UTHSC requires MATH 1130 – College Algebra.

Motion to approve. Jeff Boles
Second. Barry Stein
Vote. Carried without objection

25. <u>Election of the 2017 – 20118 University Curriculum Committee Chairperson</u>.

Dr. Christy Killman, the chair of the nominating committee for finding a new chairperson for the University Curriculum Committee, nominated Dr. Jeremy Wendt to serve as the chair for another year.

Nomination. Christy Killman
Second. Melinda Anderson
Vote. Dr. Wendt was re-elected as the committee chair by unanimous consent.

The meeting was adjourned at 4:22 p.m.

Tennessee Tech
UNIVERSITY

MEMORANDUM

TO: University Curriculum Committee (UCC)

VIA: College of Education Executive Leadership Council (ELC)

VIA: Dr. Julie Baker, Associate Dean, College of Education

FROM: Dr. Christy Killman, Chair, Department of Exercise Science, Physical Education & Wellness

DATE: February 13, 2017

SUBJECT: Concentration Name Change from 'Athletic Training' to 'Pre-Athletic Training'

JUSTIFICATION: Starting in January 2017 CAATE, (Commission on Accreditation of Athletic Training Education - the governing body for athletic training certification) is requiring everyone who sits for the Athletic Training Certification exam to have at least a Master's degree from an accredited program. Athletic training has been a concentration in the undergraduate catalog since Fall 2006, but no classes have ever been taught in that concentration due to the lack of qualified personnel and accreditation. With CAATE's restructure, the department of Exercise Science is well suited to offer a Pre-Athletic Training Concentration to prepare students for acceptance into an accredited graduate Athletic Training program. This name change will keep this concentration in line with other offered concentrations: Pre-Occupational Therapy and Pre-Physical Therapy, as well as eliminate opportunity for confusion on the part of the students.

FINANCIAL IMPLICTIONS: NONE

EFFECTIVE DATE: FALL 2017

Tennessee Tech
UNIVERSITY

MEMORANDUM

TO: University Curriculum Committee (UCC)

VIA: College of Education Executive Leadership Council (ELC)

VIA: Dr. Julie Baker, Associate Dean, College of Education

FROM: Dr. Christy Killman, Chair, Department of Exercise Science, Physical Education & Wellness

DATE: February 13, 2017

SUBJECT: Concentration Name Change from 'Athletic Training' to 'Pre-Athletic Training'

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FINANCIAL IMPLICTIONS: NONE

EFFECTIVE DATE: FALL 2017

MEMORANDUM

TO: University Curriculum Committee (UCC)

VIA: College of Education Executive Leadership Council (ELC)

VIA: Dr. Julie Baker, Associate Dean, College of Education

FROM: Dr. Christy Killman, Chair, Department of Exercise Science, Physical Education & Wellness

DATE: February 13, 2017

SUBJECT: Course Changes/Program Change for Pre-Athletic Training Concentration

JUSTIFICATION: In the Pre-Athletic Training Concentration there is a need to make some course changes to provide relevant and meaningful educational experiences to students while preparing them for an advanced program in Athletic Training. Our mission is to provide the best preparation possible at the undergraduate level to make our graduates competitive at the next level.

FINANCIAL IMPLICTIONS: NONE

EFFECTIVE DATE: FALL 2017

Course Additions:

(Syllabus attached)

EXPW 1110 – Introduction to Athletic Training

Lec. 1. Credit 1.

This course will define and explore the profession of Athletic Training. Critical tasks, domains, essential competencies, and associated knowledge that Athletic Trainers should possess to perform the required functions satisfactorily will be identified and explored. The various job settings, career paths, and educational requirements of Athletic Trainers will be investigated. Areas to be covered include: the history of Athletic Training, the role of the Athletic Trainer in Sports Medicine, athletic training facility organization, blood borne pathogens and OSHA, administrative concepts, legislative and legal concerns, basic medical terminology, and record keeping.

Course Changes:

1. **From:**

EXPW 2001 - Orthopedic Assessment I

~~Lec. 3. Credit 3.~~

Prerequisite: Sophomore Standing ~~and EXPW 1150. Advanced study of the etiology, pathology, and clinical signs of common athletic injuries to the lower extremities and spine. Emphasis is placed on clinical evaluation of injury by the athletic trainer. Application of orthopedic and neurological assessment is included.~~

To:

EXPW 2001 – Orthopedic Assessment I

Lec. 3. Clinical 1. Credit 4.

Prerequisite: Sophomore standing. Co-requisite: BIOL 2010

This course is designed for advanced study of the etiology, pathology, and clinical signs and symptoms of common injuries to the lower extremities and lumbar spine. Students will learn the elements of the evaluation, assessment, management, and rehabilitation of common athletic injuries in the lower extremities and lumbar spine region. Emphasis is placed on clinical evaluation of injuries by the Athletic Trainer. Students will have opportunities for demonstration and hands-on experience related to skills learned in the classroom.

Clinical experiences are designed to evaluate specific clinical competencies introduced in this course. Students will participate in clinical instruction and must demonstrate proficiency in the clinical competencies. Students must work in the field with a Certified Athletic Trainer in the 30 hour supervised clinical/field experience.

Students with the Pre-Athletic Training concentration must pass this class with a "B" or better to continue in the program.

2. **From:**

EXPW 2002 - Orthopedic Assessment II

~~Lec. 3. Credit 3.~~

~~Prerequisite: EXPW 2001 and BIOL 2010. Advanced study of the etiology, pathology, and clinical signs of common athletic injuries to the upper extremities and abdomen. Emphasis is placed on clinical evaluation of injury by the athletic trainer. Application of orthopedic and neurological assessment is included.~~

To:

EXPW 2002 – Orthopedic Assessment II

Lec. 3. Clinical 1. Credit 4.

Prerequisite: Sophomore standing, EXPW 2001 & BIOL 2010. Co-requisite: BIOL 2020.

This course is designed for advanced study of the etiology, pathology, and clinical signs and symptoms of common injuries to the upper extremities, cervical and thoracic spine, and abdomen. Students will learn the elements of the evaluation, assessment, management, and rehabilitation of common athletic injuries in these anatomical regions. Emphasis is placed on clinical evaluation of injuries by the Athletic Trainer. Students will have opportunities for demonstration and hands-on experiences directly related to the skills learned in the classroom.

Clinical experiences are designed to evaluate specific clinical competencies introduced in the classroom. Students will participate in clinical instruction and must demonstrate proficiency in the clinical competencies. Students must work in the field with a Certified Athletic Trainer in the 30 hour supervised clinical/field experience.

Students with the Pre-Athletic Training concentration must pass this class with a "B" or better to continue in the program.

3. **From:**

EXPW 3001 - Therapeutic Rehabilitation and Modalities I

Lec. 3. Credit 3.

~~Prerequisite: EXPW 2002, EXPW 2020 and BIOL 2020. Principles in planning and implementation of rehabilitation programs for injured athletes. Emphasis on contemporary therapeutic exercise techniques combined with the use of therapeutic agents in the treatment, and rehabilitation of athletic injures to the lower extremities and spine.~~

To:

EXPW 3001 – Therapeutic Rehabilitation and Modalities

Lec. 3. Credit 3.

Prerequisite: EXPW 2001 and EXPW 2002. Co-requisite: EXPW 3011

This course explores the principles in planning and implementation of rehabilitation programs for injured athletes. Emphasis is placed on development of comprehensive, individualized rehabilitation protocols using a combination of therapeutic modalities and exercises. Specifically, students will plan and implement sport-specific functional rehabilitation programs based on

predetermined therapeutic goals and objectives. Students will have opportunities for demonstration and hands-on learning of the skills learned in the classroom.

4. **From:**

EXPW 3006 - Medical Aspects

Lec. 3. Credit 3.

~~Prerequisite: EXPW 1150, EXPW 2001, and EXPW 2002. Advanced study in athletic training including common surgical techniques and the surgical process of the orthopedic, physician, general medical conditions and disabilities, head and facial injuries, and internal injuries in the athlete.~~

To:

EXPW 3006 – Medical Aspects of Athletic Training

Lec. 3. Credit 3.

Prerequisite: EXPW 3001 and HEC 2220

This course includes the advanced study in Athletic Training of general medical conditions and disabilities, head and facial injuries, and internal injuries in the athlete. Students will use skills developed in previous courses to perform general medical examinations within the scope of Athletic Training practice and examine the etiology of illnesses and diseases present in athletic populations.

5. From:

EXPW 3011 - ~~Clinical III~~

~~Lec. 1. Credit 1.~~

~~Prerequisite: EXPW 2020. Corequisite: EXPW 3001 and EXPW 3006.~~
~~This course is designed to evaluate specific clinical proficiencies, introduced the previous semesters. In specific, this course will cover competencies taught in EXPW 2003. Students will receive clinical instruction in extremity orthopedic assessment; class will also include clinical coverage for athletic teams and events.~~

To:

EXPW 3011 – Clinical I

Clinical 3. Credit 3.

Co-requisite: EXPW 3001

This clinical experience is designed to provide opportunities for students to evaluate specific clinical competencies introduced in the previous Athletic Training classes. Students will receive clinical instruction and must demonstrate proficiency in the clinical competencies. This course provides an opportunity for the athletic training student to practice and observe athletic training skills in a clinical setting. Students will assist a Certified Athletic Trainers with various sports and teams in the area as well as observe in a Physical Therapy clinic. Students are required to complete a minimum of 120 clinical hours under the direct supervision of an accredited preceptor.

6. **From:**

EXPW 4001 - Senior Seminar

~~Lec. 2. Credit 2.~~

~~Prerequisite: Senior Standing, EXPW 3020, EXPW 3002 and EXPW 3006. A class designed for athletic training students to receive a broad overview of athletic training principles and recent research findings. In addition, this course will help prepare athletic training students for the NATABOC certification exam and preparation for employment in the field of the athletic training.~~

To:

EXPW 4001 – Senior Seminar

Lec. 3. Credit 3.

Prerequisite: Senior standing, EXPW 4730

This class is designed for students to develop skills and knowledge base that will aid the student while conducting and critically reviewing research in Athletic Training. Students will prepare and present a research project on a topic approved by the instructor. In addition, this course will provide the student the opportunity to explore and evaluate CAATE accredited Athletic Training programs and prepare students for the application and selection process.

7. **From:**

EXPW 4011 - ~~Clinical V~~

~~Lec. 1. Credit 1.~~

~~Prerequisite: EXPW 3020, EXPW 3002 and EXPW 3006. This course is designed to evaluate specific clinical proficiencies, introduced the previous semesters. In specific, this course will cover competencies taught in EXPW 3001. Students will receive clinical instruction in order to meet advanced clinical competencies in athletic training; class will also include advanced clinical coverage for athletic teams and events.~~

To:

EXPW 4011 – Clinical II

Clinical 3. Credit 3.

Clinical experiences are designed to evaluate specific clinical competencies introduced in the previous Athletic Training classes. This course provides opportunities for the athletic training student to practice and observe athletic training skills in a clinical setting. Students must demonstrate proficiency in advanced clinical competencies and are expected to perform the skills learned in the previous semesters. Students are required to seek out and secure individual placement in a clinical setting such as university or high school athletic training room, physical therapy clinic, urgent care, emergency care, etc. Students must complete a minimum of 120 clinical hours under the supervision of an approved preceptor and placement must be approved by the instructor.

Course Deletions:

1.

~~EXPW 2010 - Clinical I~~

~~Lec. 1. Credit 1.~~

~~Prerequisite: EXPW 1150.~~

~~Corequisite: EXPW 2001. This course is designed to evaluate specific clinical proficiencies, introduced the previous semesters. In specific, this course will cover competencies taught in EXPW 1150 and EXPW 3330. Students will receive clinical instruction in order to meet clinical competencies in athletic training; class will also include clinical coverage for athletic teams and events.~~

2.

~~EXPW 2020 - Clinical II~~

~~Lec. 2. Credit 2.~~

~~Prerequisite: EXPW 2010. Corequisite: EXPW 2002. This course is designed to evaluate specific clinical proficiencies, introduced the previous semesters. In specific, this course will cover competencies taught in EXPW 2001 and BIOL 2010. Students will receive clinical instruction in order to meet additional clinical competencies in athletic training; class will continue clinical coverage for athletic teams and events.~~

3.

~~EXPW 3020 - Clinical IV~~

Lec. 1. Credit 1.

Prerequisite: EXPW 3011. Corequisite: EXPW 3002. This course is designed to evaluate specific clinical proficiencies, introduced in previous semesters. In specific, this course will cover competencies taught in EXPW 3000 and EXPW 3006. Students will receive clinical instruction for advanced therapeutic exercise techniques; class will also include clinical coverage for athletic teams and events.

4.

EXPW 3002 - Therapeutic Rehabilitation and Modalities II

Lec. 3. Credit 3.
Prerequisite: EXPW 3001. Principles in planning and implementation of rehabilitation programs for injured athletes. Emphasis on contemporary therapeutic exercise techniques, combined with the use of therapeutic agents in the treatment, and rehabilitation of athletic injures to the upper extremities and abdomen.

5.

EXPW 3031 - Methods of Conditioning

Lec. 2. Credit 2. Lec. 1, Lab 1. Credit 2.
This course directs E emphasis on to health-related fitness assessments, weight training techniques, plyometrics, aerobic training, nutrition, ergogenic aids, and flexibility training.

7.

EXPW 4021 - Clinical VI

Lec. 1. Credit 1.

Prerequisite: EXPW 4011. Corequisite: EXPW 4001. This course is designed to evaluate specific clinical proficiencies introduced the previous semesters. In specific, this course will cover competencies taught in EXPW 4530, EXPW 4750, and NURS 4230. Students will receive clinical instruction in order to meet final clinical competencies and outcome competencies needed for athletic training; class will also include clinical coverage for athletic teams and events.

8.

EXPW 4750 - Advanced Athletic Training

Lec. 3. Credit 3.

Prerequisite: EXPW 4420 and EXPW 4440. Advanced rehabilitation techniques, athletic training organization and administration.

9.

~~EXPW 3330 - First Aid and CPR Instructor's Training~~

~~Lec. 2. Credit 2.~~
~~Additional instruction and experience in teaching first aid.~~

CURRICULUM CHANGE: Curriculum sheet is attached.

Tennessee Tech University
Department of Exercise Science, Physical Education,
And Wellness

EXPW 1110 - Introduction to Athletic Training
Lecture 1, Credit 1

Instructor:
TBD

Course Description:
Define and explore the profession of Athletic Training. Identify the critical tasks, domains, essential competencies, and associated knowledge that Athletic Trainers should possess to perform the required functions satisfactorily. Explore the various job settings, career paths, and educational requirements of Athletic Trainers. Areas to be covered include: the history of Athletic Training, the role of the Athletic Trainer in Sports Medicine, athletic training facility organization, blood borne pathogens and OSHA, administrative concepts, legislative and legal concerns, basic medical terminology, and record keeping.

Required Text:

Wright, Barker, Bennett, and Deere: Basic Athletic Training, 6th Ed – *An Introductory Course in the Care and Prevention of Injuries*. Sagamore Publishing

ISBN: 978-1-57167-759-4

Course Objectives:

- Students will understand the history and development of the profession of Athletic Training and how current Athletic Training practice has been influenced by the past
- Describe and explain the organizations that influence and govern the practice of Athletic Training
- Identify and describe the NATA's code of professional practice, Athletic Training education competencies, and the NATABOC's standards of professional practice
- Differentiate the preparation, scope of practice, and responsibilities of Athletic Trainers and related healthcare professionals
- Describe the educational, licensure, certification, and professional development requirements for Athletic Trainers
- Explore and understand the various career paths and job settings available in Athletic Training
- Design a custom Athletic Training room
- Demonstrate understanding of bloodborne pathogens and OSHA regulations
- Understand administrative, legislative, and legal concerns as they relate to the profession of Athletic Training

- Demonstrate knowledge and understanding of basic medical terminology, medical abbreviations, and medical record keeping

Teaching Methods:

The primary method of teaching will be lecture with demonstration and discussion.

Evaluation of student outcomes:

Written Exams - written exams are intended to assess the student's awareness and understanding of the concepts covered by the course content. Items on these exams will be derived from the text, discussion, course handouts, and any required reading. The content of the exams will mirror the content of the unit most recently studied. Exam methodology may include multiple choice, true-false, short answer, and essay questions. The final exam is cumulative.

Career project - student will be required to complete a project on Athletic Training as a career. This may include writing a paper and creating a poster detailing educational and career plans and pathways.

Grading Scale:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

59 and below = F

Tk20 at TTU:

In efforts to improve our processes, manage candidate transition points, and track key assessments in program coursework, TTU's College of Education utilizes Tk20, a comprehensive data and reporting system. **All College of Education students are required to purchase and maintain a Tk20 account**. ***This includes all Exercise Science, Physical Education & Wellness (EXPW) Majors.*** The one-time system cost is $142.85 at the university bookstore, and your account is valid for seven years. You will access Tk20 for a variety of tasks, including coursework, advisement, clinical experiences, Residency, portfolio-building edTPA tasks, and key program assessments. All professional education courses will include assessments within Tk20. Check your syllabi and consult your instructors for assessments that must be submitted to Tk20. Additional information is available at: https://tntech.tk20.com

Academic Honesty:

Each student in the class is expected to adhere to the highest standards of academic honesty. Cheating and plagiarism violate the rules of the University and the ethical standards of members of the allied health profession. Violations of the University's rules regarding academic honesty

can lead to a failing grade in the course and expulsion from the University. Students may view the Student Academic Misconduct policy at:
https://tntech.policytech.com/dotNet/documents/?docid=701&mode=view

TTU Office of Disability Services:
Please inform your instructor of any conditions requiring special attention as soon as possible.

Students with documented disability requiring special accommodations should contact the Office of Disability Services (ODS). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, room 112; phone 372-6119.

EXERCISE SCIENCE, PHYSICAL EDUCATION AND WELLNESS (EXPW)

~~**ATHLETIC TRAINING CONCENTRATION (AT)**~~ **Pre-Athletic Training Concentration (Concentration Name Change)**

(Leading to the Bachelor of Science Degree)

Freshman Year	**sem. hrs.**	
BIOL 1010 Introduction to Biology I	4	
BIOL 1020 Introduction to Biology II	4	
ENGL 1010 Writing I	3	
ENGL 1020 Writing II	3	
PSY 2010 General Psychology	3	
EXPW 1021 Connection to Exercise Science	1	
EXPW 1022 Introduction to Exercise Science	2	
EXPW 2130 Concepts of Comprehensive Health	3	
Social/Behavioral Sciences Elective[1]	3	
MATH 1530 Elementary Probability & Statistics	3	
EXPW 1150 Care & Prevention of Athletic Injuries	3	
EXPW 1110 Introduction to Athletic Training	1	(new course)
PHED 1002 Physical Fitness Test	0	
Total	33	

Sophomore Year	**sem. hrs.**	
BIOL 2010 Anatomy & Physiology I	4	
BIOL 2020 Anatomy & Physiology II	4	
HEC 1030 Introduction to Nutrition	2	
ENGL 2130, 2230, or 2330	3	
Humanities/Fine Arts Electives[2]	6	
~~EXPW 2001 Orthopedic Assessment I~~	~~3~~	
EXPW 2001 Orthopedic Assessment I	4	(hour change from 3 to 4)
~~EXPW 2002 Orthopedic Assessment II~~	~~3~~	
EXPW 2002 Orthopedic Assessment II	4	(hour change from 3 to 4)
~~EXPW 2010 Clinical I~~	~~1~~	
~~EXPW 2020 Clinical II~~	~~2~~	
~~EXPW 3330 First Aid & CPR Instructor's Training~~	~~2~~	
EXPW 2430 First Aid & CPR	2	
HEC 2220 Medical Terminology	1	(new course for this program)
PHED 1002 Physical Fitness Test	0	
Total	30	

Junior Year	**sem. hrs.**	
SPCH 2410 or PC 2500	3	
HIST 2010 American History I	3	
HIST 2020 American History II	3	
~~EXPW 3001 Therapeutic Rehabilitation & Modalities I~~	~~3~~	
EXPW 3001 Therapeutic Rehabilitation & Modalities	3	(name change)
~~EXPW 3011 Clinical III~~	~~1~~	
EXPW 3011 Clinical I	3	(hour change and year)
EXPW 3006 Medical Aspects of Athletic Training	3	(name change – adding "of athletic training")
~~EXPW 3031 Methods of Conditioning~~	~~2~~	
~~EXPW 3002 Therapeutic Rehabilitation & Modalities II~~	~~3~~	
~~EXPW 3020 Clinical IV~~	~~1~~	
EXPW 3032 Exercise Prescription	3	

EXPW 3170 Motor Learning 3
EXPW 4730 Assessment in Exercise Science…….3
Elective 3
PHED 1002 Physical Fitness Test……..0
Total 30

Senior Year **sem. hrs.**

EXPW 3410 Lifespan Motor Development.....3
~~EXPW 4001 Senior Seminar.....2~~
EXPW 4001 Senior Seminar……..3(hour change)
~~EXPW 4011 Clinical V.....1~~
~~EXPW 4021 Clinical VI.....1~~
EXPW 4011 Clinical II……..3(name and hour change)
EXPW 4420 Kinesiology 3
EXPW 4440 Physiology of Exercise.....3
EXPW 4530 Organization & Administration of Interschool Athletics.....3
~~EXPW 4750 Advanced Athletic Training.....3~~
NURS 4230 Pharmacological Concepts in Nursing II.....2
Electives……7
PHED 1002 Physical Fitness Test……..0
Total 27

[1] Select ~~as~~ a social/behavioral science elective from the following list: ANTH 1100, ECON 2010, ECON 2020, EXPW 2015, GEOG 1120, POLS 1000 or SOC 1010.

[2] Select ~~as~~ a humanities/fine arts elective from the following list: PHIL 1030, HIST 1110, HIST 1120, THEA 1030, MUS 1030, ART 1030, ENGL 2230 or ENGL 2330.

MEMORANDUM

TO: University Curriculum Committee (UCC)

VIA: College of Education Executive Leadership Council (ELC)

VIA: Dr. Julie Baker, Associate Dean, College of Education

FROM: Dr. Christy Killman, Chair, Department of Exercise Science, Physical Education & Wellness

DATE: February 13, 2017

SUBJECT: Catalog Clean-up/Improved course descriptions

FINANCIAL IMPLICATIONS: None

EFFECTIVE DATE: Fall 2017 Catalog

JUSTIFICATION: These changes need to be made to the upcoming undergraduate catalog to facilitate accurate information being provided for students. Included are course deletions of courses that are no longer relevant in our programs, and course changes to correct and improve information provided.

Course Deletions:

1. ~~EXPW 2010 - Clinical I~~

~~Lec. 1. Credit 1.~~

~~Prerequisite: EXPW 1150.~~

~~Corequisite: EXPW 2001. This course is designed to evaluate specific clinical proficiencies, introduced the previous semesters. In specific, this course will cover competencies taught in EXPW 1150 and EXPW 3330. Students will receive clinical instruction in order to meet clinical competencies in athletic training; class will also include clinical coverage for athletic teams and events.~~

2. ~~EXPW 2020 - Clinical II~~

~~Lec. 2. Credit 2.~~

~~Prerequisite: EXPW 2010.~~

~~Corequisite: EXPW 2002. This course is designed to evaluate specific clinical proficiencies, introduced the previous semesters. In specific, this course will cover competencies taught in EXPW 2001 and BIOL 2010. Students will receive clinical instruction in order to meet~~

additional clinical competencies in athletic training; class will continue clinical coverage for athletic teams and events.

3. EXPW 2300 - Recreation Program Design and Movement

Lec. 3. Credit 3.
Students will develop an understanding of fundamental principles of recreation program design including historical values, long range planning, site design, visitor needs and environmental impact.

4. EXPW 2110 - Lifeguard Training and Water Safety Instructor

Lec. 2. Lab. 2. Credit 3.
The purpose of this course is to train students to teach American Red Cross Swimming and Water Safety courses.

5. EXPW 2310 - Inclusive Recreation and Leisure

Lec. 2. Lab. 2. Credit 3.
Students will discuss the principles and techniques to include individuals with disabilities in regular, community recreation and leisure programs and services. The content will prepare students for programming activity alternatives, community resources and special recreation and leisure programs.

6. EXPW 2320 - Fundamentals of Outdoor Leadership/Adventure Skills

Lec. 3. Credit 3.
This course is designed to provide students with the knowledge to lead and design outdoor activities.

7. EXPW 3600 - Wilderness and Environmental Ethics

Lec. 3. Credit 3.
The purpose of this course is to introduce students to environmental problems and to explore the moral questions raised by these problems.

8. EXPW 3610 - Recreation and Leisure for Older Adults

Lec. 2. Lab. 2. Credit 3.
The purpose of this course is to discuss the process of aging, theories of aging, concepts of leisure and aging, and principles and practices related to delivery, planning, implementation, and evaluation of leisure services of older adults

9. EXPW 3620 - Trends in Recreation and Leisure

Lec. 3. Credit 3.
This course is designed to provide students with a view of the current trends and issues of leisure and recreational services as well as facilitate understanding and application of the recreation program process for leisure delivery systems including an introduction to activity plans, program design, delivery and evaluation.

10. EXPW 3650 - Recreation in Community and Urbanized Societies

Lec. 3. Credit 3.
Students will be able to discuss the potential of recreation and leisure as related to human needs and development in communities, urban settings, culture and environment. Focus is on enabling students to evaluation social dynamics of leisure and to assess leisure attitudes, skills and options.

11. EXPW 4100 - Experiential Nature-based Outdoor Education and Recreation

Lec. 2. Lab. 2. Credit 3.
This course explores the relationship between outdoor recreation behavior and the natural environment and how the relationship benefits people and society.

12. EXPW 4812 - Recreation Field Experience

Credit 5.
One semester work experience with a cooperating agency. Application must be approved one semester in advance.

13. EXPW 3020 - Clinical IV

Lec. 1. Credit 1.

Prerequisite: EXPW 3011.

Corequisite: EXPW 3002. This course is designed to evaluate specific clinical proficiencies, introduced in previous semesters. In specific, this course will cover competencies taught in EXPW 3000 and EXPW 3006. Students will receive clinical instruction for advanced therapeutic exercise techniques; class will also include clinical coverage for athletic teams and events.

14. EXPW 3002 - Therapeutic Rehabilitation and Modalities II

Lec. 3. Credit 3.

Prerequisite: EXPW 3001. Principles in planning and implementation of rehabilitation programs for injured athletes. Emphasis on contemporary therapeutic exercise

techniques, combined with the use of therapeutic agents in the treatment, and rehabilitation of athletic injures to the upper extremities and abdomen.

15. EXPW 3330 - First Aid and CPR Instructor's Training

Lec. 2. Credit 2.
Additional instruction and experience in teaching first aid.

16. EXPW 3510 - Physical Education Skills in Grades K-8

Credit 3.
Skills for promoting motor learning and fitness appropriate for young children.

17. EXPW 4021 - Clinical VI

Lec. 1. Credit 1.

Prerequisite: EXPW 4011.

Corequisite: EXPW 4001. This course is designed to evaluate specific clinical proficiencies introduced the previous semesters. In specific, this course will cover competencies taught in EXPW 4530, EXPW 4750, and NURS 4230. Students will receive clinical instruction in order to meet final clinical competencies and outcome competencies needed for athletic training; class will also include clinical coverage for athletic teams and events.

18. EXPW 4750 - Advanced Athletic Training

Lec. 3. Credit 3.

Prerequisite: EXPW 4420 and EXPW 4440. Advanced rehabilitation techniques, athletic training organization and administration.

19. EXPW 4811 - Sport Management Internship

Credit 3.
One semester work experience with a cooperating agency. Application must be approved one semester in advance.

20. EXPW 4340 - Field Experience in Health Education

Credit 2.
Practical field experience with a school, public, or voluntary health agency.

Course Changes:

1. **From:**

   EXPW 1150 - Care and Prevention of Athletic Injuries

   Lec. 3. Credit 3.
   ~~Care and prevention of athletic injuries: preventing, recognizing, managing, and rehabilitating athletic injuries.~~

   To:

   EXPW 1150 - Care and Prevention of Athletic Injuries

   Lec. 3. Credit 3.
   This course introduces basic knowledge of the prevention, recognition, management, and rehabilitation of common athletic injuries. Topics will include sports nutrition, protective equipment, handling emergency situations, injury assessment, basic injury rehabilitation, and recognizing various types of sports injuries. In addition, students will learn basic wrapping and taping techniques.

2. **From:**

   EXPW 1021 - Connection to Exercise Science, Physical Education and Wellness

   Lec. 1. Credit 1.
   ~~Introduction to professional program of studies, problem solving processes related to self and group participation, and skills for academic success.~~

   To:

   EXPW 1021 - Connection to Exercise Science, Physical Education and Wellness

   Lec. 1. Credit 1.
   This course is designed to give the student an overview of the University as well as introduce the various career paths that are possible with a degree in Exercise Science. The goal for this class is to help students to connect with one another, the EXPW family, campus, and community.

3. **From:**

EXPW 1022 - Introduction to Exercise Science, Physical Education and Wellness
Lec. 2. Credit 2.
Historical background, general scope, occupational opportunities, principles and objectives of exercise science, and physical education and wellness.

To:

EXPW 1022 - Introduction to Exercise Science, Physical Education and Wellness

Lec. 2. Credit 2.
This course is designed to provide students with relevant information about the Exercise Science Department and educational opportunities within as well as historical background, general scope, occupational opportunities, and principles and objectives of exercise science, and related fields/occupations.

4. **From:**

EXPW 2001 - Orthopedic Assessment I

~~Lec. 3. Credit 3.~~

Prerequisite: Sophomore Standing ~~and EXPW 1150. Advanced study of the etiology, pathology, and clinical signs of common athletic injuries to the lower extremities and spine. Emphasis is placed on clinical evaluation of injury by the athletic trainer. Application of orthopedic and neurological assessment is included.~~

To:

EXPW 2001 - Orthopedic Assessment I

Lec. 3, Clinical 1. Credit 4.

Prerequisite: Sophomore standing. Co-requisite: BIOL 2010

This course is designed for advanced study of the etiology, pathology, and clinical signs and symptoms of common injuries to the lower extremities and lumbar spine. Students will learn the elements of the evaluation, assessment, management, and rehabilitation of common athletic injuries in the lower extremities and lumbar spine region. Emphasis is placed on clinical evaluation of injuries by the Athletic Trainer. Students will have

opportunities for demonstration and hands-on experience related to skills learned in the classroom.

Clinical experiences are designed to evaluate specific clinical competencies introduced in this course. Students will participate in clinical instruction and must demonstrate proficiency in the clinical competencies. Students must work in the field with a Certified Athletic Trainer in the 30 hour supervised clinical/field experience.

Students with the Pre-Athletic Training concentration must pass this class with a "B" or better to continue in the program.

5. **From:**

EXPW 2002 - Orthopedic Assessment II

~~Lec. 3. Credit 3.~~

~~Prerequisite: EXPW 2001 and BIOL 2010. Advanced study of the etiology, pathology, and clinical signs of common athletic injuries to the upper extremities and abdomen. Emphasis is placed on clinical evaluation of injury by the athletic trainer. Application of orthopedic and neurological assessment is included.~~

To:

EXPW 2002 - Orthopedic Assessment II
Lec. 3, Clinical 1. Credit 4.

Prerequisite: Sophomore standing, EXPW 2001 & BIOL 2010. Co-requisite: BIOL 2020.

This course is designed for advanced study of the etiology, pathology, and clinical signs and symptoms of common injuries to the upper extremities, cervical and thoracic spine, and abdomen. Students will learn the elements of the evaluation, assessment, management, and rehabilitation of common athletic injuries in these anatomical regions. Emphasis is placed on clinical evaluation of injuries by the Athletic Trainer. Students will have opportunities for demonstration and hands-on experiences directly related to the skills learned in the classroom.

Clinical experiences are designed to evaluate specific clinical competencies introduced in the classroom. Students will participate in clinical instruction and must demonstrate proficiency in the clinical competencies. Students must work in the field with a Certified Athletic Trainer in the 30 hour supervised clinical/field experience.

Students with the Pre-Athletic Training concentration must pass this class with a "B" or better to continue in the program.

6. **From:**

EXPW 2100 - Life Guard Training

Credit 2.

Duties and responsibilities of life guards of swimming pools and at protected open water non-surf beaches.

To:

EXPW 2100 - Life Guard Training

Credit 2.

This course is designed to prepare students to perform the duties and responsibilities of a life guard~~s~~ of swimming pools and at protected open water non-surf beaches. Satisfactory completion can lead to lifeguard certification.

7. **From:**

EXPW 2130 - Concepts of Comprehensive Health

Lec. 3. Credit 3.
~~Areas of content of the school health program.~~

To:

EXPW 2130 - Concepts of Comprehensive Health

Lec. 3. Credit 3.
This course is designed to provide current information related to all areas of personal health to the student. This is typically a survey of the areas and aspects of health and wellness.

8. **From:**

EXPW 2150 - Human Sexuality

Lec. 3. Credit 3.
~~Anatomy and physiology of male and female reproductive systems, human sexual response, conception, childbirth, contraception, sexually transmitted diseases, deviant sexuality, current issues, attitudes, and practices.~~

To:

EXPW 2150 - Human Sexuality

Lec. 3. Credit 3.
This course is a survey of the dynamics of human sexuality as well as an identification and examination of basic issues in human sexuality as relating to the larger society. Topics include: current/historical issues, attitudes, and perspectives towards sexuality; anatomy and physiology of male and female reproductive systems; human sexual response cycle; conception/childbirth; contraception; sexually transmitted infections; sex and the law; sexual expression and variation; and typical and atypical sexual behaviors.

9. From:

EXPW 2170 - Introduction to Sport Management

Lec. 3. Credit 3.
~~Overview of the fundamental principles of management and administration of sport programs. Combines theory and practice related to legal and ethical issues, marketing, and organizational structure of sport-related services and facilities.~~

To:

EXPW 2170 - Introduction to Sport Management

Lec. 3. Credit 3.

This course is an overview of the fundamental principles of management and administration of sport programs. The combination of theory and practice related to legal and ethical issues, marketing, and organizational structure of sport-related services and facilities is covered.

10. From:

EXPW 2430 - First Aid, Safety and CPR

Lec. 1. Lab. 2. Credit 2.
~~Practice and application of the standards and accepted principles of safety education and first aid.~~

To:

EXPW 2430 - First Aid, Safety and CPR

Lec. 1. Lab. 2. Credit 2.

This course consists of practice and application of the most current standards and accepted principles of CPR, safety and first aid. Students have opportunity to obtain certification through the American Red Cross.

11. From:

EXPW 3001 - Therapeutic Rehabilitation and Modalities I

Lec. 3, Credit 3.

~~Prerequisite: EXPW 2002, EXPW 2020 and BIOL 2020. Principles in planning and implementation of rehabilitation programs for injured athletes. Emphasis on contemporary therapeutic exercise techniques combined with the use of therapeutic agents in the treatment, and rehabilitation of athletic injures to the lower extremities and spine.~~

To:

EXPW 3001 - Therapeutic Rehabilitation and Modalities

Lec. 3, Credit 3.

Prerequisite: EXPW 2001 and EXPW 2002. Co-requisite: EXPW 3011

This course explores the principles in planning and implementation of rehabilitation programs for injured athletes. Emphasis is placed on development of comprehensive, individualized rehabilitation protocols using a combination of therapeutic modalities and exercises. Specifically, students will plan and implement sport-specific functional rehabilitation programs based on predetermined therapeutic goals and objectives. Students will have opportunities for demonstration and hands-on learning of the skills learned in the classroom.

12. From:

EXPW 3006 - Medical Aspects

Lec. 3. Credit 3.

~~Prerequisite: EXPW 1150, EXPW 2001, and EXPW 2002. Advanced study in athletic training including common surgical techniques and the surgical process of the orthopedic, physician, general medical conditions and disabilities, head and facial injuries, and internal injuries in the athlete.~~

To:

EXPW 3006 - Medical Aspects of Athletic Training

Lec. 3. Credit 3.
Prerequisite: EXPW 3001 and HEC 2220

This course includes the advanced study in Athletic Training of general medical conditions and disabilities, head and facial injuries, and internal injuries in the athlete. Students will use skills developed in previous courses to perform general medical examinations within the scope of Athletic Training practice and examine the etiology of illnesses and diseases present in athletic populations.

13. From

EXPW 3011 - ~~Clinical III~~

~~Lec. 1. Credit 1.~~

~~Prerequisite: EXPW 2020.~~

~~Corequisite: EXPW 3001 and EXPW 3006. This course is designed to evaluate specific clinical proficiencies, introduced the previous semesters. In specific, this course will cover competencies taught in EXPW 2003. Students will receive clinical instruction in extremity orthopedic assessment; class will also include clinical coverage for athletic teams and events.~~

To:

EXPW 3011 - Clinical I

Clinical 3. Credit 3.

Co-requisite: EXPW 3001

This clinical experience is designed to provide opportunities for students to evaluate specific clinical competencies introduced in the previous Athletic Training classes. Students will receive clinical instruction and must demonstrate proficiency in the clinical competencies. This course provides an opportunity for the athletic training student to practice and observe athletic training skills in a clinical setting. Students will assist a Certified Athletic Trainers with various sports and teams in the area as well as observe in a Physical Therapy clinic. Students are required to complete a minimum of 120 clinical hours under the direct supervision of an accredited preceptor.

14. From:

EXPW 3031 - Methods of Conditioning

~~Lec. 2. Credit 2.~~
~~Emphasis on health-related fitness assessments, weight training techniques, plyometrics, aerobic training, nutrition, ergogenic aids, and flexibility training.~~

To:

EXPW 3031 - Methods of Conditioning

Lec. 1, Lab 1. Credit 2.
This course directs emphasis to health-related fitness, weight training techniques, plyometrics, aerobic training, nutrition, ergogenic aids, and flexibility training.

15. From:

EXPW 3032 - Exercise Prescription for Fitness and Wellness

Lec. 3. Credit 3.
Prerequisite: Junior or Senior ~~Standing in EXPW~~. ~~Assessment of fitness and corresponding development of exercise and rehabilitation plans for health improvement.~~

To:

EXPW 3032 - Exercise Prescription for Fitness and Wellness

Lec. 3. Credit 3.

The purpose of this course is to assist students with exercise testing decision-making and techniques as well as to determine appropriate exercise programming for desired fitness goals. Students will learn field and lab assessments of health-related physical fitness and design exercise programs to target specific outcomes in various populations.

16. From

EXPW 3070 - Lifetime Wellness and Leisure Activities
Lec. 2. Lab. 2. Credit 3.
~~Skills development in lifetime wellness and leisure activities leading to personal physical fitness.~~

To:

EXPW 3070 - Lifetime Wellness and Leisure Activities

Lec. 2. Lab. 2. Credit 3.
This course is designed to help students identify and develop skills needed to be safe and successful in lifetime wellness and leisure activities. The goal is for students to find activities that they enjoy that will lead to a lifetime of personal physical fitness.

17. From:

EXPW 3092 - Coaching Team Sports

~~Lec. 2. Lab. 1~~. Credit 3.

~~Prerequisite: EXPW 3180. The theory and practice of coaching volleyball, basketball, and soccer.~~

To:

EXPW 3092 - Coaching Team Sports

Lec 3. Credit 3.

Prerequisite: EXPW 3180. This course is designed to examine the theory and practice of coaching volleyball, basketball, baseball/softball and soccer.

18. From:

EXPW 3170 - Motor Learning

Lec. 3. Credit 3.
~~The principles of learning as applied to the acquisition of motor skills.~~

To:

EXPW 3170 - Motor Learning

Lec. 3. Credit 3.

This course is designed so that students can learn about the process of improving motor skills through practice, with long-lasting changes in the capability for responding. Through work in the classroom and lab-like experiences the processes and principles of motor learning will be examined.

19. From

EXPW 3410 - Lifespan Motor Development

Lec. 3. Credit 3.
~~An introduction to developmental aspects of human motor behavior across the life span. Focus on characteristic stages and issues related to the physical growth, and motor development.~~

To:

EXPW 3410 - Lifespan Motor Development

Lec. 3. Credit 3.
This course is an introduction to the developmental aspects of human motor behavior across the life span, essentially observing movement from birth and throughout life, identifying how and why movement happens the way it does and why movement changes throughout life. The main focus is on characteristics of the stages of motor development as well as issues related to the physical growth, and development.

20. From

EXPW 3720 - Instructional Strategies

Lec. 3. Credit 3.
~~Philosophy and models of instruction and administration of physical education.~~

To:

EXPW 3720 - Instructional Strategies

Lec. 3. Credit 3.

This course is designed for students who plan to teach physical education to identify specific strategies that will be beneficial while teaching in the physical education classroom. The philosophy of teaching physical education, models of instruction and administration of physical education programs, and methods of planning and managing physical education classes is included.

21. From

EXPW 4001 - Senior Seminar

~~Lec. 2. Credit 2.~~

~~Prerequisite: Senior Standing, EXPW 3020, EXPW 3002 and EXPW 3006. A class designed for athletic training students to receive a broad overview of athletic training principles and recent research findings. In addition, this course will help prepare athletic training students for the NATABOC certification exam and preparation for employment in the field of the athletic training.~~

To:

EXPW 4001 - Senior Seminar

Lec. 3, Credit 3.

Prerequisite: Senior standing, EXPW 4730

This class is designed for students to develop skills and knowledge base that will aid the student while conducting and critically reviewing research in Athletic Training. Students will prepare and present a research project on a topic approved by the instructor. In addition, this course will provide the student the opportunity to explore and evaluate CAATE accredited Athletic Training programs and prepare students for the application and selection process.

22. From:

EXPW 4011 - ~~Clinical V~~

~~Lec. 1. Credit 1.~~

~~Prerequisite: EXPW 3020, EXPW 3002 and EXPW 3006. This course is designed to evaluate specific clinical proficiencies, introduced the previous semesters. In specific, this course will cover competencies taught in EXPW 3001. Students will receive clinical instruction in order to meet advanced clinical competencies in athletic training; class will also include advanced clinical coverage for athletic teams and events.~~

To:

EXPW 4011 - Clinical II

Clinical 3, Credit 3.

Clinical experiences are designed to evaluate specific clinical competencies introduced in the previous Athletic Training classes. This course provides opportunities for the athletic training student to practice and observe athletic training skills in a clinical setting. Students must demonstrate proficiency in advanced clinical competencies and are expected to perform the skills learned in the previous semesters. Students are required to seek out and secure

individual placement in a clinical setting such as university or high school athletic training room, physical therapy clinic, urgent care, emergency care, etc. Students must complete a minimum of 120 clinical hours under the supervision of an approved preceptor and placement must be approved by the instructor.

23. From

EXPW 4042 - Health Promotion

Lec. 3. Credit 3.
~~Evaluation of various physical activity behavior change models and assessment of health promotion programs and evaluation standards.~~
This Course is an evaluation of various physical activity behavior change models, assessment of health promotion programs and evaluation standards. Topics include: health status; historical and current issues in health promotion; philosophical foundations of health promotion; intrapersonal health behavior change theories; CHES; work settings for health educators; and ethics in health promotion.

To:

EXPW 4042 - Health Promotion

Lec. 3. Credit 3.
This Course is an evaluation of various physical activity behavior change models, assessment of health promotion programs and evaluation standards. Topics include: health status; historical and current issues in health promotion; philosophical foundations of health promotion; intrapersonal health behavior change theories; CHES; work settings for health educators; and ethics in health promotion.

24. From

EXPW 4171 - Exercise and Sport Psychology

Lec. 3. Credit 3.

Prerequisite: Junior or Senior Standing in EXPW and PSY 2010 or permission of instructor. ~~The purpose of this course is provide candidates interested in Exercise and Sport Psychology with an overview of theories and principles explaining factors influencing human behavior in exercise, rehabilitation, and sport.~~

To:

EXPW 4171 - Exercise and Sport Psychology

Lec. 3. Credit 3.

Prerequisite: Junior or Senior Standing in EXPW and PSY 2010 or permission of instructor.

This course is designed to provide an introduction to the field of exercise and sport psychology, history, theory, and psychological techniques that hinder or enhance exercise, rehabilitation and sport performance. Students should be able to understand psychological techniques that help or hinder their own performance in sport, exercise and other areas, i.e., academics, career, etc.

25. From

EXPW 4210 - Gerontology

Lec. 3. Credit 3.
Prerequisite: Junior or Senior Standing. ~~in EXPW. Needs of older citizens;~~ ~~ways of providing opportunities for this population.~~

To:

EXPW 4210 - Gerontology

Lec. 3. Credit 3.
Prerequisite: Junior or Senior Standing. The course is designed to provide an introduction to new ways of thinking about aging. The content will center on the social, psychological and physical dimensions of aging. The material will examine the aging process experienced by older individuals explore the aging population and the effects on society as a whole.

26. From

EXPW 4420 - Kinesiology
Lec. 3. Credit 3.

Prerequisite: BIOL 2010 or BIOL 2350. Aanatomy of the muscular, skeletal and articular systems, and biomechanics and applications to athletic training and performance.

To:

EXPW 4420 - Kinesiology
Lec. 3. Credit 3.

Prerequisite: BIOL 2010 or BIOL 2350. This course is the ~~A~~ advanced study of the anatomy of the muscular, skeletal and articular systems, and basic biomechanics and applications related to ~~athletic~~ training and performance of athletes.

27. **From**

EXPW 4440 - Physiology of Exercise

Lec. 3. Credit 3.

~~Prerequisite: BIOL 2350 Physiological effects of exercise, sports, and other stresses on the various systems of the human body. Application of principles to physical fitness, physical education, and athletics.~~

To:

EXPW 4440 - Physiology of Exercise

Lec. 3. Credit 3.

Prerequisite: BIOL 2350 or BIOL 2010. During this class, students will examine the ~~P~~ physiological effects of exercise, sports, and other stresses on the various systems of the human body. Application of principles to physical fitness, physical education, and athletics is included.

28. From

EXPW 4520 - Adapted Physical Activity and Sport

Lec. 2. Lab. 2. Credit 3.
~~This course focuses on Developing physical education programs for populations with special needs.~~

To:

EXPW 4520 - Adapted Physical Activity and Sport

Lec. 2. Lab. 2. Credit 3.
The purpose of this course is to guide students in developing knowledge of current trends and concepts in adapted physical education and sport as well as examining various services, programs and requirements for individuals with disabilities. By the end of the course students should display acceptable levels of confidence in screening children who may need adapted physical education/activity as well as working with and evaluating special needs children. Design and implementation of adapted physical activity & sport programs to meet unique needs of individuals will also be required.

29. From

EXPW 4530 - Organization and Administration of Interschool Athletics

Lec. 3. Credit 3.
~~Athletics which concern head coaches, assistant coaches, athletic directors, and principals or administrators.~~

To:

EXPW 4530 - Organization and Administration of Interschool Athletics

Lec. 3. Credit 3.

This course is a study of issues faced by administrators, principals, athletic directors and coaches.

30. From

EXPW 4540 - Ethical Issues in Sport

Lec. 3. Credit 3.
This course is designed to assist students in self-evaluating, examining, and developing a philosophy, values, and moral reasoning skills. Major moral/ethical issues within sports will be researched and discussed. Students will experience the ethical decision-making process through opportunities for critical analysis drawing upon their philosophical values.

EXPW 4540 - Ethical Issues in Sport

Lec. 3. Credit 3. Prerequisite: Junior or Senior Standing.
This course is designed to assist students in self-evaluating, examining, and developing a philosophy, values, and moral reasoning skills. Major moral/ethical issues within sports will be researched and discussed. Students will experience the ethical decision-making process through opportunities for critical analysis drawing upon their philosophical values.

31. From

EXPW 4550 - Sport Governance

Lec. 3. Credit 3.

Prerequisite: Junior or Senior Standing ~~in EXPW~~. This course is designed for students interested in the growing problems of sports litigation. Amateur and professional aspects of sports are covered from four major perspectives: (1) judicial review of athletic associations; (2) eligibility rules and disciplinary measures; (3) equal opportunity provisions; and (4) tort liabilities. Specific topics include due process, anti-trust, and free speech, coed competition, duty of ordinary care, and of care owed athletes and spectators, injuries, assumption of risk, and contributory negligence. The course stresses the application of principles of law to the sports setting. Actual court cases relating to these principles are examined.

To:

EXPW 4550 - Sport Governance

Lec. 3. Credit 3.

Prerequisite: Junior or Senior Standing. This course is designed for students interested in the growing problems of sports litigation. Amateur and professional aspects of sports are covered from four major perspectives: (1) judicial review of athletic associations; (2) eligibility rules and disciplinary measures; (3) equal opportunity provisions; and (4) tort liabilities. Specific topics include due process, anti-trust, and free speech, coed competition, duty of ordinary care, and of care owed athletes and spectators, injuries, assumption of risk, and contributory negligence. The course stresses the application of principles of law to the sports setting. Actual court cases relating to these principles are examined.

32. From

EXPW 4560 - Facility Planning and Management

Lec. 3. Credit 3.
Overview of all elements involved in sport event management. Key component of course is the planning, organizing, marketing, and conducting of an event during the semester. Open to Sport Management majors with permission of instructor.

To:

EXPW 4560 - Facility Planning and Management

Lec. 3. Credit 3. Prerequisite: Junior or Senior Standing.
This course is an ~~O~~ overview of all elements involved in sport event management. One ~~K~~ key component of the course ~~is~~ includes ~~the~~ planning, organizing, marketing, and conducting ~~of an~~ a mock event during the semester.

33. From

EXPW 4730 - Assessment and Evaluation in Exercise Science

Lec. 3. Credit 3.
Various forms and kinds of testing and measuring in physical education.

To:

EXPW 4730 - Assessment and Evaluation in Exercise Science

Lec. 3. Credit 3.

The purpose of this course is to direct students to select/construct, administer, score, and evaluate tests specific to human performance. Students will be exposed to standardized tests and will explore the uses and development of authentic tests. Each class period consists of lecture and administration of assessments.

34. From

EXPW 4810 - Field Experience

Lab. 1-4. Credit 1-4.

Prerequisite: Successful completion of course requirements in the core requirements. Three to nine hours of credit may be earned. This course may be taken independent of course work as a culminating experience for three hours credit. ~~or as a corequisite for coaching courses in the coaching concentration for 1-4 hours of credit. Candidates are expected to complete a minimum of three clock hours per week per semester for each semester hour of credit.~~ Participation in on-the-job experiences will be provided in a wide range of hosting agencies, institutions, and clinics. Requirements for course completion will vary depending on the number of credit hours to be earned.

To:

EXPW 4810 - Field Experience

Lab. 1-4. Credit 1-4.

Prerequisite: Successful completion of course requirements in the core requirements. Three to nine hours of credit may be earned. This course may be taken independent of course work as a culminating experience for three hours credit. Participation in on-the-job experiences will be

provided in a wide range of hosting agencies, institutions, and clinics. Requirements for course completion will vary depending on the number of credit hours to be earned.

35. From

EXPW 4820 - Field Experience

Lab. 1-4. Credit 1-4.

Prerequisite: Successful completion of course requirements in the core requirements. Three to nine hours of credit may be earned. This course may be taken independent of course work as a culminating experience for three hours credit ~~or as a corequisite for coaching courses in the coaching concentration for 1-4 hours of credit. Candidates are expected to complete a minimum of three clock hours per week per semester for each semester hour of credit.~~ Participation in on-the-job experiences will be provided in a wide range of hosting agencies, institutions, and clinics. Requirements for course completion will vary depending on the number of credit hours to be earned.

To:

EXPW 4820 - Field Experience

Lab. 1-4. Credit 1-4.

Prerequisite: Successful completion of course requirements in the core requirements. Three to nine hours of credit may be earned. This course may be taken independent of course work as a culminating experience for three hours credit. Participation in on-the-job experiences will be provided in a wide range of hosting agencies, institutions, and clinics. Requirements for course completion will vary depending on the number of credit hours to be earned.

36. From

EXPW 4830 - Field Experience

Lab. 1-4. Credit 1-4.

Prerequisite: Successful completion of course requirements in the core requirements. Three to nine hours of credit may be earned. This course may be taken independent of course work as a culminating experience for three hours credit ~~or as a corequisite for coaching courses in the coaching concentration for 1-4 hours of credit. Candidates are expected to complete a minimum of three clock hours per week per semester for each semester hour of credit.~~ Participation in on-the-job experiences will be provided in a wide range of hosting agencies, institutions, and clinics. Requirements for course completion will vary depending on the number of credit hours to be earned.

To:

EXPW 4830 - Field Experience

Lab. 1-4. Credit 1-4.

Prerequisite: Successful completion of course requirements in the core requirements. Three to nine hours of credit may be earned. This course may be taken independent of course work as a culminating experience for three hours credit. Participation in on-the-job experiences will be provided in a wide range of hosting agencies, institutions, and clinics. Requirements for course completion will vary depending on the number of credit hours to be earned.

37. From

EXPW 3132 - School Health Pedagogy and Practicum

Lec. 2. Lab. 1. Credit 3.

Prerequisite: EXPW 2130 licensure major. Curriculum design, instructional methodology and supervised practicum in health education.

To:

EXPW 3132 - School Health Pedagogy and Practicum

Lec. 2. Lab. 1. Credit 3.

Prerequisite: EXPW 2130 or EXPW 2015 and Physical Education licensure major. This course is designed to provide the student multiple opportunities to examine Health or Lifetime Wellness curriculum design, gain familiarity with instructional methodology and design as well as participate in supervised practicum. experience in the secondary health or lifetime wellness classroom. Students develop lesson plans according to the State of Tennessee standards for Lifetime Wellness using the EdTPA lesson plan model. Lesson/learning assessment is also included as a core component of this course.

38. From

EXPW 4711 - Analysis and Development of Sport Skills

Credit 4.

~~Prerequisite: Licensure major and acceptance into Upper Division Teacher Education. Instructional methods in developing and analyzing skills necessary to successfully teach sports at the secondary level.~~

To:

EXPW 4711 - Analysis and Development of Sport Skills

Lec. 2, Lab 2. Credit 4.

Prerequisite: Physical Education licensure major and acceptance into Teacher Education. This course includes multiple opportunities for candidates to examine and develop instructional methods related to planning, teaching and analyzing skills appropriate for secondary physical education. Candidates will prepare and teach multiple lessons using the State of Tennessee standards for physical education in grades 6-8 or 9-12. The EdTPA lesson plan template and assessment process is utilized during this course. Practicum hours are required for the completion of this course. A grade of "B" or better is required to progress to Residency.

39. From

EXPW 4721 - Methods of Elementary Movement

Credit 4.

~~Prerequisite: Licensure major and acceptance into Upper Division Teacher Education. Instructional methods motor skills and movement concepts, including rhythms and gymnastics.~~

To:

EXPW 4721 - Methods of Elementary Movement

Lec. 2, Lab 2. Credit 4.

Prerequisite: Physical Education licensure major and acceptance into Teacher Education. This course includes multiple opportunities and experiences for the physical education candidate to obtain relevant knowledge about teaching physical education that is elementary school specific. Various instructional methods for teaching motor skills and movement concepts, including rhythms and gymnastics are covered. Candidates will prepare and teach multiple lessons using the State of Tennessee standards for physical education in grades K-2 or 3-5. The EdTPA lesson plan template and assessment process is utilized during this course. Practicum hours are required for the completion of this course. A grade of "B" or better is required to progress to Residency.

40. From

EXPW 4871 - Residency I.

Fall only. Credit 5.

Prerequisite: Licensure major, acceptance into Upper Division Teacher Education and completion of EXPW 4711 and EXPW 4721 with a grade of B or higher.

Corequisite: ~~EXPW 4872. Supervised experience. in authentic teaching of elementary and secondary physical education classes.~~

A grade of B is required to meet degree requirements.

TO:

EXPW 4871 - Residency I.

Fall only. Credit 5.

Prerequisite: Physical Education licensure major, acceptance into Teacher Education and completion of EXPW 4711 and EXPW 4721 with a grade of B or higher.

Corequisite: EXPW 4873.

This course is a supervised authentic teaching experience. Candidates are assigned placement in a school where they spend 12 hours per week for the duration of the semester job shadowing, preparing and teaching. There are multiple evaluations by a university supervisor during this residency experience. Individual guidance and assistance is given to each candidate during Residency I in preparation for success in Residency II.

A grade of B is required to meet degree requirements.

41. From

EXPW 4881 - Residency II

Spring only. Credit 10.

Prerequisite~~: Licensure major, acceptance into Upper Division Teacher Education, and completion of EXPW 4871 and with EXPW 4872 with a grade of B or higher.~~

Corequisite: ~~EXPW 4882.~~

~~Supervised experience in full-time teaching of elementary and secondary physical education.~~

To:

EXPW 4881 - Residency II

Spring only. Credit 10.

Prerequisite: Physical education licensure major, acceptance into Teacher Education, completion of EXPW 4871 and EXPW 4873 with a grade of B or higher.

Corequisite: EXPW 4882. This is the final semester of Residency which is a full-time, supervised teaching experience where the candidate teaches physical education at either the elementary, middle or high school level. The candidate must complete and submit the EdTPA assessment during this course, and score mimimum or higher for program completion, graduation and gaining a Tennessee teaching license. For cut scores and timelines see Office of Teacher Education.

42. From

EXPW 4882 - Professional Seminar II

Spring. Credit 2.

Corequisite: EXPW 4881. ~~Seminar on issues related to the interrelationships among school, culture and society; a historical, philosophical and sociological analysis.~~

To:

EXPW 4882 - Professional Seminar II

Spring Only. Credit 2.

Corequisite: EXPW 4881. This course is a seminar on issues related to the interrelationships among school, culture and society; a historical, philosophical and sociological analysis.

43. From

EXPW 3091 - Coaching Individual Sports

Lec. 2. Lab.1. Credit 3.

Prerequisite or corequisite: EXPW 3180. ~~A study of skills, knowledge, strategies and leadership associated with coaching selected individual sports.~~

To:

EXPW 3091 - Coaching Individual Sports

Lec. 2. Lab.1. Credit 3.

Prerequisite or corequisite: EXPW 3180. This course is a ~~A~~ study of philosophies, skills, knowledge, strategies and leadership associated with coaching selected individual sports.

44. From:

EXPW 4900 - Research Methods in Exercise Science

Lec. 3. Credit 3.
Prerequisite: Senior Standing and completion of EXPW 4730. ~~The purpose of this course is to prepare students to search/cite/reference articles properly, write correct research hypotheses, and be able to properly cite information using the APA manual.~~

To:

EXPW 4900 - Research Methods in Exercise Science

Lec. 3. Credit 3.
Prerequisite: Senior Standing and completion of EXPW 4730.
This undergraduate course provides a comprehensive introduction to research proposal writing, research methodologies, and foundational research theories and protocols. Students in this course learn about the cyclical nature of applied research and the process of research writing.

45. From:

EXPW 3560 - Techniques and Tactics of Sports

Lec. 2. ~~Credit 2.~~
~~This course is designed to explore a variety of sports including required skills for game play, rules, offensive and defensive strategies and more.~~

To:

EXPW 3560 - Techniques and Tactics of Sports

Lec. ~~2~~.1, Lab. 2. Credit 2.
This course is designed to explore a variety of sports. Students will examine ~~including~~

~~required~~ skills required for game play, rules of plan, offensive and defensive strategies and more. Participation in a variety of sports is required.

46. From:

EXPW 3660 - Curriculum in Physical Education

Lec. 2. Credit 2.

Prerequisite: Full admission to the Teacher Education Program.

~~This course examines various curriculum models in physical education and prepares teacher candidates to construct curricula in physical education.~~

To:

EXPW 3660 - Curriculum in Physical Education

Lec. 2. Credit 2.

Prerequisite: Full admission to the Teacher Education Program.

This course examines various curriculum models in physical education and prepares teacher candidates to construct and evaluate curricula in physical education.

47. From:

EXPW 4731 - Assessment in the Physical Education Classroom

Lec. 2. Credit 2.

~~Prerequisite: Full admission to the Teacher Education Program. This course will provide teacher candidates with opportunities to learn various forms and kinds of testing and measurement valid in physical education.~~

To:

EXPW 4731 - Assessment in the Physical Education Classroom

Lec. 2. Credit 2.

Prerequisite: Full admission to the Teacher Education Program. This course provides teacher candidates with multiple opportunities to construct and administer various assessment measures and to interpret data from assessing student performance and learning in physical education. The EdTPA assessment tool – TASK 3 is examined. Use of rubrics, administering standardized fitness tests, administering various skills tests and analyzing the results is included.

48. From:

EXPW 4873 - Professional Seminar I

Fall. Lec. 3. Credit 3.

~~Prerequisite: Full admission to the Teacher Education Program; completion of EXPW 4711 and EXPW 4721 with a grade of B or better.~~

~~Corequisite: EXPW 4871. Problem-based learning directly related to individual experiences in EXPW 4871 - Residency 1 and potential teaching situations. Attention given to Ready 2 Teach and EdTPA.~~

To:

EXPW 4873 - Professional Seminar I

Fall Only. Lec. 3. Credit 3.

Prerequisite: Full admission to the Teacher Education Program; completion of EXPW 4711 and EXPW 4721 with a grade of B or better.

Corequisite: EXPW 4871.

This seminar is a problem-based learning experience that is directly linked to individual candidate's experiences in EXPW 4871 – Residency I and potential teaching situations. Special attention is given to Ready 2 Teach and EdTPA.

49. From:

EXPW 4032 - Training for Performance

Lec. 3. Credit 3.

Prerequisite: Junior or Senior Standing ~~in EXPW~~. ~~Theoretical understanding and practical development of training programs intended to maximize sport performance.~~

To:

EXPW 4032 - Training for Performance

Lec. 3. Credit 3.

The purpose of this course is to expose students to theory that dictates physical training for sport performance as well as the practical application of physical training and evaluation. Students will participate in various in-class evaluation, practical training, and prescription activities. **The course will also serve as a beginning preparatory course for the NSCA CSCS examination.**

MEMORANDUM

TO: University Curriculum Committee (UCC)

VIA: College of Education Executive Leadership Council (ELC)

VIA: Dr. Julie Baker, Associate Dean, College of Education

FROM: Dr. Christy Killman, Chair, Department of Exercise Science, Physical Education & Wellness

DATE: February 15, 2017

SUBJECT: New Course offered in PHED 1560 - Rescue Diver

JUSTIFICATION: For the past 3 years the Scuba diving classes have gained popularity in the 1 hour PHED segment of our course offerings. We propose to offer the next in the series of Scuba classes – Rescue Diver. This course will draw students from the Advanced class and will also attract students who work with public services who have a diving certification but want to become Rescue Divers.

FINANCIAL IMPLICTIONS: NONE

EFFECTIVE DATE: FALL 2017

Course Additions:

(Syllabus attached)

1. PHED 1560 – Rescue Diver

Lec. 1. Lab 2. Credit 2.

This course is designed for the advanced diver to develop the knowledge base and necessary skill set to effectively perform diver rescues as well as assist in and administer necessary first aid in the event of an emergency. Skills such as how to perform self-rescues, buddy rescues, recognize and calm potential panic divers, administer proper first aid to divers that have experienced dive related injuries, conduct effective search patterns and manage accident scenes are included. Rescue Diver Certification is available at the conclusion of this course.

Tennessee Tech University

EXPW Department

PHED 1560 – Rescue Diver

Textbook

All reading and educational materials for this course will be provided by the instructor in the classroom.

Prerequisite

Must Be a Certified Advanced SCUBA Diver

Course Objectives

The Rescue Diver Course is designed to develop the knowledge and necessary skills to effectively perform diving rescues and assist and administer the necessary first aid in the event of an emergency. Skills such as how to perform self-rescues, buddy rescues, recognize and calm potential panic divers, administer proper first aid to divers that have experienced dive related injuries, conduct effective search patterns and manage accident scenes.

Topics To Be Covered

Emergence First Aid CPR For Divers

Classroom coverage and familiarizing with Rescue Diving Skills

Pool Skills: use of scuba gear; buoyancy - how to become neutrally buoyant & why;

dealing with a diver non-breathing, panicked, recovery of diver underwater, O2 delivery, AED use around water

Course Requirements:

The student is required to purchase a scuba mask , fins , boots , and a snorkel. Text books will be provided for class, however, it is the students responsibility to care for the book and replace it in case of damage or loss.

Scuba Gear will be provided for class, however, it is the students responsibility to care for the gear and replace or repair it in case of damage or loss.

Dress Code:

Students are required to dress in an appropriate manner for the activities of the day. For activities in the pool, a modest swimsuit is required. ALL STUDENTS MUST WEAR A TSHIRT over the swimsuit/under the gear EVERYDAY. It is the student's responsibility to bring a dry towel and change of clothes.

Attendance

Attendance and participation is expected. **In the event that a student misses more than 1 full day of class without documentation of an excused absence, withdrawal from the class will be in order, as it is not possible to proceed from skill to skill without proper instruction and practice, neither of which will be provided for unexcused absences from class.** Two tardies is equal to an unexcused absence. Any and all makeup work (available for excused absences only) must be done in within 5 days .

It is the student's responsibility to be dressed and ready to begin class at the set start time.

Assignments and testing

All assignments must be turned in on time. Late work will not be accepted.
No make-up quizzes or test will be given.

Academic Dishonesty

Any work that is submitted under your name is authorized as being your own. Students are expected to abide by the university policies related to Academic Dishonesty, which is accessible on "Policy Central" of the TTU website.

Safety & Student Conduct

Safety of students is the number one concern in this course. Any and all activity that is deemed reckless or unsafe is not permitted. There will be no horseplay or other activity that interferes with instruction and class participation. No actions that could endanger self or others will be permitted or tolerated. Failure to abide by the safety requirements of this course will result in immediate dismissal.

Because scuba gear is expensive and can be dangerous, students are expected to be attentive to instruction related to its use.

Rules for the Pool

No one is allowed to be in the pool without direct supervision of the instructor.
No one is to attempt any SCUBA Skills without the direction of the instructor.
No one is to try to fill any scuba tanks
No one is to handle any SCUBA Gear without proper direction from the instructor.

Conduct

Each student is expected to conduct themselves in a manner that is becoming an individual who is wanting to learn, and who represents themselves, the Exercise Science Department and Tennessee Tech University in a mature and positive manner. Foul language, disrespect or any activity this is unbecoming a mature adult will not be tolerated and could result in the student(s) being dismissed from the course.

Paperwork

There are questioners and releases that must be filled out before the water portion of the class. Releases and medical forms must be completed and returned within the first 2 weeks of class. Medical forms must be completed by a physician and returned to the instructor before participating in the "pool"/"diving" portion of this course. No student may participate in this course without the proper release forms submitted in a timely manner.

Grading Scale

A 90 to 100
B 80 to 89
C 70 to 79
D 60 to 69
F Below 60

Classroom	25%
Pool Skills	25%
Quizzes	25%
Final examine	25%

Cell Phone Policy

Phones and Electronic devices should be out of sight during class. Failure to abide by the departmental policy about cell phones will result in student being dismissed from class for the day and an UNEXCUSED absence assigned for that day. No exceptions!

Special Accommodations

Students with a disability requiring accommodations should contact the Office of Disability Service (ODS). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112, phone 372-6119.

Inclement Weather

Tennessee Tech University rarely cancels classes due to bad weather. Unfortunately, some students have the attitude that "it is just PE". We will monitor the weather situations and make judgments based on the severity of weather on an individual basis. Of course, we never want anyone to risk life or limb attempting to get to class. **If the university delays or cancels classes we will follow suit.** In the event of an emergency during your classes, be familiar with protocols for fire exit from your teaching area and what to do should the severe weather siren sound.

Clear Form

More Forms

Course Checklist for Curriculum Committee

Date: 2/20/17

Change: [ ] Addition: [✔] Deletion: [ ]

Curriculum Committee Date: 3/16/17

Course Subject: PHED Course Number: 1560

Course Title: Rescue Diver

Please enter the number of contact hours in the space provided as well as the credit hours:

Type and Contact Hours: LEC Hours 1 LAB Hours 1 IND Hours _____ Other Hours _____

Total Credit Hours: 2

Effective Year & Term: Fall 2017 (i.e. .Fall 2016) Last Term & Year Effective: _____ (i.e. .Spring 2016)

Department: Exercise Science

Repeat for Credit: **Y** [ ] **N** [✔] If yes, number of times or credit hours the course can be repeated _____

Grade Mode: Standard [✔] Satisfactory/Unsatisfactory [ ]

Prerequisites: Certified Advanced Scuba Diver

Co-requisites: _____

Attributes: _____

Restrictions: _____
(Class, Major, College, etc.)

Course Description:

This course is designed to develop the knowledge and necessary skills to effectively perform diving rescues and assist and administer the necessary first aid in the event of an emergency.

RECORDS OFFICE USE ONLY:

Approved: _____ Denied: _____ Date: _____

updated 5.25.16 bc

School of Art, Craft & Design

TENNESSEE TECH

MEMORANDUM

TO: University Curriculum Committee

VIA: College of Education Executive Leadership Council

FROM: School of Art, Craft & Design

DATE: February 7, 2017

SUBJECT: Course Addition and Curriculum Change to Program of Study in Undergrad Catalog- BFA, Concentration in Design

I. Course Additions:

ART 3251 Independent Studies in Design. Credit 1-3. Prerequisite: Consent of the instructor. Directed projects in design arranged between the student and instructor.

Request addition of new Independent Study Course ART 3251 Credit 1-3 to the list of course options as partial fulfillment of the required 4 credit hours of Independent Study for the BFA Design (digital) concentration.

Rationale: This addition will allow students to enroll in 4 credit hours of Independent Study within a single semester if needed or desired.
Effective: Fall 2017
Financial impact: NONE

II. Course Deletions: NONE
III. Course Changes: NONE
IV. Curriculum Changes to Program of Study:

BFA, Design Concentration, Digital Media Emphasis
Sophomore Year

FROM: SPCH 2410-Introduction to Speech Communication

TO: SPCH 2410-Introduction to Speech Communication **or PC 2500- Communicating in the Profession**

Request addition of PC 2500 to the list of course options as partial fulfillment of the required 9 credit hours of communications related courses for the BFA Design (digital) concentration. Upon inception of the design (digital) concentration in 2013-2014, it was intended to be included as a course option for the degree

requirement. Students will complete either SPCH 2400 or PC 2500 for the degree requirement thus reducing scheduling conflicts, which promote more timely completion of degree requirements.

Rationale: These changes are consistent with the other 7 BFA studio concentration areas.
Effective: Fall 2017
Financial impact: None.

BFA, Design Concentration, Digital Media Emphasis
Senior Year

FROM: ART 3250-Independent Studies in Design Credit: 1-3.

TO: ART 3250-Independent Studies in Design Credit: 1-3 **AND/OR ART 3251-Independent Studies in Design Credit: 1-3 (any combination of 4 hours required)**

Request addition of new Independent Study Course ART 3251 Credit 1-3 to the list of course options as partial fulfillment of the required 4 credit hours of Independent Study for the BFA Design (digital) concentration.

Rationale: This addition will allow students to enroll in 4 credit hours of Independent Study within a single semester if needed or desired.
Effective: Fall 2017
Financial impact: NONE

BFA, Design Concentration, Digital Media Emphasis
Freshman Year

FROM: UNIV 1020 First Year Connections Credit 1
(Freshman year TOTAL 31 hours)

TO: UNIV 1020 First Year Connections Credit 1[1]
(Freshman year TOTAL 30 Hours)

Note:
[1] This course is not included in the 120-hour curriculum and does not apply to transfer students.

Request to add NOTE to remove the one-hour credit from the total curriculum hours and indicate that the course does not apply to transfer students.

Rationale: These changes are consistent with the other 7 BFA studio concentration areas.
Effective: Fall 2017
Financial impact: NONE

For All Curriculum Changes: See attached Program of Study

Student ID:_____
Student Name:_____
Adviser Name:_____

Catalog: 2016-2017 Undergraduate Catalog
Program: Fine Arts, Design Concentration, Digital Media Emphasis
Minimum Credits Required:_____

Fine Arts, Design Concentration, Digital Media Emphasis

(Leading to the Bachelor of Fine Arts Degree)

Freshman Year

Course Name	Credit	Term Taken	Grade	Gen Ed
UNIV 1020 - First-Year Connections **or equivalent credit.**	Credit: 1.[1]			
ART 1250 - Introduction to Digital Imaging	Credit: 3.			
ART 2210 - Introduction to Design	Credit: 3.			
ART 2220 - Typography, Text and Image	Credit: 3.			
ART 2310 - Drawing I, Introduction	Credit: 3.			
ART 1010 - Two-Dimensional Design	Credit: 3.			
ENGL 1010 - English Composition I	Credit: 3.			
ENGL 1020 - English Composition II	Credit: 3.			
Social/Behavioral Sciences or Humanities/Fine Arts Electives Credit: 6. MATH Credit: 3.				

Total: 31

Sophomore Year

Course Name	Credit	Term Taken	Grade	Gen Ed
ART 2010 - Three-Dimensional Design	Credit: 3.			
ART 2120 - Art History II	Credit: 3.			
ART 2320 - Drawing II	Credit: 3.			
ART 3130 - Art Since 1900	Credit: 3.			
ART 3210 - Design Studio	Credit: 3.			
ART 3220 - Design Studio II	Credit: 3.			
HIST 2010 - American History I	Credit: 3.			
SPCH 2410 - Introduction to Speech Communication **or PC 2500**	Credit: 3.			
Natural Sciences Credit: 8.				

Total: 32

Junior Year

Course Name	Credit	Term Taken	Grade	Gen Ed
ART 3230 - Design Studio III	Credit: 3.			
ART 3240 - Illustration and Visual Narrative	Credit: 3.			
HIST 2020 - American History II	Credit: 3.			
ENGL 2130 - Topics in American Literature or	Credit: 3.			
ENGL 2230 - Topics in British Literature or	Credit: 3.			
ENGL 2330 - Topics in World Literature	Credit: 3.			
Art Studio Electives or				
WEBD 2300 - Web Site Design: Dynamic Sites or	Credit: 3.			
JOUR 2200 - Mass Communication in a Changing Society or	Credit: 3.			
MKT 3400 - Principles of Marketing	Credit: 3.			

Art Studio Electives or				
WEBD 4950 - Advanced Web Page Design or	Credit: 3.			
JOUR 3740 - Advertising Copy and Layout or	Credit: 3.			
MKT 3430 - Advertising or	Credit: 3.			
MKT 3900 - Entrepreneurship/Small Business	Credit: 3.			

Select two:

Course Name	Credit	Term Taken	Grade	Gen Ed
ART 2410 - Painting I, Introduction	Credit: 3.			
ART 2510 - Introduction to Clay	Credit: 3.			
ART 2610 - Introduction to Fibers	Credit: 3.			
ART 2710 - Introduction to Glass	Credit: 3.			
ART 2810 - Introduction to Metals	Credit: 3.			
ART 2910 - Introduction to Woodworking	Credit: 3.			

Select two:

Course Name	Credit	Term Taken	Grade	Gen Ed
ART 2110 - Art History I	Credit: 3.			
ART 3150 - History of Crafts I	Credit: 3.			
ART 3160 - History of Crafts II	Credit: 3.			
ART 4040 - Seminar	Credit: 3.			
ART 4100 - Art Tour	Credit: 3.			
ART 4170 - Ancient Mesoamerican Art	Credit: 3.			

Total: 30

Senior Year

Course Name	Credit	Term Taken	Grade	Gen Ed
Social/Behavioral Sciences and/or Humanities/Fine Arts Electives Credit: 6.				
ART 3250 - Independent Studies in Design ~~or (Four credit hours required)~~ AND/OR ART 3251-Independent Studies in Design	Credit: 1-3. Credit: 1-3 (any combination of 4 hours required) or			
ART 4240 - Special Problems in Design	Credit: 4.			
ART 4210 - Design Practicum or	Credit: 4-8.			
ART 4220 - Design Internship	Credit: 4-8.			
ART 4230 - Design Portfolio	Credit: 4.			

Select two:

Course Name	Credit	Term Taken	Grade	Gen Ed
Art Studio Electives				
WEBD 4950 - Advanced Web Page Design	Credit: 3.			
JOUR 3740 - Advertising Copy and Layout	Credit: 3.			
MKT 3430 - Advertising	Credit: 3.			
MKT 3900 - Entrepreneurship/Small Business	Credit: 3.			

Total: 28

Note: 1 This course not included in the 120-hour curriculum.

1	Majors in BFA concentration in design must have C or above in all art courses applied to fulfill requirements in the major. Art courses must also have the grade of C or above in order to serve as prerequisites for other art courses and to be counted as completed in the sophomore assessment for recommendation to advance in the concentration.

2	Art studio electives and guided electives shall total 12 credit hours.
	From 3 credits to 9 credits may be selected from art studio electives, defined as any art studio course not applied to other requirements.
	From 3 credits to 9 credits may be selected from the following list of guided electives – WEBD 1500, WEBD 2300, WEBD 4950, JOUR 2200, JOUR 3740, JOUR 4360, MKT 3400, MKT 3430, MKT 3900.

Notes:

TENNESSEE TECH UNIVERSITY

SCHOOL OF ART, CRAFT & DESIGN

ART 3251-001: INDEPENDENT STUDIES IN DESIGN

1-3 CREDIT HOURS, FALL 2017

INSTRUCTOR INFORMATION

Instructor's Name: David Gallop
Office: Foundation Hall, room 185
Telephone Number: 931-372-6203
Email: *dgallop@tntech.edu*

OFFICE HOURS: BY APPOINTMENT

COURSE INFORMATION

Directed projects in digital media and/or virtual reality arranged between student and instructor.

PREREQUISITES (IF APPLICABLE)

Permission of instructor.

TEXTS AND REFERENCES

Required: *N/A*

References (if applicable): N/A

COURSE DESCRIPTION

Directed projects in digital media and/or virtual reality arranged between student and instructor.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

- Demonstration of self-management and organizational skills.
- Develop advanced concepts and strategies in design projects and/or virtual reality.
- Develop aesthetic and conceptual direction to apply towards a design portfolio.

MAJOR TEACHING METHODS

As an independent study course, the student will propose self-directed projects to meet the student learning outcomes. Strong attention will be paid to instructor/student consultation and individual critique in helping to achieve the learning outcomes. As a studio course, the emphasis of the course will be on learning and exploring software in support of individual interests and aesthetic understanding and preferences.

SPECIAL INSTRUCTIONAL PLATFORM/MATERIALS

Laptop, related software which may include but not limited to: Adobe Creative Suite, Maya 3D rendering software, Rhinoceros 3D rendering software.

Topics to Be Covered

- Self guided study related to digital design in still image form and/or virtual reality.

Grading and Evaluation Procedures

Throughout the semester the dates set will be times in which student and professor will meet in FDH 185 to discuss and review progress. Evaluation will be assessed on quality of product, timeliness, challenges met and creative ingenuity. Near the completion of stated project(s), students will sum up the entire body of work(s) with an evaluation paper describing all the topics listed below.

1. Project description – In student's own words describe what your vision is as well as your goals in the project. Also set milestone dates to give yourself assurance that your will complete certain tasks on time.

2. Research & Inspiration – Either with subject matter or a new technique ask yourself what am I learning new here? Cite all creative inspirations and clearly describe how you have been influenced by another artist's work.

3. Design Problems & Solutions – See everything that you design as a Problem, it may sound strange but it will shift your perspective a bit and cause you to analyze your work more. The creative solution should be well thought out and articulated demonstrating your critical thinking skills.

4. Take away – Your own personal take away of your final project.

Grading Scale (if applicable)

Letter Grade	Grade Range
A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

Course Policies

Student Academic Misconduct Policy

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – Student Academic Misconduct at Policy Central.

Assignments and Related Policy

By determined date student must submit a proposal on to iLearn. The project proposal must clearly state a description of the proposed project along with set deadlines of the approved projects throughout the semester that will be adhered to. Throughout the semester the dates set will be times in which student and professor will meet in FDH 185 to discuss and review progress.

Disability Accommodation

Students with a disability requiring accommodations should contact the Office of Disability Services (ODS). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112; phone 372-6119. For details, view the Tennessee Tech's Policy 340 – Services for Students with Disabilities at Policy Central.

School of Art, Craft & Design

TENNESSEE TECH

MEMORANDUM

TO: University Curriculum Committee

VIA: College of Education Executive Leadership Council

FROM: School of Art, Craft & Design

DATE: February 10, 2017

SUBJECT: Update in catalog for Craft Certificate Program of Study

Request update of catalog for Craft Certificate program of study. There are no curricular changes to be made; the revision is editorial. Update should delete Art 2070 Digital Art Basics, which has not been taught since 2013, and replace it with Art 1250 Introduction to Digital Imaging.

Rationale: Replacing outdated and incorrect information.

Effective: Fall 2017

Financial impact: None.

Appalachian Center for Craft – Tennessee Tech University

The Craft Certificate

The Craft Certificate Program is designed for those seeking professional-level training in craft media without the objective of a college degree. This provides an especially good opportunity for those who already have a degree and wish to focus on specialized training. Students finishing the Craft Certificate Program receive a Certificate of Completion from the Craft Center. This represents a significant level of accomplishment, but it is not a college degree and does not afford the level of privilege and opportunity of a bachelor's degree.

Certificate Program admission standards are the same as for the BFA degree program. Course requirements are similar to the BFA curriculum, but exclude general education courses and the BFA thesis project and exhibition. Independent study credits may, at the discretion of the faculty advisor, be applied to a studio project representing the level of accomplishment at culmination of studies.

Students in the Certificate Program generally maintain at least six credits of coursework per semester and complete the foundation requirements within the first 18 credits in the program.

Craft Certificate Requirements

Foundations – 11 or 12 credits (depending on whether the student elects to take Art 2070, Digital Art Basics, which is only 2 credits)

- Art 1010 – Two Dimensional Design – 3 credits
- Art 2010 – Three Dimensional Design – 3 credits
- Art 2310 – Introduction to Drawing – 3 credits

Plus one of the following:

- Art 2320 – Intermediate Drawing – 3 credits
- Or – Art 2330 – Drafting for Designers – 3 credits
- ~~Or – Art 2070 – Digital Art Basics – 2 credits~~

OR - Art 1250 - Introduction to Digital Design - 3 credits

Primary Emphasis – 24 credits

- See below for primary emphasis course requirements listed by medium

Art History – 6 credits selected from:

- Art 2110 – Art History I – 3 credits
- Art 2120 – Art History II – 3 credits
- Art 3130 – Twentieth Century Art – 3 credits
- Art 3150 – History of Craft I – 3 credits
- Art 3160 – History of Craft II – 3 credits

Electives (outside area of emphasis) – 6 credits
Can be two introductory courses in separate media, or, an introductory and an intermediate course in one medium, or, additional art history courses or courses in non-art fields.

Total – ~~47 or~~ 48 credits ~~(depending on whether student takes Digital Art Basics)~~

Craft Certificate - Primary Emphasis Course Requirements by Medium

Clay

- Art 2510 – Intro to Clay – 3 credits
- Art 3510 – Clay on the Wheel – 3 credits
- Art 3511 – Intermediate Handbuilding – 3 credits
- Art 3520 – Advanced Clay Studio – 3 credits
- Art 3521 – Advanced Clay Studio – 3 credits
- Art 3520 or 3521 – Advanced Clay Studio – 3 credits
- Arts 3530 or 3531 – Independent Study in Clay (or other advanced coursework in clay as determined by faculty advisor) – 6 credits

Fibers

- Art 2610 – Introduction to Fibers – 3 credits
- Art 3620 – Surface Design I: fabric patterning – 3 credits
- Art 3621 – Surface Design II: Screen Printing – 3 credits
- Art 3610 – Weaving I – 3 credits
- Art 3611 – Weaving II – 3 credits
- Art 4640 – Special Problems or repeat of a surface or weaving class – 3 credits
- Art 3630 or 3631 – Independent Study in Fibers (or other advanced coursework in fibers as determined by faculty advisor) – 6 credits

Glass

- Art 2710 – Introduction to glass - 3 credits
- Art 3710 – Intermediate Glass - 3 credits
- Art 3710 – Intermediate Glass - 3 credits
- Art 3720 – Advanced Glass - 3 credits
- Art 3720 – Advanced Glass - 3 credits
- Art 3720 – Advanced Glass - 3 credits
- Art 3730 or 3731 – Independent Study in Glass (or other advanced coursework in glass as determined by faculty advisor) – 6 credits

Metals

- Art 2810 – Intro to Metals – 3 credits
- Art 3810 – Metalsmithing – 3 credits
- Art 3820 – Blacksmithing – 3 credits
- Art 3811 – Metals Studio/Metalsmithing or Art 3821 Metals Studio/Blacksmithing – 3 credits
- Art 3811 – Metals Studio/Metalsmithing or Art 3821 Metals Studio/Blacksmithing – 3 credits
- Art 3830 – Independent Study in Metals, or Art 4840 – Special Problems in Metals – 3 credits
- Art 3830 or 3831 – Independent Study in Metals (or other advanced coursework in metals as determined by faculty advisor) – 6 credits

Wood

- 2910 – Introduction to wood – 3 credits
- 3910 – Intermediate wood – 3 credits
- 3911 – Intermediate wood – 3 credits
- 3920 – Advanced wood – 3 credits
- 3921 – Advanced wood – 3 credits
- 4940 – Special Problems/Woodturning – 3 credits
- 3930 or 3931 – Independent Study in Wood (or other advanced coursework in wood as determined by faculty advisor) – 6 credits

Tennessee Tech University
Department of Mechanical Engineering
Box 5014 • Cookeville, TN 38505-0001 • (931-372-3254)• Fax (931-372-6340)
me@tntech.edu **http://www.tntech.edu/me**

MEMORANDUM

TO: University Undergraduate Curriculum Committee

THRU: College of Engineering Undergraduate Curriculum Committee

VIA: Dr. Mohan Rao, Chair, Mechanical Engineering
Dr. Jie Cui, Associate Chair, Mechanical Engineering

FROM: Undergraduate Program Committee, Mechanical Engineering
(Dr. Christopher D. Wilson, Committee Chair)

DATE: March 10, 2017

SUBJECT: BSME course revisions for 2017-18 catalog year

I. COURSE ADDITIONS, DELETIONS, AND CHANGES

A. COURSE ADDITION

ME 4900: Special Topics

Catalog Data: Cr. 3.
Prerequisites: Junior or Senior Standing. Special topics of current interest in mechanical engineering that are not covered in existing courses. Because of the impossibility of duplicating the conditions for a special topic, this course may not be repeated for the improvement of a grade.

1. **IMPACT ON FACULTY:** None

2. **EFFECTIVE DATE:** Fall 2017

3. **JUSTIFICATION:** This course will be used for trial versions of future catalog courses or as special one-time offerings. This course will be taught to traditionally sized group of students. It is not to be used for individual or small group projects. Further discussion is given in the course change justification in C. below.

B. COURSE DELETIONS

None

Tennessee Tech University
Department of Mechanical Engineering
Box 5014 • Cookeville, TN 38505-0001 • (931-372-3254)• Fax (931-372-6340)
me@tntech.edu **http://www.tntech.edu/me**

C. COURSE CHANGES

from current catalog
ME 4990: Special Problems

Credit 1 to 9 per semester. Maximum 24.
Prerequisite: Approval of department chairman. Investigation of current topics in the student's area of interest. Because of the impossibility of duplicating the conditions for a special topic, this course may not be repeated for the improvement of a grade.

to
ME 4990: Undergraduate Research

Credit 3.
Prerequisite: Approval of course instructor and department chairman. Investigation of current research and development interests. May be taken by a single student or by a small group of students if the investigation requires. Because of the impossibility of duplicating the conditions for the investigation, this course may not be repeated for the improvement of a grade.

1. **IMPACT ON FACULTY:** None

2. **EFFECTIVE DATE:** Fall 2017.

3. **JUSTIFICATION:** The original description of ME 4990 Special Problems essentially allowed three different purposes: individual research and development projects; individual or group design projects; and trial versions of new courses or specialized, non-catalog courses that were scheduled and taught in a manner consistent with catalog courses. To clarify our existing AOE selection process, we are proposing to split these purposes over two courses: the proposed ME 4900 Special Topics course in A. above for trial courses, etc. and leave the other two purposes in the existing ME 4990 (with a corresponding name change). This change will help streamline our area of emphasis (AOE) course selection process and remove the need for substitution forms for AOE currently required for the current ME 4990 Special Problems course.

II. CURRICULUM CHANGES

The Area of Emphasis (AOE) list has been updated to reflect the new 2017-18 ME undergraduate curriculum. The list is attached to this memo.

~~Fall 2016 Draft~~

Area of Emphasis (AOE) Courses~~— For Immediate Use~~

There are a large number of courses that can be used to satisfy the Area of Emphasis (AOE) course requirements in Mechanical Engineering. These courses fall into four categories: (1) ME electives as regular course offering; (2) mathematics courses applicable to ME; (3) ~~special problems in ME and other engineering fields~~select general engineering, business, writing and technology courses; and (4) miscellaneous upper division engineering and science offerings with departmental approval. ~~Technology courses, such as manufacturing and engineering technology (MET) or agricultural engineering technology (AGET), may not be used as AOEs.~~ No online courses may be used as AOEs.

Category 1: Mechanical engineering elective courses (a minimum of 9 cr. hrs must be taken from this category for AOEs)

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ME 4020 (5020) – Applied Machine Design

ME 4060 (5060) - Machine Vibrations

ME 4120 (5120) - Intermediate Dynamics

ME 4140 (5140) - Introduction to Robotics and Intelligent Machines Engineering

ME 4160 (5160) - Experimental Stress Analysis

ME 4180 (5180) - Finite Element Methods in Mechanical Design

ME 4190 (5190) - Advanced Mechanics of Materials

ME 4210 - Refrigeration and Air Conditioning

ME 4220 - Air Conditioning Design

ME 4260 (5260) - Energy Conversion and Conservation

ME 4310 (5310) - Gas Dynamics

ME 4370 (5370) - Mechatronics and Intelligent Machines Engineering

ME 4460 (5460) - Mechanical Properties of Materials

ME 4470 (5470) - Interdisciplinary Studies in Ceramic Materials Processing

ME 4480 (5480) - Microstructural Analysis

ME 4490 (5490) - Properties and Selection of Engineering Materials

ME 4510 (5510) - Aerodynamics

ME 4610 - Steam Power Plants

ME 4620 (5620) - Turbomachinery

ME 4630 - Internal Combustion Engines

ME 4640 (5640) – Dynamics of Machinery II

ME 4720 – Thermal Design

ME 4730 (5730) - Numerical Heat Transfer

ME 4810 (5810) - Automatic Controls

ME 4900 - Special Topics (maximum of 3 cr. hrs shall be counted as AOE)

ME 4930 (5930) - Noise Control

ME 4990 – Undergraduate Research (maximum of 3 cr. hrs shall be counted as AOE)

Any ME 6000-level courses may be used with prior approval of both the course instructor and the ME department chair/associate chair. The student must be within 18 credit hours of graduation.

Category 2: Mathematics directly applicable to mechanical engineering

~~MATH 3070 – Statistical Methods I or~~ MATH 3470 - Introductory Probability and Statistics ~~(both courses cannot be taken as AOEs)~~

~~MATH 3080 – Statistical Methods II~~

MATH 3810 - Complex Variables

MATH 4210 (5210) - Numerical Analysis I

MATH 4220 (5220) - Numerical Analysis II

MATH 4250 (5250) - Advanced Ordinary Differential Equations I

MATH 4510 (5510) – Advanced Mathematics for Engineers

MATH 4530 (5530) - Linear Algebra I

MATH 4710 (5710) - Vector Analysis

Category 3: Select General Engineering, Business, Writing and Technology ~~Independent Study~~ Courses (maximum of 3 cr. hrs shall be counted as AOE)

BMGT 3510 - Management and Organization Behavior

ENGL 3520 - Professional Communication I

ENGR 4510 – Engineering Management

ENTR 4500 – Innovation and Entrepreneurship through Lean Launchpad

MET 4400 - Geometric Dimensioning and Tolerancing

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MET 4450 – Additive Manufacturing

MET 4650 - Lean Six Sigma Manufacturing

~~ME 4990 Special Problems – May be used with prior approval of both the course instructor and the ME department chair/associate chair.~~

~~Other Engineering Special Problems Courses – May be used with prior approval of both the course instructor and the ME department chair/associate chair.~~

~~Note – No more than 3 credit hours of actual independent study will be approved in this category. In cases where the 4990 or equivalent course is actually a trial version of a course offered to a general group of students, then the 4990 or equivalent course will be treated as a Category 4 course (see below).~~

Category 4: Miscellaneous Engineering and Science Courses

Other upper division (3000 and 4000-level) engineering and science courses may be used with prior approval of both the course instructor and the ME department~~.~~.

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MEMORANDUM

TO: Undergraduate Curriculum Committee

VIA: COE Undergraduate Curriculum Committee

FROM: Wayne Johnson, Chair, ECE Dept.

DATE: February 22, 2017

SUBJECT: ECE Course and Curriculum Changes

I. ADDITIONS

None

II. DELETIONS

None

III. CATALOG DESCRIPTION CHANGES:

1.

ECE 2001

From:
ECE 2001 - Computer-Aided Engineering in ECE
Lec. 1. Credit 1.
Prerequisite: C or better in CSC 2100, C or better in ECE 2010 and C or better in MATH 2010 (ECE 2010 may be taken concurrently). Engineering problem formulation for computer calculations. Computer aided engineering software with applications in electrical and computer engineering.

To:
ECE 2001 - Computer-Aided Engineering in ECE
Lec. 1. Credit 1.
Prerequisite: C or better in either CSC 1300 or CSC 2100, C or better in ECE 2010, and C or better in MATH 2010 (ECE 2010 may be taken concurrently). Engineering problem formulation for computer calculations. Computer aided engineering software with applications in electrical and computer engineering.

Justification: The Computer Science department has replaced CSC 2100 with CSC 1300.

Financial Impact: None

Effective: Fall 2017

ECE 2110

From:
ECE 2110 - Introduction to Digital Systems
Lec. 3. Credit 3.
Prerequisite: C or better in CSC 2100. Basic concepts in the design and analysis of digital systems. Number systems and codes. Combinational circuit analysis and design using Boolean algebra. Sequential logic circuit analysis and design.

To:
ECE 2110 - Introduction to Digital Systems
Lec. 3. Credit 3.
Prerequisite: C or better in either CSC 1300 or CSC 2100. Basic concepts in the design and analysis of digital systems. Number systems and codes. Combinational circuit analysis and design using Boolean algebra. Sequential logic circuit analysis and design.

Justification: The Computer Science department has replaced CSC 2100 with CSC 1300.

Financial Impact: None

Effective: Fall 2017

ECE 3130

From:

ECE 3130 - Microcomputer Systems
Lec. 3. Lab. 3. Credit 4.
Prerequisite: C or better in CSC 2100, C or better in ECE 2011, and C or better in ECE 2110. Microcomputer system architecture. Software/hardware analysis. Programming microcomputer system using Assembly and C languages. Design hardware subsystem and integration with microcontroller for engineering application.

To:
ECE 3130 - Microcomputer Systems
Lec. 3. Lab. 3. Credit 4.
Prerequisite: C or better in either CSC 1300 or CSC 2100, C or better in ECE 2011, and C or better in ECE 2110. Microcomputer system architecture. Software/hardware analysis. Programming microcomputer system using Assembly and C languages. Design hardware subsystem and integration with microcontroller for engineering application.

Justification: The Computer Science department has replaced CSC 2100 with CSC 1300.

Financial Impact: None

Effective: Fall 2017

ECE 3210 - prerequisite change for ME-Mechatronics

From:
ECE 3210 - Control System Analysis
Lec. 3. Credit 3.
Prerequisite: PHYS 2110 and C or better in ECE 3010. Modern and classical methods of control system analysis of continuous-time systems. Introduction to design tools.

To:
ECE 3210 - Control System Analysis
Lec. 3. Credit 3.
Prerequisite: PHYS 2110 and C or better in either ECE 3010 or ME 3050. Modern and classical methods of control system analysis of continuous-time systems. Introduction to design tools.

Justification: This course is an elective in the Mechanical Engineering - Mechatronics Concentration curriculum. Adding the alternate prerequisite is necessary for ME students to enroll in the course.

Financial Impact: None

Effective: Fall 2017

ECE 4210 - prerequisite change to remove ME alternative courses

From:
ECE 4210 (5210) - Control System Design
Lec. 3. Credit 3.
Prerequisite: (C or better in ECE 3210 and C or better in ECE 3260) or (C or better in ME 3050 and C or better in ME 3060). Design of compensators using frequency domain techniques; Design projects with hardware implementation.

To:
ECE 4210 (5210) - Control System Design
Lec. 3. Credit 3.
Prerequisite: C or better in ECE 3210 and C or better in ECE 3260. Design of compensators using frequency domain techniques; Design projects with hardware implementation.

Justification: This course has been removed from the Mechanical Engineering Area of Emphasis elective courses list so the alternate prerequisite is not needed.

Financial Impact: None

Effective: Fall 2017

4. Curriculum Changes

(a) BSEE

From:
Curriculum
Freshman Year
ENGL 1010 - English Composition I Credit: 3.
ENGL 1020 - English Composition II Credit: 3.
MATH 1910 - Calculus I Credit: 4.
MATH 1920 - Calculus II Credit: 4.
MATH 2010 - Introduction to Linear Algebra Credit: 3.

CHEM 1110 - General Chemistry I Credit: 4.
~~CSC 2100 - Introduction to Problem Solving and Computer Programming Credit: 3.~~
~~CSC 2101 - Problem Solving and Computer Programming Lab Credit: 1.~~
Social/Behavioral Sciences Elective[2] Credit: 3.
ECE 1020 - Connections to Electrical and Computer Engineering Credit: 1. [1]
Total: 28

Sophomore Year
ENGL 2130 - Topics in American Literature Credit: 3. or
ENGL 2230 - Topics in British Literature Credit: 3. or
ENGL 2330 - Topics in World Literature Credit: 3.

SPCH 2410 - Introduction to Speech Communication Credit: 3. or
PC 2500 - Communicating in the Professions Credit: 3.

Social/Behavioral Sciences Elective[2] Credit: 3.
ECE 2001 - Computer-Aided Engineering in ECE Credit: 1.
MATH 2110 - Calculus III Credit: 4.
MATH 2120 - Differential Equations Credit: 3.
PHYS 2110 - Calculus-based Physics I Credit: 4.
PHYS 2120 - Calculus-based Physics II Credit: 4.
ECE 2010 - Electric Circuits I Credit: 3.
ECE 2011 - Electrical Engineering Lab I Credit: 1.
ECE 2020 - Electric Circuits II Credit: 3.
ECE 2110 - Introduction to Digital Systems Credit: 3.
Total: 35

Junior Year
ECE 3010 - Signals and Systems Credit: 3.
ECE 3020 - Discrete-Time Signals and Systems Credit: 3.
ECE 3060 - Electrical Engineering Lab II Credit: 1.
ECE 3130 - Microcomputer Systems Credit: 4.
ECE 3300 - Electronics I Credit: 3.
ECE 3310 - Electronics II Credit: 3.
ECE 3510 - Electromagnetic Fields I Credit: 3.
ECE 3920 - Professional Issues in Electrical and Computer Engineering Credit: 1.
EE Breadth Electives[3] Credit: 9.
EE Lab Elective[3] Credit: 1.
MATH 3470 - Introductory Probability and Statistics Credit: 3.
Total: 34

Senior Year
ECE 4961 - Capstone Design I Credit: 3.
ECE 4971 - Capstone Design II Credit: 3.
EE Depth Electives[3] Credit: 6.
EE Breadth Elective[3] Credit: 3.
EE Senior Elective[3] Credit: 3
EE Lab Elective[3] Credit: 1.
Humanities/Fine Arts Electives[2] Credit: 6.
Career Electives[3] Credit: 6.
Total: 31

Note:

[1] This course is not included in the 128-hour curriculum.

[2] Select from University approved list.

[3] Select from ECE Department approved list.

To:
Curriculum
Freshman Year
ENGL 1010 - English Composition I Credit: 3.
ENGL 1020 - English Composition II Credit: 3.
MATH 1910 - Calculus I Credit: 4.
MATH 1920 - Calculus II Credit: 4.
MATH 2010 - Introduction to Linear Algebra Credit: 3.
CHEM 1110 - General Chemistry I Credit: 4.
CSC 1300 - Introduction to Problem Solving and Computer Programming Credit: 4.
Social/Behavioral Sciences Elective[2] Credit: 3.
ECE 1020 - Connections to Electrical and Computer Engineering Credit: 1. [1]
Total: 28

Sophomore Year
ENGL 2130 - Topics in American Literature Credit: 3. or
ENGL 2230 - Topics in British Literature Credit: 3. or
ENGL 2330 - Topics in World Literature Credit: 3.

SPCH 2410 - Introduction to Speech Communication Credit: 3. or
PC 2500 - Communicating in the Professions Credit: 3.

Social/Behavioral Sciences Elective[2] Credit: 3.

ECE 2001 - Computer-Aided Engineering in ECE Credit: 1.
MATH 2110 - Calculus III Credit: 4.
MATH 2120 - Differential Equations Credit: 3.
PHYS 2110 - Calculus-based Physics I Credit: 4.
PHYS 2120 - Calculus-based Physics II Credit: 4.
ECE 2010 - Electric Circuits I Credit: 3.
ECE 2011 - Electrical Engineering Lab I Credit: 1.
ECE 2020 - Electric Circuits II Credit: 3.
ECE 2110 - Introduction to Digital Systems Credit: 3.
Total: 35

Junior Year
ECE 3010 - Signals and Systems Credit: 3.
ECE 3020 - Discrete-Time Signals and Systems Credit: 3.
ECE 3060 - Electrical Engineering Lab II Credit: 1.
ECE 3130 - Microcomputer Systems Credit: 4.
ECE 3300 - Electronics I Credit: 3.
ECE 3310 - Electronics II Credit: 3.
ECE 3510 - Electromagnetic Fields I Credit: 3.
ECE 3920 - Professional Issues in Electrical and Computer Engineering Credit: 1.
EE Breadth Electives[3] Credit: 9.
EE Lab Elective[3] Credit: 1.
MATH 3470 - Introductory Probability and Statistics Credit: 3.
Total: 34

Senior Year
ECE 4961 - Capstone Design I Credit: 3.
ECE 4971 - Capstone Design II Credit: 3.
EE Depth Electives[3] Credit: 6.
EE Breadth Elective[3] Credit: 3.
EE Senior Elective[3] Credit: 3
EE Lab Elective[3] Credit: 1.
Humanities/Fine Arts Electives[2] Credit: 6.
Career Electives[3] Credit: 6.
Total: 31

Note:

[1] This course is not included in the 128-hour curriculum.

[2] Select from University approved list.

[3] Select from ECE Department approved list.

J Justification: Computer Science changed course numbering

Financial Impact: None

Effective: Fall 2017

(b) BSEE – Mechatronics Concentration

From:

Freshman Year

CHEM 1110 - General Chemistry I Credit: 4.
ENGL 1010 - English Composition I Credit: 3.
ENGL 1020 - English Composition II Credit: 3.
MATH 1910 - Calculus I Credit: 4.
MATH 1920 - Calculus II Credit: 4.
Social/Behavioral Sciences Elective[2] Credit: 3.
MATH 2010 - Introduction to Linear Algebra Credit: 3.
~~CSC 2100 - Introduction to Problem Solving and Computer Programming Credit: 3.~~
~~CSC 2101 - Problem Solving and Computer Programming Lab Credit: 1.~~
ENGR 1110 - Engineering Graphics Credit: 2.
ECE 1020 - Connections to Electrical and Computer Engineering Credit: 1. [1]
Total: 30

Sophomore Year

ENGL 2130 - Topics in American Literature Credit: 3. or
ENGL 2230 - Topics in British Literature Credit: 3. or
ENGL 2330 - Topics in World Literature Credit: 3.

SPCH 2410 - Introduction to Speech Communication Credit: 3. or
PC 2500 - Communicating in the Professions Credit: 3.

CEE 2110 - Statics Credit: 3.
ECE 2001 - Computer-Aided Engineering in ECE Credit: 1.
ECE 2010 - Electric Circuits I Credit: 3.
ECE 2011 - Electrical Engineering Lab I Credit: 1.
ECE 2020 - Electric Circuits II Credit: 3.

ECE 2110 - Introduction to Digital Systems Credit: 3.
MATH 2110 - Calculus III Credit: 4.
MATH 2120 - Differential Equations Credit: 3.
PHYS 2110 - Calculus-based Physics I Credit: 4.
PHYS 2120 - Calculus-based Physics II Credit: 4.
Total: 35

Junior Year

ECE 3010 - Signals and Systems Credit: 3.
ECE 3020 - Discrete-Time Signals and Systems Credit: 3.
ECE 3060 - Electrical Engineering Lab II Credit: 1.
ECE 3130 - Microcomputer Systems Credit: 4.
ECE 3160 - Digital Systems Lab Credit: 1.
ECE 3210 - Control System Analysis Credit: 3.
ECE 3260 - Control System Lab Credit: 1.
ECE 3270 - Programmable Logic Controller Lab Credit: 1.
ECE 3300 - Electronics I Credit: 3.
ECE 3510 - Electromagnetic Fields I Credit: 3.
ECE 3610 - Introduction to Power Systems Credit: 3.
ECE 3920 - Professional Issues in Electrical and Computer Engineering Credit: 1.
ECE 4140 - Embedded System Design Credit: 3.
ME 2330 - Dynamics Credit: 3.
ME 3610 - Dynamics of Machinery Credit: 3.
Total: 36

Senior Year

Humanities/Fine Arts Electives[2] Credit: 6.
Social/Behavioral Sciences Elective [2] Credit: 3.
ECE 4210 (5210) - Control System Design Credit: 3.
ECE 4961 - Capstone Design I Credit: 3.
ECE 4971 - Capstone Design II Credit: 3.
MATH 3470 - Introductory Probability and Statistics Credit: 3.
ME 4140 (5140) - Introduction to Robotics and Intelligent Machines Engineering Credit: 3.
EE Senior Elective[3] Credit: 3.
Total: 27

Notes:

[1] This course is not included in 128-hour curriculum.

[2] Select from University approved list.

[3] Select from ECE Department approved list.

To:

Freshman Year

CHEM 1110 - General Chemistry I Credit: 4.
ENGL 1010 - English Composition I Credit: 3.
ENGL 1020 - English Composition II Credit: 3.
MATH 1910 - Calculus I Credit: 4.
MATH 1920 - Calculus II Credit: 4.
Social/Behavioral Sciences Elective[2] Credit: 3.
MATH 2010 - Introduction to Linear Algebra Credit: 3.
CSC 1300 - Introduction to Problem Solving and Computer Programming Credit: 4.
ENGR 1110 - Engineering Graphics Credit: 2.
ECE 1020 - Connections to Electrical and Computer Engineering Credit: 1. [1]
Total: 30

Sophomore Year

ENGL 2130 - Topics in American Literature Credit: 3. or
ENGL 2230 - Topics in British Literature Credit: 3. or
ENGL 2330 - Topics in World Literature Credit: 3.

SPCH 2410 - Introduction to Speech Communication Credit: 3. or
PC 2500 - Communicating in the Professions Credit: 3.

CEE 2110 - Statics Credit: 3.
ECE 2001 - Computer-Aided Engineering in ECE Credit: 1.
ECE 2010 - Electric Circuits I Credit: 3.
ECE 2011 - Electrical Engineering Lab I Credit: 1.
ECE 2020 - Electric Circuits II Credit: 3.
ECE 2110 - Introduction to Digital Systems Credit: 3.
MATH 2110 - Calculus III Credit: 4.
MATH 2120 - Differential Equations Credit: 3.
PHYS 2110 - Calculus-based Physics I Credit: 4.
PHYS 2120 - Calculus-based Physics II Credit: 4.
Total: 35

Junior Year

ECE 3010 - Signals and Systems Credit: 3.
ECE 3020 - Discrete-Time Signals and Systems Credit: 3.
ECE 3060 - Electrical Engineering Lab II Credit: 1.
ECE 3130 - Microcomputer Systems Credit: 4.
ECE 3160 - Digital Systems Lab Credit: 1.
ECE 3210 - Control System Analysis Credit: 3.
ECE 3260 - Control System Lab Credit: 1.
ECE 3270 - Programmable Logic Controller Lab Credit: 1.
ECE 3300 - Electronics I Credit: 3.
ECE 3510 - Electromagnetic Fields I Credit: 3.
ECE 3610 - Introduction to Power Systems Credit: 3.
ECE 3920 - Professional Issues in Electrical and Computer Engineering Credit: 1.
ECE 4140 - Embedded System Design Credit: 3.
ME 2330 - Dynamics Credit: 3.
ME 3610 - Dynamics of Machinery Credit: 3.
Total: 36

Senior Year

Humanities/Fine Arts Electives[2] Credit: 6.
Social/Behavioral Sciences Elective [2] Credit: 3.
ECE 4210 (5210) - Control System Design Credit: 3.
ECE 4961 - Capstone Design I Credit: 3.
ECE 4971 - Capstone Design II Credit: 3.
MATH 3470 - Introductory Probability and Statistics Credit: 3.
ME 4140 (5140) - Introduction to Robotics and Intelligent Machines Engineering Credit: 3.
EE Senior Elective[3] Credit: 3.
Total: 27

Notes:

[1] This course is not included in 128-hour curriculum.

[2] Select from University approved list.

[3] Select from ECE Department approved list.

Justification: Computer Science changed course numbering

Financial Impact: None

Effective: Fall 2017

(c) BSCmpE

From:

Freshman Year

ENGL 1010 - English Composition I Credit: 3.
ENGL 1020 - English Composition II Credit: 3.
MATH 1910 - Calculus I Credit: 4.
MATH 1920 - Calculus II Credit: 4.
MATH 2010 - Introduction to Linear Algebra Credit: 3.
CHEM 1110 - General Chemistry I Credit: 4.
~~CSC 2100 - Introduction to Problem Solving and Computer Programming Credit: 3.~~
~~CSC 2101 - Problem Solving and Computer Programming Lab Credit: 1.~~
ECE 1020 - Connections to Electrical and Computer Engineering Credit: 1. [1]
Social/Behavioral Sciences Elective[2] Credit: 3.
Total: 28

Sophomore Year

ENGL 2130 - Topics in American Literature Credit: 3. or
ENGL 2230 - Topics in British Literature Credit: 3. or
ENGL 2330 - Topics in World Literature Credit: 3.

~~CSC 2110 - Data Structures and Algorithms Credit: 3.~~
~~CSC 2111 - Data Structures and Algorithms Lab Credit: 1~~.
CSC 2400 - Design of Algorithms Credit: 3.
ECE 2001 - Computer-Aided Engineering in ECE Credit: 1.
ECE 2010 - Electric Circuits I Credit: 3.
ECE 2011 - Electrical Engineering Lab I Credit: 1.
ECE 2020 - Electric Circuits II Credit: 3.
ECE 2110 - Introduction to Digital Systems Credit: 3.
MATH 2110 - Calculus III Credit: 4.
MATH 2120 - Differential Equations Credit: 3.
PHYS 2110 - Calculus-based Physics I Credit: 4.

PHYS 2120 - Calculus-based Physics II Credit: 4.
Total: 36

Junior Year

PC 2500 - Communicating in the Professions Credit: 3. or
SPCH 2410 - Introduction to Speech Communication Credit: 3.

Humanities/Fine Arts Elective[2] Credit: 3.
CSC 2500 - Unix Lab Credit: 1.
CSC 4200 (5200) - Computer Networks Credit: 3.
~~ECE Lab Elective Credit: 1.~~
ECE 3010 - Signals and Systems Credit: 3.
ECE 3020 - Discrete-Time Signals and Systems Credit: 3.
ECE 3060 - Electrical Engineering Lab II Credit: 1.
ECE 3130 - Microcomputer Systems Credit: 4.
ECE 3160 - Digital Systems Lab Credit: 1.
ECE 3300 - Electronics I Credit: 3.
ECE 3920 - Professional Issues in Electrical and Computer Engineering Credit: 1.
ECE 4140 - Embedded System Design Credit: 3.
MATH 3470 - Introductory Probability and Statistics Credit: 3.
Total: 33

Senior Year

CSC 4100 (5100) - Operating Systems Credit: 3.
Social/Behavioral Sciences Elective [2] Credit: 3.
Humanities/Fine Arts Elective [2] Credit: 3.
ECE 4110 (5110) - Digital System Design Credit: 3.
ECE 4120 (5120) - Fundamentals of Computer Design Credit: 3.
ECE 4961 - Capstone Design I Credit: 3.
ECE 4971 - Capstone Design II Credit: 3.
CS Elective[3] Credit: 3.
EE Lab Elective[3] Credit: 1.
CmpE Elective[3] Credit: 3.
EE Elective[3] Credit: 3.
Total: 31

Note:

[1] This course is not included in 128-hour curriculum.

[2] Select from University approved list.

[3] Select from ECE Department approved list.

To:

Freshman Year

ENGL 1010 - English Composition I Credit: 3.
ENGL 1020 - English Composition II Credit: 3.
MATH 1910 - Calculus I Credit: 4.
MATH 1920 - Calculus II Credit: 4.
MATH 2010 - Introduction to Linear Algebra Credit: 3.
CHEM 1110 - General Chemistry I Credit: 4.
CSC 1300 - Introduction to Problem Solving and Computer Programming Credit: 4.
ECE 1020 - Connections to Electrical and Computer Engineering Credit: 1. [1]
Social/Behavioral Sciences Elective[2] Credit: 3.
Total: 28

Sophomore Year

ENGL 2130 - Topics in American Literature Credit: 3. or
ENGL 2230 - Topics in British Literature Credit: 3. or
ENGL 2330 - Topics in World Literature Credit: 3.

CSC 1310 - Data Structures and Algorithms Credit: 4.
CSC 2400 - Design of Algorithms Credit: 3.
ECE 2001 - Computer-Aided Engineering in ECE Credit: 1.
ECE 2010 - Electric Circuits I Credit: 3.
ECE 2011 - Electrical Engineering Lab I Credit: 1.
ECE 2020 - Electric Circuits II Credit: 3.
ECE 2110 - Introduction to Digital Systems Credit: 3.
MATH 2110 - Calculus III Credit: 4.
MATH 2120 - Differential Equations Credit: 3.
PHYS 2110 - Calculus-based Physics I Credit: 4.
PHYS 2120 - Calculus-based Physics II Credit: 4.
Total: 36

Junior Year

PC 2500 - Communicating in the Professions Credit: 3. or
SPCH 2410 - Introduction to Speech Communication Credit: 3.

Humanities/Fine Arts Elective[2] Credit: 3.
CSC 2500 - Unix Lab Credit: 1.
CSC 4200 (5200) - Computer Networks Credit: 3.
EE Lab Elective Credit: 1.
ECE 3010 - Signals and Systems Credit: 3.
ECE 3020 - Discrete-Time Signals and Systems Credit: 3.
ECE 3060 - Electrical Engineering Lab II Credit: 1.
ECE 3130 - Microcomputer Systems Credit: 4.
ECE 3160 - Digital Systems Lab Credit: 1.
ECE 3300 - Electronics I Credit: 3.
ECE 3920 - Professional Issues in Electrical and Computer Engineering Credit: 1.
ECE 4140 - Embedded System Design Credit: 3.
MATH 3470 - Introductory Probability and Statistics Credit: 3.
Total: 33

Senior Year

CSC 4100 (5100) - Operating Systems Credit: 3.
Social/Behavioral Sciences Elective [2] Credit: 3.
Humanities/Fine Arts Elective [2] Credit: 3.
ECE 4110 (5110) - Digital System Design Credit: 3.
ECE 4120 (5120) - Fundamentals of Computer Design Credit: 3.
ECE 4961 - Capstone Design I Credit: 3.
ECE 4971 - Capstone Design II Credit: 3.
CS Elective[3] Credit: 3.
EE Lab Elective[3] Credit: 1.
CmpE Elective[3] Credit: 3.
EE Elective[3] Credit: 3.
Total: 31

Note:

1 This course is not included in 128-hour curriculum.

2 Select from University approved list.

3 Select from ECE Department approved list.

Justification: Computer Science changed course numbering and ECE Lab electives do not exist, EE Lab electives do.

Financial Impact: None

Effective: Fall 2017

General and Basic Engineering
TENNESSEE TECH

MEMORANDUM

TO: University Curriculum Committee (UCC)

VIA: Engineering Curriculum Committee (ECC)

FROM: Kris Craven, Chair, GBE Dept.

DATE: 2/21/2017

SUBJECT: Removal of Course Prerequisite for ENGR 1110

I. **ADDITIONS:** None
II. **DELETIONS:** None

III. **COURSE DESCRIPTION CHANGES:**

FROM: **ENGR 1110. Engineering Graphics.** Lec. and Lab. 4. Credit 2. Prerequisites: ACT Math score of 22 or above, or equivalent COMPASS score, or C or better in MATH 1000. Visualization skills and graphic communication techniques for engineers, sketching, computer-aided drafting, and solid modeling, drawing interpretation. Prerequisite courses can be taken concurrently.

TO: **ENGR 1110. Engineering Graphics.** Lec. and Lab. 4. Credit 2. Prerequisites: ~~ACT Math score of 22 or above, or equivalent COMPASS score, or C or better in MATH 1000.~~ Visualization skills and graphic communication techniques for engineers, sketching, computer-aided drafting, and solid modeling, drawing interpretation.

Justification: Several changes within the University and the College of Engineering have eliminated the need for this prerequisite. Removal of the prerequisite will limit, or eliminate, the need for department issued permits.

Financial Impact: None

Effective: Fall 2017

General and Basic Engineering

TENNESSEE TECH

MEMORANDUM

TO: University Curriculum Committee (UCC)

VIA: Engineering Curriculum Committee (ECC)

FROM: Kris Craven, Chair, GBE Dept.

DATE: 2/21/2017

SUBJECT: Addition of Courses for BSE Program

The curriculum previously approved for the joint BSE program with ETSU contained three yet-to-be-created courses to provide an introductory treatment to the area of electrical engineering. (ENGR 2810, 2820, and 2821). This memo is to now request the creation and approval of these courses for inclusion in the 2017-2018 UG Catalog.

The syllabi for these three courses (attached) were constructed by the Electrical and Computer Engineering Department (ECE) to allow the General and Basic Engineering Department (GBE) to teach electrical engineering concepts to their Bachelor of Science in Engineering (BSE) majors at a more introductory level and with a broader scope than is currently available in their ECE 2010 and 2020 Circuits I and II courses, which are geared more toward ECE majors. The ENGR courses are not equivalent to the ECE courses, and may not be used as substitutes for them in ECE degree programs.

I. COURSE ADDITIONS:

ENGR 2810 - ELECTRICAL ENGINEERING FUNDAMENTALS I
Lec. 3, Credit 3.
Prerequisite: MATH 1920

An introduction to fundamental principles of electrical circuits, DC and AC circuit analysis techniques. First and second order transients. Frequency response and filters. Digital logic circuits. Circuit simulation with SPICE.

ENGR 2820 - ELECTRICAL ENGINEERING FUNDAMENTALS II
Lec. 3, Credit 3.
Prerequisite: ENGR 2810
Continuation of ENGR 2810. Electronic devices and circuits including diodes, transistors and op amps. Transformers and electromechanics of DC and AC machines. Circuit simulation with SPICE.

ENGR 2821 - ELECTRICAL ENGINEERING FUNDAMENTALS LABORATORY
Lab. 3, Credit 1.
Prerequisite: ENGR 2820 (ENGR 2820 may be taken concurrently).
Introduction to electrical and electronic components, circuit construction, test equipment, and measurement techniques; DC and AC measurements, applications of transistors, operational amplifiers, and digital logic.

Justification: Required courses in previously approved joint BSE program with ETSU
Financial Impact: None
Effective: Fall 2017

ENGR 2810 - ELECTRICAL ENGINEERING FUNDAMENTALS I

Catalog Description:
Lec. 3, Credit 3.
Prerequisite: MATH 1920
An introduction to fundamental principles of electrical circuits, DC and AC circuit analysis techniques. First and second order transients. Frequency response and filters. Digital logic circuits. Circuit simulation with SPICE.

Math & Basic Sciences:	0 credits	
Engineering Topics:	3 credits	☐ Contains significant design
General Education:	0 credits	
Other:	0 credits	
Course Coordinator:	TBD	
Updated:	10/11/2015	

Text Book(s) and Supplemental Material(s):
Hambley, A. R., "Electrical Engineering Principles and Applications", Prentice Hall, 6th ed, 2014.

Course Goal(s):
The goal of this course is to introduce the student to Electrical Engineering practices.

Instructional Outcomes for the Course:
Upon completion of this course, the student will be able to:

1. Given one or more electrical quantities such as charge current, etc., calculate other quantities such as voltage, power, etc.
2. Given a simple DC-circuit, solve for currents and voltages for the different components in that circuit using Ohm's Law, KVL, and KCL.
3. Solve DC circuits using Nodal or Loop Analysis methods.
4. Find the transient response of a RC- and RL-circuit with DC-source.
5. Find current, voltage, and complex power in single phase and balanced three phase AC-circuits.
6. Given the circuit of a filter, calculate the frequency response of the filter, determine the type of the filter, and plot the frequency response.
7. Analyze and design simple combinational and sequential digital logic circuits.
8. Simulate DC, AC and transients in circuits using LTspice.

Criterion 3 Student Outcomes addressed by this Course:
3a. an ability to apply knowledge of mathematics, science, and engineering
3e. an ability to identify, formulate, and solve engineering problems
3k. an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice

Program Criteria addressed by this Course:
… mathematics through differential and integral calculus … and engineering topics (including computing science) necessary to analyze and design complex electrical and electronic devices …
…must include advanced mathematics, such as differential equations, linear algebra, complex variables, and discrete mathematics.

Course Topics:
1. DC circuit analysis (15%)
2. AC circuit analysis (15%)
3. Transient response (15%)
4. Three phase systems (10%)
5. Transfer functions and filters (15%)
6. Discrete circuits, k-maps, Boolean algebra (15%)
7. LTspice circuit simulation (15%)

Additional Topics/Assignments for dual-level (4000/5000) courses:
N/A

ENGR 2820 - ELECTRICAL ENGINEERING FUNDAMENTALS II

Catalog Description:
Lec. 3, Credit 3.
Prerequisite: ENGR 2810
Continuation of ENGR 2810. Electronic devices and circuits including diodes, transistors and op amps. Transformers and electromechanics of DC and AC machines. Circuit simulation with SPICE.

Math & Basic Sciences:	0 credits	
Engineering Topics:	3 credits	☐ Contains significant design
General Education:	0 credits	
Other:	0 credits	
Course Coordinator:	TBD	
Updated:	10/11/2015	

Text Book(s) and Supplemental Material(s):
Hambley, A. R., "Electrical Engineering Principles and Applications", Prentice Hall, 6th ed, 2014.

Course Goal(s):
The goal of this course is to introduce the student to Electrical Engineering practices.

Instructional Outcomes for the Course:
Upon completion of this course, the student will be able to:

1. Analyze and design diode circuits such as rectifiers and power supplies
2. Understand the characteristics of amplifiers such as gain, input and output impedance, and loading effects.
3. Analyze and design MOSFET and BJT amplifier circuits for DC.
4. Analyze and design MOSFET and BJT amplifier circuits for small signal operation.
5. Apply op amp circuits to basic instrumentation applications.
6. Understand the operation of transformers, DC and AC machines.
7. Simulate electronic and electric machine circuits using LTspice.

.

Criterion 3 Student Outcomes addressed by this Course:
3a. an ability to apply knowledge of mathematics, science, and engineering
3e. an ability to identify, formulate, and solve engineering problems
3k. an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice

Program Criteria addressed by this Course:
… mathematics through differential and integral calculus … and engineering topics (including computing science) necessary to analyze and design complex electrical and electronic devices …
…must include advanced mathematics, such as differential equations, linear algebra, complex variables, and discrete mathematics.

Course Topics:
1. Diode circuits (10%)
2. Amplifiers (10%)
3. MOSFET circuits (20%)
4. BJT circuits (10%)
5. Op-Amps (15%)
6. Transformers, DC and AC machines (20%)
7. LTspice circuit simulation (15%)

Additional Topics/Assignments for dual-level (4000/5000) courses:
N/A

ENGR 2821 - ELECTRICAL ENGINEERING FUNDAMENTALS LABORATORY

Catalog Description:
Lab. 3, Credit 1.
Prerequisite: ENGR 2820 (ENGR 2820 may be taken concurrently).
Introduction to electrical and electronic components, circuit construction, test equipment, and measurement techniques; DC and AC measurements, applications of transistors, operational amplifiers, and digital logic.

Math & Basic Sciences:	0 credits	
Engineering Topics:	1 credits	☐ Contains significant design
General Education:	0 credits	
Other:	0 credits	
Course Coordinator:	TBD	
Updated:	10/29/2015	

Text Book(s) and Supplemental Material(s):
Text: none
Reference: Hambley, A. R., "Electrical Engineering Principles and Applications", Prentice Hall, 6th ed, 2014.

Course Goal(s):
The goal of this course is to provide basic laboratory knowledge and skills needed for electrical and electronic circuit construction, testing, and measurement.

Instructional Outcomes for the Course:
Upon completion of this course, the student will be able to:

1. List safety rules and work safely in the laboratory.
2. Identify electrical and electronic components, and construct circuits.
3. Use the power supply as a power source and the function generator to supply specified waveforms.
4. Use the digital multimeter to measure resistance, DC and AC voltage, and DC and AC current.
5. Use the oscilloscope to view waveforms, measure DC and AC voltages, and measure frequency.
6. Measure transient response and measure frequency response.
7. Test and verify correct operation of digital logic circuits.
8. Document laboratory procedures and experimental data, analyze data, and form a conclusion based on the data.

Criterion 3 Student Outcomes addressed by this Course:
3b. an ability to design and conduct experiments, as well as to analyze and interpret data
3f. an understanding of professional and ethical responsibility
3g. an ability to communicate effectively

Program Criteria addressed by this Course:
N/A

Course Topics:
1. Electrical safety (10 %)
2. Electrical and electronic component identification, tolerances, limitations (10 %)
3. Circuit construction techniques, soldering (10 %)
4. Measurement of resistance, voltage, current, period, frequency (15 %)
5. Use of DMM, power supply, function generator, oscilloscope (15 %)
6. Characterizing linear and nonlinear devices, data analysis (10 %)
7. Construction and testing of circuits using active devices (transistors, op-amps, digital logic) (30 %)

Additional Topics/Assignments for dual-level (4000/5000) courses:
N/A

MEMORANDUM

To: Academic Council

Via: University Curriculum Committee

Via: College of Arts and Sciences Curriculum Committee

Via: Dr. Brenda Wilson, Interim Chair or the Department of Communication

Via: Speech Curriculum Committee

From: Scott Christen, Instructor of Communication in the Department of Communication

Subject: Request to change the name of the concentration from Speech Communication to Communication Studies

Date: January 17, 2017

Catalog Change:

From:
Communication, Speech Communication Concentration, B.S.

Prefix: SPCH

To:
Communication, **Communication Studies** Concentration, B.S.

Prefix: COMM

Justification:
The Communication department respectfully requests to change the concentration name from Speech Communication to Communication Studies. In addition to the name change, we would also like to change the Prefix for all of our course from SPCH to COMM. There are several reasons for this change. The first reason is to align it with our discipline across the state and the country. Secondly, the major does not cover just public speaking. The name Communication Studies is a better reflection for the course work within the concentration. Finally, the name change was initiated by course changes due to the Tennessee Transfer Pathway. The changes that are being proposed to help eliminate confusion that could occur due to multiple course designations.

Cost: None

Effective: Fall 2017

MEMORANDUM

To: University Curriculum Committee

Via: College of Arts and Sciences Curriculum Committee

Via: Dr. Brenda Wilson, Interim Chair or the Department of Communication

Via: Speech Curriculum Committee

From: Scott Christen, Instructor of Communication in the Department of Communication

Subject: Request to change course numbers and names in order to align with the Tennessee Transfer Pathway

Date: January 17, 2017

Catalog Change:

From:
SPCH 2410: Introduction to Communication
SPCH 2000: Introduction to Organizational Communication
SPCH 2430: Interpersonal Communication

To:
COMM 2025: Fundamentals of Communication
COMM 2075: Organizational Communication
COMM 2090: Interpersonal Communication

Justification:
The department respectfully requests these changes in response to the Tennessee Transfer Pathway.

Cost: None

Effective: Fall 2017

MEMORANDUM

To: Academic Council

Via: University Curriculum Committee

Via: College of Arts and Sciences Curriculum Committee

Via: Dr. Brenda Wilson, Interim Chair or the Department of Communication

Via: Speech Curriculum Committee

From: Scott Christen, Instructor of Communication in the Department of Communication

Subject: Request to change the minor from Speech Communication to Communication

Date: January 17, 2017

Catalog Change:

From:

Curriculum:

A minor in Speech Communication will consist of:

SPCH 2410 - Introduction to Speech Communication Credit: 3. or
PC 2500 - Communicating in the Professions Credit: 3.

Additionally the minor will consist of 4 courses offered by the speech communication program, two of the courses must be upper division (3000 and above). SPCH 4440 - Semiotics can be applied to the minor in speech communication.

Note:

Students who complete a minor in Speech Communication will receive a certificate from the Speech Communication Division of the Communication Department.

To:

Curriculum:

A minor in Communication will consist of:

COMM 2025 - Fundamentals of Communication Credit: 3. or
PC 2500 - Communicating in the Professions Credit: 3.

Additionally the minor will consist of 4 courses offered by the Communication Studies Program, two of the courses must be upper

division (3000 and above). JOUR 2200 – Mass Communication in a changing Society can be applied to the minor in Communication.

Justification:
The Communication department respectfully requests to change the Minor name from Speech Communication to Communication. The name Communication is a better reflection for the course work within the minor. SPCH 4440 is being removed since it was transferred to the Communication department last year and the name was changed. Now that minors are tracked and added to student's transcripts, the note concerning the certificate has been removed.

Cost: None

Effective: Fall 2017

MEMORANDUM

To: University Curriculum Committee

Via: College of Arts and Sciences Curriculum Committee

Via: Dr. Brenda Wilson, Interim Chair or the Department of Communication

Via: Speech Curriculum Committee

From: Scott Christen, Instructor of Communication in the Department of Communication

Subject: Request to change course to align with the Tennessee Transfer Pathway

Date: January 17, 2017

Catalog Change:

From:
COMM 3000 Computer Mediated Communication

An examination of computer, internet, and digital interaction as a form of human communication achieved through computer technology. Analysis of how the use of electronic devices such as email, instant messaging, cell phones, internet, blogs, and video games affects interpersonal and group dynamics.

To:
COMM 3000 Computer Mediated Communication

An examination of human communication achieved through computer technology. Analysis of how the use of electronic devices such as email, instant messaging, cell phones, internet, blogs, video games, etc. affects interpersonal and group communication.

Justification:
The changes are to clarify the course description.

Cost: None

Effective: Fall 2017

MEMORANDUM

To: Academic Council

Via: University Curriculum Committee

Via: College of Arts and Sciences Curriculum Committee

Via: Dr. Brenda Wilson, Interim Chair or the Department of Communication

Via: Speech Curriculum Committee

From: Scott Christen, Instructor of Communication in the Department of Communication

Subject: Request to fix a few minor typos and to change the designation from Directed Electives to Electives.

Date: January 17, 2017

Catalog Change:

From:

Freshman Year

ENGL 1010 - English Composition I Credit: 3.
ENGL 1020 - English Composition II Credit: 3.
SPCH 2410 - Introduction to Speech Communication Credit: 3.
MATH Credit: 3.
JOUR 2200 - Mass Communication in a Changing Society Credit: 3.
Natural Science Credit: 8.
Social/Behaviorals Science Elective Credit: 3.
SPCH 1020 - Foundations of Communication Credit: 3
UNIV 1020 - First-Year Connections Credit: 1. [5]
Directed Elective Credit: 1.
Total: 30

Sophomore Year

ENGL 2130 - Topics in American Literature Credit: 3. or
ENGL 2230 - Topics in British Literature Credit: 3. or
ENGL 2330 - Topics in World Literature Credit: 3.

HIST 2010 - American History I Credit: 3.
HIST 2020 - American History II Credit: 3.
Humanities/Fine Arts Electives Credit: 6.
Social/Behavioral Science Credit: 3.
SPCH 2000 - Introduction to Organizational Communication Credit: 3.
SPCH 2430 - Interpersonal Communication Credit: 3.

Directed Electives2 Credit: 6.
Total: 30

Junior Year

COMM 3100 - Communication Theory Credit: 3.
COMM 3200 - Research Methods in Communication Credit: 3.
JOUR 3770 - Law of Journalism Credit: 3.
SPCH 3620 - Intercultural Communication Credit: 3.
SPCH 3630 - Discussion and Parliamentary Procedure Credit: 3.
Communication Application Elective[4] Credit: 3.
Communication Theory Electives[3] Credit: 6.
Mass Communiation Application Elective[1] Credit: 3.
Directed Elective2 Credit: 3.
Total: 30

Senior Year

SPCH 4620 (5620) - Advanced Public Speaking Credit: 3.
SPCH 4630 (5630) - Persuasion Credit: 3.
Directed Electives2 Credit: 12
Communication Application Electives[4] Credit: 6.
Communication Theory Electives[3] Credit: 6.
Total: 30

Note:

1 Students may choose from the following: JOUR 3400, JOUR 3460, JOUR 3750.
2 Elective course to be selected in consultation with academic advisor.
3 Students may choose from the following: COMM 4440, SPCH 3000, SPCH 3120, SPCH 4410, SPCH 4430, SPCH 4603, SPCH 4900.
4 Students may choose from the following: SPCH 2000, SPCH 2800, SPCH 3130, SPCH 3400, SPCH 4540, SPCH 4550, SPCH 4603, SPCH 4850, SPCH 4900.
5 This course is not included in the 120-hour curriculum.

To:

Freshman Year

ENGL 1010 - English Composition I Credit: 3.
ENGL 1020 - English Composition II Credit: 3.
COMM 2025 – Fundamentals of Communication Credit: 3.
MATH Credit: 3.
JOUR 2200 - Mass Communication in a Changing Society Credit: 3.
Natural Science Credit: 8.
Social/**Behavioral** Science Elective Credit: 3.
COMM 1020 - Foundations of Communication Credit: 3
UNIV 1020 - First-Year Connections Credit [5] 1
Elective Credit: 1.
Total: 30

Sophomore Year

ENGL 2130 - Topics in American Literature Credit: 3. or

ENGL 2230 - Topics in British Literature Credit: 3. or
ENGL 2330 - Topics in World Literature Credit: 3.

HIST 2010 - American History I Credit: 3.
HIST 2020 - American History II Credit: 3.
Humanities/Fine Arts Electives Credit: 6.
Social/Behavioral Science Credit: 3.
COMM 2075 – Organizational Communication Credit: 3.
COMM 2090 - Interpersonal Communication Credit: 3.
Electives Credit: 6.
Total: 30

Junior Year

COMM 3100 - Communication Theory Credit: 3.
COMM 3200 - Research Methods in Communication Credit: 3.
JOUR 3770 - Law of Journalism Credit: 3.
COMM 3620 - Intercultural Communication Credit: 3.
COMM 3630 - Discussion and Parliamentary Procedure Credit: 3.
Communication Application Elective[4] Credit: 3.
Communication Theory Electives[3] Credit: 6.
Mass Communication Application Elective[1] Credit: 3.
Electives Credit: 3.
Total: 30

Senior Year

COMM 4620 (5620) - Advanced Public Speaking Credit: 3.
COMM 4630 (5630) - Persuasion Credit: 3.
Electives Credit: 12
Communication Application Electives[4] Credit: 6.
Communication Theory Electives[3] Credit: 6.
Total: 30

Note:

1. Students may choose from the following: JOUR 3400, JOUR 3460, JOUR 3750.
2. Students may choose from the following: **COMM** 4440, **COMM** 3000, **COMM** 3120, **COMM** 4410, **COMM** 4430, **COMM** 4603, **COMM** 4900.
3. Students may choose from the following: **COMM** 2000, **COMM** 2800, **COMM** 3130, **COMM** 3400, **COMM** 4540, **COMM** 4550, **COMM** 4603, **COMM** 4850, **COMM** 4900.
4. This course is not included in the 120-hour curriculum.

Justification:
The Communication department respectfully requests to change Directed Electives to Electives. The changes is to reduce paperwork that is involved in declaring each and every elective. Additionally, a few minor typos needed to be corrected.

Cost: None
Effective: Fall 2017

PROPOSED

Communication
~~SPEECH~~ COMMUNICATION STUDIES (~~SPCM~~ COMM)
(Leading to the Bachelor of Science Degree with a concentration in ~~Speech~~ Communication Studies)
Effective Fall 2017

Freshman Year		Credit	Sophomore Year		Credit
ENGL 1010	English Composition I	3	ENGL 2130 ENGL 2230 ENGL 2330	American Literature or British Literature or World Literature	3
ENGL 1020	English Composition II	3	HIST 2010	American History I	3
~~SPCH 2410~~ COMM 2025	~~Introduction to Speech Communication~~ Fundamentals of Communication	3	HIST 2020	American History II	3
MATH		3	Humanities/Fine Arts Electives		6
JOUR 2200	Mass Communication in a Changing Society	3	Social/Behavioral~~s~~ Science Elective		3
Natural Science		8	~~SPCH 2000~~ COMM 2075	~~Introduction to Organizational Communication~~ Organizational Communication	3
Social/Behavioral~~s~~ Science Elective		3	~~SPCH 2430~~ COMM 2090	Interpersonal Communication	3
~~SPCH 1020~~ COMM 1020	Foundations of Communication	3	~~Directed~~ Electives		6
UNIV 1020[5]	First-Year Connections	1			
~~Directed~~ Electives		1			
Total		**30**	**Total**		**30**

Junior Year		Credit	Senior Year		Credit
COMM 3100	Communication Theory	3	~~SPCH 4620~~ COMM 4620	Advanced Public Speaking	3
COMM 3200	Research Methods in Communication	3	~~SPCH 4630~~ COMM 4630	Persuasion	3
JOUR 3770	Law of Journalism	3	~~Directed~~ Elective		12
~~SPCH 3620~~ COMM 3620	Intercultural Communication	3	Communication Application Elective [~~4~~3]		6
~~SPCH 3630~~ COMM 3630	Discussion and Parliamentary Procedure	3	Communication Theory Electives [~~3~~2]		6
Communication Application Elective [~~4~~3]		3			
Communication Theory Electives [~~3~~2]		3			
Mass Communication Application Elective [1]		3			
~~Directed~~ Elective		3			
Total		**30**	**Total**		**30**

Note:

1 Students may choose from the following: JOUR 3400, JOUR 3460, JOUR 3750.

~~2~~ ~~Elective course to be selected in consultation with academic advisor.~~

~~3~~2 Students may choose from the following: ~~SPCH~~ COMM 3000, ~~SPCH~~ COMM 3120, ~~SPCH~~ COMM 4410, ~~SPCH~~ COMM 4430, ~~SPCH~~ COMM 4440, ~~SPCH~~ COMM 4603, ~~SPCH~~ COMM 4900.

~~4~~3 Students may choose from the following: ~~SPCH 2000~~, ~~SPCH~~ COMM 2800, ~~SPCH~~ COMM 3130, ~~SPCH~~ COMM 3400, ~~SPCH~~ COMM 4540, ~~SPCH~~ COMM 4550, ~~SPCH~~ COMM 4603, ~~SPCH~~ COMM 4850, ~~SPCH~~ COMM 4900.

~~5~~4 This course is not included in the 120-hour curriculum.

Side By Side Comparison after Proposed Changes

Freshman Year		Credit	Sophomore Year		Credit
ENGL 1010	English Composition I	3	ENGL 2130 ENGL 2230 ENGL 2330	American Literature or British Literature or World Literature	3
ENGL 1020	English Composition II	3	HIST 2010	American History I	3
~~SPCH 2410~~ COMM 2025	~~Introduction to Speech Communication~~ Fundamentals of Communication	3	HIST 2020	American History II	3
MATH		3	Humanities/Fine Arts Electives		6
JOUR 2200	Mass Communication in a Changing Society	3	Social/Behavioral~~s~~ Science Elective		3
Natural Science		8	~~SPCH 2000~~ COMM 2075	~~Introduction to Organizational Communication~~ Organizational Communication	3
Social/Behavioral~~s~~ Science Elective		3	~~SPCH 2430~~ COMM 2090	Interpersonal Communication	3
~~SPCH 1020~~ COMM 1020	Foundations of Communication	3	~~Directed~~ Electives.		6
UNIV 1020[5]	First-Year Connections	1			
~~Directed~~ Electives.		1			
Total		**30**	**Total**		**30**
Junior Year		**Credit**	**Senior Year**		**Credit**
COMM 3100	Communication Theory	3	~~SPCH 4620~~ COMM 4620	Advanced Public Speaking	3
COMM 3200	Research Methods in Communication	3	~~SPCH 4630~~ COMM 4630	Persuasion	3
JOUR 3770	Law of Journalism	3	~~Directed~~ Elective		12
~~SPCH 3620~~ COMM 3620	Intercultural Communication	3	Communication Application Elective [~~4~~3]		6
~~SPCH 3630~~ COMM 3630	Discussion and Parliamentary Procedure	3	Communication Theory Electives [~~3~~2]		6
Communication Application Elective [~~4~~3]		3			
Communication Theory Electives [~~3~~2]		3			
Mass Communication Application Elective [1]		3			
~~Directed~~ Elective		3			
Total		**30**	**Total**		**30**

Note:

[1] Students may choose from the following: JOUR 3400, JOUR 3460, JOUR 3750.

[~~2~~] ~~Elective course to be selected in consultation with academic advisor.~~

[~~3~~2] Students may choose from the following: ~~SPCH~~ COMM 4440, ~~SPCH~~ COMM 3000, ~~SPCH~~ COMM 3120, ~~SPCH~~ COMM 4410, ~~SPCH~~ COMM 4430, ~~SPCH~~ COMM 4603, ~~SPCH~~ COMM 4900.

[~~4~~3] Students may choose from the following: ~~SPCH 2000~~, ~~SPCH~~ COMM 2800, ~~SPCH~~ COMM 3130, ~~SPCH~~ COMM 3400, ~~SPCH~~ COMM 4540, ~~SPCH~~ COMM 4550, ~~SPCH~~ COMM 4603, ~~SPCH~~ COMM 4850, ~~SPCH~~ COMM 4900.

[~~5~~4] This course is not included in the 120-hour curriculum.

NAME/TITLE CHANGE FORM

This form is used to request a name or title change for an academic program (degree, minor, concentration, or certificate) or unit (department, college, school, center, etc.). A separate form is required for each change requested.

TBR Policy 2:01:01:00 requires notification to the TBR Vice Chancellor for Academic Affairs for name/title changes. The Vice Chancellor for Academic Affairs must approve name changes prior to implementation. TBR will notify THEC, so that appropriate documentation can be included in the Academic Program Inventory.

Institution: Tennessee Technological University
Date of Request: January 18, 2017
Proposed Implementation Date: Fall 2017

Name/Title Change Request: _X_Academic Program
__Academic Unit *(Attach an organizational chart)*
__Degree Designation *(Requires both TBR and THEC approval)*
__Other (specify) _____

Current Name/Title/Designation: Communication, Speech Communication Concentration, B.S._____
(Specify whether the program is a degree, minor, concentration, or certificate. Include the name of the degree associated with the program if applicable, i.e., "the concentration in Office Systems within the existing B.S. in Business Management.")

Proposed Name/Title/Designation: Communication, Communication Studies Concentration, B.S._____
(Include the name of the degree associated with the program if applicable.)

Justification: *(Why is the change needed? Use additional space as needed.)*

The Communication department respectfully request to change the concentration name from Speech Communication to Communication Studies. In addition to the name change, we would also like to change the Prefix for all of our course from SPCH to COMM. There are several reasons for this change. The first reason is to align it with our discipline across the state and the country. Secondly, the major does not cover just public speaking. The name Communication Studies is a better reflection for the course work within the concentration. Finally, the name change was initiated by course changes due to the Tennessee Transfer Pathway. The changes that are being proposed will help eliminate confusion due to multiple course designations

Are there new costs associated with the proposed change? __ Yes _X_ No
(If yes, attach an explanation of projected costs and specify the source of funding to support these new costs.)

Submitted by: _____ DATE: _____
President or President's Designee (Typed name will be sufficient.)

APPROVED: _____ DATE: _____
Vice Chancellor for Academic Affairs

M E M O R A N D U M

TO: University Curriculum Committee

VIA: Arts and Sciences Curriculum Committee

FROM: Michael Harrison, Chair, Department of Earth Sciences

SUBJECT: TTP alignment; addition of a new course

DATE: February 22, 2017

I. COURSE ADDITIONS, DELETIONS AND CHANGES:

A) ADDITION

GEOL 3750 Stable Isotope Geochemistry

Lecture 3, Lab 2, Credit 4; Prerequisites: GEOL 2500 and CHEM 1110.

Course Description: This course will emphasize the geochemical elements of the Earth system. We will look at the nomenclature of stable isotope systems and look at the application to earth and environmental systems.

Syllabus attached.

B) CHANGES

From	To
GEOG 1110: World Geography	GEOG 1035: World Regional Geography 1
GEOG 1120: Human Geography	GEOG 1012: Cultural Geography
GEOL 1040: The Dynamic Earth	GEOL 1040: Physical Geology
GEOL 1310: Concepts of Geology	GEOL 1070: Concepts of Geology

II. CURRICULUM CHANGES: None

III. JUSTIFICATION:

Knowledge of stable isotopes is vital for understanding early earth history, past climate change and is useful for environmental monitoring, especially in surface and ground water. This course will complement the curricula for the geology and environmental geology students and it contributes to

achieving the department's student-learning outcomes pertaining to discipline competency and critical thinking/communication.

Course name and number changes mandated by TBR for the Tennessee Transfer Pathway.

IV. EFFECTIVE DATE: Fall 2017

V. FINANCIAL IMPACT: None

Tennessee Tech University
Department of Earth Sciences
GEOL 3750: Stable Isotope Geochemistry
Fall 2017

Instructor Information

Instructor: Lauren Michel, Ph.D.
Telephone Number: (931) 371 – 3188
Email: lmichel@tntech.edu
Office: Foundation Hall
Office hours:

Course Information

Lecture 3, Lab 2, Credit 4. Prerequisites: GEOL 2500 and CHEM 1110.

Course Description

This course will emphasize the geochemical elements of the Earth system. We will look at the nomenclature of stable isotope systems and look at the application to earth and environmental systems.

Course Objectives/Student Learning Outcomes

There are five learning outcomes for this course that will be assessed through lecture exams and laboratories.

1. Learn the terminology, standards, and how a mass spectrometer works.
2. Learn about fractionation
3. Learn how stable isotopes are applied to low temperature systems (hydrosphere, oceans, carbonates).

4. Lean how stable isotopes are applied to high-temperature (igneous petrology, metamorphic) systems
5. Learn how to plot and interpret data and communicate your findings and observations through written laboratory reports.

Major Teaching Methods
This is a laboratory and lecture based class. There will be laboratory write-ups.

Special Instructional Platform/Materials
iLearn, Laptop Computers, Calculators

Texts and References:
Recommended texts:
Principles of Stable Isotope Geochemistry by Zachary Sharp

Grading and Evaluation Procedures
Course Grades are maintained in iLearn. Please contact the instructor with any concerns.

Grading Scale
A = 90–100; B = 80–89.9; C = 70–79.9; D = 60–69.9; F = below 60

Grading Breakdown

Lecture Exams: 2 exams total.	50%
Lecture Attendance/Participation	5%
Laboratory	45%

Course Policies

Student Academic Misconduct Policy
Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – Student Academic Misconduct at Policy Central.

Make-up Policy for Exams
Makeup exams are only offered for extenuating circumstances (medical, death in the family, religious holiday, etc.) with appropriate documentation. If possible please notify the professor in advance in writing.

Attendance Policy
Attendance is required to pass this class. Any students who has 3 of more unexcused absences will fail the course.

Late Work and Bonus Points
In order to get full credit, all assignments must be turned in by the beginning of lab through a dropbox on ilearn or if there is technical difficulties, by email. Any worked turned in within 24 hours after the due date, will be accepted but penalized a full letter grade. Work turned in after 24 hours will not be accepted.

Disability Accommodation
Students with a disability requiring accommodations should contact the Office of Disability Services (ODS). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112; phone 372-6119. For details, view the Tennessee Tech's Policy 340 – Services for Students with Disabilities at **Policy Central**.

Class Rules
1. If I cannot read an answer on your exam, it is marked as incorrect and no points will be given. Therefore, on exams please use pencils not pen. All lab writes should be typed up on a computer and are due via ilearn dropbox at before lab starts.
2. Students are expected to silence their cell phones during class. Use of iPads, cell phones, and surfing the internet during class is disrupting to other students. If you are caught doing this points will be deducted from your participation grade and you may be asked to leave the class.
3. Be on time to class. Tardiness is disruptive to the class, so please be in your seat when class beings.

Week	Date	Lectures	Reading
	9/29/17	Introduction	
	9/31/17	Background on stable isotopes	Ch. 1
	9/31/17	Lab: Dimensional Analysis	
	10/5/17	Background on stable isotopes	
	10/7/17	"δ" notation and fractionation	Ch. 1, 2
	10/7/17	Lab: Units of Concentration	
	10/12/17	Fractionation and mass spectrometers	
	10/14/17	Mass spectrometers	Ch. 2
	10/14/17	Lab: Mass spectrometers and standards	
	10/19/17	Precipitation and the Rayleigh model	
	10/21/17	Precipitation and the Rayleigh model	Ch. 4
	10/21/17	Lab: Rayleigh fractionation	
	10/26/17	Meteoric water line	
	10/28/17	Meteoric water line	Ch. 4
	10/28/17	Lab: Meteoric water line	
	11/3/17	Evaporation and disequilibrium effects	
	11/5/17	Evaporation and disequilibrium effects	Ch. 4
	11/5/17	Lab: Calculating temperature from ice cores	
	11/10/17	Sedimentary minerals and rocks	
	11/12/17	**MIDTERM EXAM**	Ch. 6
	11/12/17	Lab: Paleotemperature scale	
	11/17/17	FALL BREAK NO CLASS	
	11/19/17	Sedimentary minerals and rocks	Ch. 6
	11/19/17	Lab: pCO2 calculations	
	11/24/17	Sedimentary minerals and rocks	
	11/26/17	Sedimentary minerals and rocks	Ch. 6
	11/26/17	Lab: Lodeve diagenesis lab	
	11/31/17	Biological Systems	
	11/2/17	Biological Systems	Ch. 7
	11/2/17	Lab: Calculating C3/C4 from the Great Plains	
	11/7/17	Biological Systems	
	11/7/17	Biological Systems	Ch. 7
	11/7/17	Lab: Diet from Early Miocene fossil teeth	
	11/14/17	Isotopic inferences about surficial process	
	11/16/17	Igneous minerals and rocks	Ch. 11
	11/16/17	Lab: Ophiolites from Oman	
	11/21/17	Igneous minerals and rocks	
	11/23/17	Thanksgiving Break (No Class)	Ch. 11
	11/23/17	Thanksgiving Break (No Class)	
	11/28/17	Igneous minerals and rocks	

	11/30/17	Metamorphic minerals and rocks	Ch.11, 12
	11/30/17	Lab: Metamorphic systems	
	12/5/17	Metamorphic minerals and rocks	
	12/7/17	^{18}O content of ocean water in Earth's past	Ch. 12, 5
	12/7/17	No Lab	
Exam		**FINAL EXAM**	

Department of Curriculum and Instruction
Box 5042 • Cookeville, TN 38505-0001 • (931) 372-3181 • (931) 372-6270

MEMORANDUM

TO: University Curriculum Committee (UCC)

VIA: Teacher Education Committee (TEC)

VIA: College of Education Executive Leadership Council (ELC)

VIA: Dr. Julie Baker, Associate Dean, College of Education

FROM: Dr. Jeremy Wendt, Chair, Curriculum & Instruction

DATE: January 31, 2017

SUBJECT: Course/Catalog Change-Effective Fall 2017

I. Course Additions: None
II. Course Deletions: None
III. Course Changes:

A. From:

ECED 4221. Early Intervention Field Experience Lab. 1. Credit 1.
Prerequisite: ECED 4230(5230). Corequisite: ECED 4240(5240). Gain perspectives of children, families and professionals in the early intervention system. Field experience focuses on family/professional interactions and implementations of IFSP goals. A grade of B or better must be earned to advance to internship.

To:

ECED 4221. Early Intervention Field Experience Lab. 1. Credit 1.
Prerequisite: Full admission to the Teacher Education Program; ECED 4230(5230). Corequisite: ECED 4240(5240). Gain perspectives of children, families and professionals in the early intervention system. Field experience focuses on family/professional interactions and implementations of IFSP goals. A grade of B or better must be earned to advance to internship.

Add: Prerequisite: Full admission to the Teacher Education Program.

Justification: Update catalog to reflect current course description.

Financial Impact: None
Effective Date: Fall 2017
Curriculum Committee Checklist attached.

Memorandum

To: University Curriculum Committee

VIA: Engineering Curriculum Committee

From: Ahmed H. ElSawy, Professor and Chairperson, (approved by the MET faculty on 3/1/2017)
Department of Manufacturing and Engineering Technology

Date: March 1st 2017

Re: MET curriculum changes

The Department of Manufacturing and Engineering Technology Faculty request the approval of the following curriculum changes:

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1. **Course Additions, Deletions and Changes**

   a. **Addition**

      None

   b. **Deletion**

      None

   c. **Changes**

      None

2. **Curriculum Changes**

   To adopt to the shift in the manufacturing job market and streamline the transfer from other community colleges, the MET department request the approval of the following changes:

   1. Change the Title of the Area of Emphasis I from "Manufacturing Systems Engineering Technology" to "**Mechatronics Engineering Technology**".
   2. Remove ENGR 1120 Programming for Engineers (2 cr.hr.) as required courses and replaced it with CSC 1300 (4 cr.hr.)
   3. Change MET 3260-Industrial Electronics (2 cr.hr.) to a required course for Concentration I ONLY
   4. Change ECE 3270-Programmable Logic Controller (1 Cr.hr.) to a required course for Concentration I ONLY.

5. Remove MET 3740 – Six Sigma Tools and Techniques (2cr.hr.) as a required class for the BSET.

6. Change **MET 4250(5250)** Applied Mechatronics (3 cr.hr.) to a required course for Concentration I ONLY.

7. Add BMGT 4930 (5930) - Business Strategy to Concentration II.

Justifications:

The mechatronics engineering technology and engineering technology management are in great demand by industry nowadays. Therefore, TTU needs to equip our graduates with the knowledge and skills needed for getting high paying job in a very competitive job market.

3. Financial Impact:

No additional resources are needed

Engineering Technology, B.S.E.T.

Curriculum (Fall 2017)

Freshman Year

Fall - Semester 1 (15 cr. hr.)
CHEM 1010 - Introduction to Chemistry I Credit: 4. **OR**
CHEM 1110 - General Chemistry I Credit: 4.
ENGR 1020 - Connections to Engineering and Technology Credit: 1. [1]
ENGR 1110 - Engineering Graphics Credit: 2.
ENGL 1010 - English Composition I Credit: 3.
MATH 1730 - Pre-calculus Mathematics Credit: 5.

Spring – Semester 2 (14 cr.hr.)
Humanities/Fine Arts Electives Credit: 6.
ENGL 1020 - English Composition II Credit: 3.
MATH 1845 - Technical Calculus Credit: 3.
~~**ENGR 1120 – (MATLAB) Programming for Engineers Credit: 2.**~~ (drop as required for BSET)
MET 1100 - Introduction to Manufacturing Engineering Technology Credit: 2.

Total: 29 cr. hr.

Sophomore Year

Fall - Semester 3 (16 cr.hr.)
CSC 1300 - Introduction to Problem Solving and Computer Programming Credit: 4. (Add as required for BSET)
ECON 2010 - Principles of Microeconomics Credit: 3. **OR**
ECON 2020 - Principles of Macroeconomics Credit: 3.
HIST 2010 - American History I Credit: 3.
PHYS 2010 - Algebra-based Physics I Credit: 4. **OR**
PHYS 2110 - Calculus-based Physics I Credit: 4.
MET 2000 - Occupational Safety Credit: 2.

Spring - Semester 4 (17 cr.hr.)
ENGL 2130 - Topics in American Literature Credit: 3. **OR**
ENGL 2230 - Topics in British Literature Credit: 3. **OR**
ENGL 2330 - Topics in World Literature Credit: 3.
HIST 2020 - American History II Credit: 3.
PHYS 2020 - Algebra-based Physics II Credit: 4. **OR**
PHYS 2120 - Calculus-based Physics II Credit: 4.
MET 2065 - Metal Manufacturing Technology Lec 1. Lab.2. Credit: 2.
MET 2310 - Applied Fluid Power Credit: Lec. 1 Lab. 2. Credit: 2.
MET 2400 - Statics and Strength of Materials Credit: 3.

Total: 33

Junior Year

Fall – Semester 5 (14 cr. hr.)
BMGT 3510 - Management and Organization Behavior Credit: 3.
PC 2500 - Communicating in the Professions Credit: 3. **OR**
SPCH 2410 - Introduction to Speech Communication Credit: 3.
MET 3100 - Applied Physical Metallurgy Credit: 3. **OR**
ME 3010 - Materials & Processes in Manufacturing Credit: 3. OR
ME 3110 - Physical Metallurgy and Heat Treatment Credit: 3.
MET 3200 - Applied Electricity and Electronics Credit: 3.
MET 3301 - CAD for Technology Credit: 2.
~~**MET 3740 – Six Sigma Tools and Techniques Lec. 2. Credit 2.**~~ **(drop as required for BSET)**

Spring – Semester 6 (15 cr.hr.)
ACCT 3720 - Survey of Accounting Credit: 3.
ECON 3610 - Business Statistics I Credit: 3.
MET 3000 - Principles of Metal Casting Credit: 2.
~~**MET 3260 – Industrial Electronics Lec.1. Lab. 3. Credit 2.**~~ (change as required for Emphases I ONLY)
MET 3403 - Applied Machine Elements Credit: 3.
MET 3710 - Methods Design and Work Measurement Credit: 2.
MET 3700 - Manufacturing Cost Estimating Credit: 2.

Total: 29

Senior Year

Fall - Semester 7 (12 cr. hr.)
Business Elective Credit: 3. [2]
~~**ECE 3270 - Programmable Logic Controller Lab. 3. Credit 1.**~~ (change as required for Emphases I ONLY)
MET 3150 - Maintenance Technology Lec. 2. Credit: 2.
DS 3520 - Operations Management Credit: 3.
MET 4615 - Engineering Technology Ethics and Professionalism Credit: 1.
MET 4310 (5310) - Plant Layout and Materials Handling Credit: 3.
PSY 2010 - General Psychology Credit: 3.

Spring - Semester 8 (18 cr.hr.)
MET 4620 - Senior Projects Credit: 3.
~~**MET 4220 (5220) – Industrial Automation and Robotics Credit: 3.**~~ (change as elective course in Emphases I ONLY)
Area of Emphasis Credits: 15. [3]

Total: 28

Notes:

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[1] This course not included in 120-hour curriculum.
[2] Business Electives: BMGT 3630, BMGT 4520 (5520), DS 3620, DS 3540, FIN 3210, LAW 3810 or MKT 3400.
[3] Select one of the following emphases (15 Credits):

Emphasis I - Mechatronics Engineering Technology

Courses to be included in Concentration I:

MET 3060 (3 cr.hr.), **MET 3260 (2 cr.hr.), ECE 3270 (1 cr.hr.),**
MET 4250(5250) (3.cr.hr.) and select one (2) courses from: MET 3080, MET 3460, MET 4000, MET 4060(5060), MET 4210(5210), MET 4220 (5220), , MET 4300(5300), MET 4400(5400), MET 4450(5450), MET 4500 (5500), MET 4550(5550), MET 4600(5600), MET 4650(5650), MET 4700(5700), MET 4990(5990), ESS 3710.

Emphasis II - Engineering Technology Management

Courses to be included in Concentration II;

Select five courses from: BMGT 3600, BMGT 3630, BMGT 4520 (5520), DS 3620, DS 3540, FIN 3210, LAW 3810, **BMGT 4930 (5930),** MET 4010, MET 4430 (5430), MKT 3400, PSY 3400.

MEMORANDUM

TO: University Curriculum Committee

VIA: College of Arts and Sciences Curriculum Committee

FROM: James C. Raymondo, Chair of Sociology & Political Science

DATE: March 1, 2017 (Proposal 1)

SUBJECT: Proposed Course Number Change

I. Course Additions, Deletions, and Changes

Course Changes:

From:
POLS 1000 American Government

To:
POLS 1030 American Government

II. Justification:

The change is the result of the effort to standardize course prefixes and numbers across the State supported colleges and universities.

III. Effective Date: Fall 2017.

IV. Financial Impact: NONE

MEMORANDUM

TO: University Curriculum Committee

VIA: College of Arts and Sciences Curriculum Committee

FROM: James C. Raymondo, Chair of Sociology & Political Science

DATE: March 1, 2017 (Proposal 2)

SUBJECT: Proposed Course Additions

I. Course Additions, Deletions, and Changes

(A) Course Additions:
CJ-SOC 4050 Crime and Media

Course Description:

Lecture 3.00 Credit Hours 3.00. Prerequisite SOC 1010 or SOC/CJ 2660 or consent of the instructor.

An analysis of crimes, criminals, and punishment as they appear in American popular culture and various media.

III. Justification:
The course has been taught successfully as a special topics course, and will make a good addition to our regular offerings.

IV. Effective Date: Fall 2017.

V. Financial Impact: NONE

TENNESSEE TECH UNIVERSITY

DEPARTMENT OF SOCIOLOGY & POLITICAL SCIENCE

SOC/CJ 4050-CRIME & MEDIA

DATES, TIME, CLASSROOM, NUMBER OF CREDIT HOURS, SEMESTER

INSTRUCTOR INFORMATION

Instructor's Name: Lindsey Upton, PhD
Office: DN 303
Telephone Number: 931-372-6485
Email: *lupton@tntech.edu*

OFFICE HOURS

MWF 10-11AM, 1:30P-2P, 3:30-5P, OR BY APPOINTMENT

COURSE INFORMATION

TEXTS AND REFERENCES

Required: Surette, Ray. 2015. Media, Crime, and Criminal Justice: Images, Realities, and Policies. 5th edition. Cengage. ISBN-13: 9781285459059

Supplemental readings on iLearn, indicated by date reading is due. See detailed schedule.

COURSE DESCRIPTION

This course will confront and critique media representations of crime, criminals, and punishment as they appear in American popular culture. News media, film, television, and social media exist as sites of cultural creation and consumption, and our goal is to ask what these crime stories can teach us about our relationships and society. Critical analysis of media representations will extend beyond how it reflects or mirrors "reality" to understand how such representations serve to "re-present" or create a new reality.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

After completing this course, you should be:

1. Aware of historical and contemporary conceptualizations of deviance and crime.

2. Aware of the social science research about various perspectives on deviance and crime.

3. Able to critically social deviance from objective and relativist perspectives.

4. Able to understand the complex, critical role social, political, economic, and historical underpinnings play in constructing deviance and crime.

MAJOR TEACHING METHODS

Lectures, discussion, reading, or written assignments.

Special Instructional Platform/Materials

iLearn and computer access.

Grading and Evaluation Procedures

Discussion/Participation: 50 points

Quizzes: 100 points (5 at 20 points each)

Media Paper Proposal: 50 points

Media Course Project: 100 points

Media Paper Discussion: 50 points

Exam 1: 100 points

Exam 2: 100 points

Total Points: 550 points

Grading Scale (if applicable)

Letter Grade	Grade Range
A	90-100%
B	80-89.9%
C	70-79.9 %
D	60-69.9%
F	59.9% and below

Course Policies

Student Academic Misconduct Policy

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – Student Academic Misconduct at Policy Central.

Class Participation

Students are expected to follow basic classroom etiquette during this course. Cell phones, iPods, computers, iPads, etc. must be silenced during all classroom lectures. Those that violate this rule of professionalism will be asked to leave the classroom immediately to avoid further disruption among other students. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, leaving early, violating technology use policy, etc., will face a letter grade reduction for their warning and will face a "0" in the course if they continue after discussing this with the instructor.

Assignments and Related Policy

Discussion/Participation (50 points): Students are required to read the assigned chapter and any supplemental readings posted (found on iLearn) for each class meeting. In order to receive full credit for this portion of the

grade, students must demonstrate engagement in discussion material and in class activities. If you use your phone and computer excessively, you will receive no more than 25 points. If you attend less than 50% of in class meetings, you will receive no more than 25 points.

Quizzes (5 @ 20 points each): You will complete five quizzes for credit on the documentary series, Making A Murderer, throughout the semester. The detailed schedule provided indicates when each episode must be viewed and the associated quiz for each episode that must be completed. Making a Murderer is available on Netflix: https://www.netflix.com/title/80000770

If you do not have a Netflix account, please see the instructor.

Exams (2 @ 100 points each): During the semester, students will complete two exams that include course material covered up to the date of the exam. Each exam will combine multiple choice, true/false, short answer, and long answer questions. Exam questions will cover chapters assigned from course text, supplemental readings available on iLearn, and material discussed in class. The instructor will be available for review sessions and study guides are provided before each test to assist students in preparation for the exam. Students cannot share exam questions or answers; students cannot complete the exam in-group; students cannot open the exam, start the attempt, and request another attempt. Any attempt to do so will result in a report filed with the University's Academic Student Misconduct Committee in accordance with TTU's Academic Misconduct Policy 217. Please review this in order to ensure you are not violating policy: https://www.tntech.edu/handbooks/ttustudenthandbook/academic-regulations

Media Research Paper: Each student is required to complete a media research paper for this course. First, students must turn in a media research paper proposal by the indicated due date. Students will meet individually with the instructor to discuss feedback provided in order to gain approval to move forward. Unless otherwise specified by the instructor, you must meet with the instructor at the date/time/location provided to receive full credit for this portion of the proposal. The media research proposal is an agreed upon contract between the student and instructor that answers the following questions: what topics of crime and justice are you interested in, what literature exists that relates to the subject/topic, what media will be collected and analyzed. The remainder of the paper will explain what is found in the analysis and how it relates to course material. A consistent citation style must be used throughout (e.g., MLA, APA, ASA). See Purdue's Online Writing Lab for quick reference: https://owl.english.purdue.edu/

*All IRB protocol required will be submitted and followed. This is provided in class.

Disability Accommodation

Students with a disability requiring accommodations should contact the Office of Disability Services (ODS). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112; phone 372-6119. For details, view the Tennessee Tech's Policy 340 – Services for Students with Disabilities at Policy Central.

Detailed Schedule

Week 1: Crime, Justice, and Media
January 18 Introduction to the course Syllabus, Assignments, Foundation

January 20 Critical-Thinking Assessment Test (pre-test, in class)

Week 2: Crime, Media, New Media, and Social Constructionism
January 23 - Surette, Chapter 1
January 25 – Surette, Chapter 2
January 27 – Supplemental Readings via iLearn

Week 3: Images of Crime & Criminality
January 30 – Surette, Chapter 3
February 1 – Supplemental Readings via iLearn
February 3 – Projects: Discuss Guide for Proposals/Projects

Week 4: Criminogenic Media
February 6 – Surette, Chapter 4
February 8 – Supplemental Readings via iLearn
February 10 – Making a Murderer Ep 1 & Quiz

Week 5: Crime Fighters
February 13 – Surette, Chapter 5
February 15 – Supplemental Readings via iLearn
February 17 – Watch Making a Murderer Ep 2 & Quiz

Week 6: The Courts
February 20 – Surette, Chapter 6
February 22 – Project Proposal Due, no in class meeting
February 24 – Watch Making a Murderer Ep 3 & Quiz

Week 7: Exam 1
February 27 – Catch up, Ch 6 discuss project proposals
March 1 - Exam 1 Review (Ch 1-6, + supplemental materials), feedback provided for proposal; must meet with instructor unless otherwise specified
March 3 - Exam 1

Week 8
March 6 – 10: Spring Break

Week 9: Corrections
March 13 – Surette, Chapter 7
March 15 – Supplemental Readings via iLearn
March 17 – Making a Murderer Ep 4 & Quiz

Week 10: Crime Control
March 20 – Surette, Chapter 8
March 22 – Supplemental Readings via iLearn
March 24 – Making a Murderer Ep 5 & Quiz

Week 11: The Media and Criminal Justice Policy
March 27 – Surette, Chapter 9
March 29 - Supplemental Readings via iLearn
March 31 – Making a Murderer Ep 6 & Quiz

Week 12: The Media and Drugs
April 3 – Supplemental Readings via iLearn

April 5 – Supplemental Readings via iLearn
April 7 – Making a Murderer Ep 7 & Quiz

Week 13: New Media, Crime, and Justice
April 10 – Surette, Chapter 10
April 12 - Supplemental Readings via iLearn
April 14 - Making a Murderer Ep 8 & Quiz

Week 14: New Media, Crime, and Justice in the 21st Century
April 17 – Surette, Chapter 11
April 19 - Making a Murderer Ep 9 & Quiz/Work Day for Final Projects
April 21 - Making a Murderer Ep 10 & Quiz/Work Day for Final Projects

Week 15: Special Topics
April 24 – Course Projects Shared/Evaluated in class
April 26 – Course Projects Shared/Evaluated in class
April 28 – Course Projects Shared/Evaluated in class

Week 16: Course Wrap Up & Exam 3
May 1 – Exam 2 Review
May 2 – May 4 : Exam 2 (Chapters 7-11, Supplemental Material)

MEMORANDUM

TO: University Curriculum Committee

VIA: College of Arts and Sciences Curriculum Committee

FROM: James C. Raymondo, Chair of Sociology & Political Science

DATE: March 1, 2017

SUBJECT: Development of an accelerated on-line version of the SOC/CRCJ major

I. Informational Item:

The department of Sociology & Political Science met on Tuesday 2-14-17 and unanimously passed the motion to approve the alternative delivery method for our existing SOC/CRCJ major. As advised, we are submitting an informational item to: College of Arts & Sciences Curriculum Committee; University Curriculum Committee; Academic Council; University Assembly; and, the TTU Board of Trustees.

The initial program will be delivered by a combination of existing TN eCampus classes with an abbreviated format (7 or 8 weeks in duration) and TTU classes with an abbreviated format. Over time the program will consist entirely of TTU on-line classes, and the department will continue to work to develop the necessary classes.

MEMORANDUM

TO: University Curriculum Committee

VIA: Arts and Sciences Curriculum Committee

FROM: Allan Mills, Chair, Department of Mathematics

DATE: February 23, 2017

SUBJECT: Course and curriculum changes

The Department of Mathematics requests the following changes to its curriculum.

COURSE CHANGES

None

CURRICULUM CHANGES:

I. Replace "CSC 2100-2101 (4 hrs) or ENGR 1120 (2 hrs)" with "CSC 1300 (4 hrs) or ENGR 1120 (2 hrs)."

Justification: The mathematics curriculum needs to reflect the new CSC course number.

II. Add Math 3070-3080 Statistical Methods I and Statistical Methods II to the list of approved Applied Math Sequences for the B.S. in Mathematics

Justification: The 2015 Mathematical Association of America Curriculum Guide to Majors in the Mathematical Sciences recommends that mathematics majors have, at a minimum, a command of data analysis and statistical inference at the level of an applied data analysis course. Adding the MATH 3070-3080 courses to the list of approved sequences will expand the statistics course options available to students in the B.S. in Math degree program and will require no additional resources.

The B.S. in Mathematics requirements state that a student must take 3 approved course sequences from the lists below including at least 1 Pure Math course sequence and at least 1 Applied Math course sequence. For reference the approved course sequences are listed below:

Pure Math List
MATH 3430 College Geometry - MATH 4310 Topology I
MATH 4010 Modern Algebra I - MATH 4020 Modern Algebra II
MATH 4110 Advanced Calculus I - MATH 4120 Advanced Calculus II
MATH 4310 Topology I - MATH 4320 Topology II
MATH 4530 Linear Algebra I - MATH 4540 Linear Algebra II
MATH 4850 Computational Algebraic Geometry I -MATH 4860 Computational Algebraic Geometry II

Applied Math List

MATH 3070 Statistical Methods I – MATH 3080 Statistical Methods II

MATH 4210 Numerical Analysis I - MATH 4220 Numerical Analysis II

MATH 4250 Advanced Ordinary Differential Equations I - MATH 4260 Advanced Ordinary Differential Equations II

MATH 4470 Probability and Statistics I - MATH 4480 Probability and Statistics II

Any two of MATH 4350 Introductory Combinatorics, MATH 4360 Graph Theory, or MATH 4050 Number Theory

Effective Date: Fall 2017

FINANCIAL IMPACT: None

MEMORANDUM

TO: University Curriculum Committee

VIA: Arts and Sciences Curriculum Committee

FROM: Dr. Jeff Roberts, Chair, Department of History

DATE: February 22, 2017

SUBJECT: Course Addition

I. Course Addition

HIST 4885/5885 History of Nursing and Healthcare Lec. 3, Credit 3.
Prerequisite: None

Catalogue Description: Lec. 3 Credit 3. Considers issues relating to the history of nursing and healthcare.

Curriculum Changes: None.

Justification: Healthcare providers who are not medical doctors are a major factor in filling gaps in healthcare needs, but are also a major contributor to economic production. Nursing is a key case study for this class to examine the politics, economics, and changing nature of professionalization in the United States. Examining the history of the nursing profession also allows student to contextualize and improve the providing of healthcare, through examining the contributions of a group of actors that are often omitted from narratives in the history of medicine. Being able to account for the historical needs and changing nature of the nursing profession allows students insights into potential improvements in healthcare policy and health savings. While focused primarily on nursing, the content of this course makes it well-suited for students interested in sociology, counseling in addition to nursing, pre-med, and history majors.

NFLEX (Accrediting body for Nursing) requires this type of course for graduate programs, and along with the AHA (American Historical Association) also calls for this content in undergraduate programs. Few institutions, all top-tier, offer this type of course. Faculty from the Univ. of Penn School of Nursing has described this syllabus and course content as cutting edge and a model for other institutions to follow.

Costs to the department: None
Effective Date: Fall 2017
A sample syllabus is attached.

Tennessee Technological University
HIST 4885/5885
The History of Nursing and Healthcare

COURSE INFORMATION: T/Th 1200-120

PRE-REQUISITES: none
CO-REQUISITES: none

CREDIT HOURS: 3

FACULTY: Melissa J. Geist, EdD, APRN-BC, CNE
Associate Professor of Nursing
Office 329
372-3203
mgeist@tntech.edu

Allen Driggers, PhD
Assistant Professor of History
Henderson Hall, 116-B
edriggers@tntech.edu

I COURSE DESCRIPTION:

This course examines the nature of healthcare and nursing in the United States. Healthcare providers who are not medical doctors are a major factor in filling gaps in healthcare needs, but are also a major contributor to economic production. Nursing is a key case study for this class to examine the politics, economics, and changing nature of professionalization in the United States. Examining the history of the nursing profession also allows student to contextualize and improve the providing of healthcare, through examining the contributions of a group of actors that are often omitted from narratives in the history of medicine. Being able to account for the historical needs and changing nature of the nursing profession allows students insights into potential improvements in healthcare policy and health savings. Gender is a key analytical category as it allows us to ask larger questions, such as who can participate in the professions and how does gender play an important part in shaping those roles. Controlling analytics for gender also allows us to examine key issues in healthcare, such as gaps in pay and unequal access to healthcare.

II. COURSE OBJECTIVES

At the completion of this course, the student will be able to:

1. Identify the major historical threads (people and events) that have contributed to the current status of the nursing professionalization and the history of healthcare in the United States.
2. Critique an example of published nursing historiography.
3. Utilize bibliographical resources pertaining to nursing and healthcare.

4. Develop a plan for the future of nursing based on what is learned about how the profession got to where it is today.

5. Develop healthcare policy and economic recommendations

III. TEACHING STRATEGIES:

Group discussion
Simulation
Computer-assisted instruction
Audio-visual aids
Supplementary aids

IV. EVALUATION:

A. Undergraduates

Evaluation Methods	**Percentage**
Quizzes over readings	15%
Class attendance and Robust participation	15%
Teamwork contract	10%
Term Paper Featuring Original Research (4500 Words) [about 10 pgs]	25%
Final presentation	35%

B. Graduate Students

Evaluation Methods	**Percentage**
Quizzes over readings	15%
Class attendance and participation	15%
Teaching a Class About their Research	10%
Term Paper Featuring Original Research (4500 Words) [about 10 pgs]	25%
Final presentation	25%
Extra Literature Review	10%

C. Grading Scale for both graduate students and undergraduates (compliant with Tennessee Technological University):

A = 90-100
B = 89-80
C = 79-70
D = 69-60
F = below 60

***N. B. Should normal classroom activities be disrupted, the format for this course may be modified to enable completion.**

V. CORE PERFORMANCE REQUIREMENTS:
The core performance requirements listed below that are marked with an X are required for this course.

X Critical Thinking	__Motor Skills
X Interpersonal	X Hearing
X Communication	X Visual
__Mobility	__ Tactile

All students should use the above performance requirements in determining individual ability to meet the requirements for the course. Please refer to the TTU School of Nursing Handbook for elaboration of core performance requirements. Students with a disability requiring accommodations should contact the Office of Disability Services. An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112; phone 372-6119.

VI. Explanation of Assignments

A. Quizzes (15%)

Students will periodically (and often unannounced) receive a short quiz on the assigned readings. Textbook readings will be supplemented with readings posted to Ilearn to keep up with topical issues.

B. Attendance and Participation (Total 15%)

A. Attendance→7.5%

Number of Absences	Grade
Perfect attendance	100
1 unexcused absence	95
Two Absences	85
Three Absences	75
Four Absences	65
Six of More Absences	0

N.B. →Keep in mind these are UNEXCUSED absences. Class absences will be excused for good reason (such as religious observance, illness, hospitalization of close relative, family emergence &c.). Please submit a note regarding illness through my email with the subject line "excuse." Often Dr.s notes can be photographed with a mobile phone and e-mailed. University approved events also can be excused with a program &c.

B. Participation→7.5%

A table assessing participation is listed below.

Grade	Description of Performance
A	Highly engaged student. Always preset and prepared to discuss the material; engages with

	peers and the instructor. Answers and proposes questions based on the readings and lectures. Contextualizes and applies information well.
B	Mostly engaged student. Mostly present and prepared to discuss the material; attempt to engage peers and instructor. Answers questions, and attempts to purpose questions to the group. Attempts to contextualize information and tries to apply information. Sometimes distracted in class.
C	Shows up to class regularly. Appear to be prepared but has trouble engaging in discussion. Appears unengaged and distracted by social medial and other work.
D	Fails to show up regularly. When the student is in class they are unengaged and distracted by social media and other work. Fails to improve engagement from week to week.
F	Failed attendance section; not present mentally when present physically.

C. Teamwork Contracts (Undergraduates Only)

Undergraduate students will be assigned in teams of three (or self-select) in order to pursue a research question. Each person will collaborate on a contract of responsibilities with their teammates, of which they will agree to follow the contract. Violations of the contract, after a self and team evaluation, will define the individual grades. Penalties may also include being removed from a team (docking one's final grade by a full later grade).

D. Term Paper (25%)

Teams will collaborate on ONE research paper, purusing an approved topic of interest. The paper will be 4500 words (or about 10 pages). Graduate students will work solo.

E. Final Presentation (35% for Undergraduates, 25% for Graduate Students)

Each group will be required to present their findings to the class on the examination day. Graduate students will make a presentation solo.

F. Literature Review (Graduate Students only)* 10%

Graduate students will complete a five to seven page literature review on the historical background of your research project.

G. Teaching a Class Meetings (Graduate Students only)*10%

Graduate students will make a scholarly presentation of their research project and incorporate it into classroom material.

VII. TEXTS: (Both REQUIRED & Available at Tenn Tech Bookstore)

- D'Antonio, Patricia. *American Nursing: A History of Knowledge, Authority, and the Meaning of Work*. Baltimore: Johns Hopkins University Press, 2010.

- Kara Dixon Vuic, *Office, Nurse, Woman: The Army Nurse corps in the Vietnam War* (Baltimore: Johns Hopkins Press, 2011)

VIII. POLICIES AND STUDENT RESPONSIBILITIES (for attendance, quizzes, exams):

1. Students are expected to attend **ALL** classes. It is the responsibility of the student to notify the faculty of the expected absence prior to the lecture date and time. Unexpected absences must be reported as soon as the student is aware that an absence will occur. Failure to notify the scheduled lecturer of absences will be documented. Excessive absences can result in the student being required to drop the course.
2. Students are responsible for all material presented in class whether the student is present or not. Students are expected to arrive on time. Students are expected to schedule adequate study time to meet the class objectives. This includes completing the assigned reading prior to each class.

IX. Graduate Student Credit

If you are taking this class as a graduate student, you will be required to do two additional assignments. First, you will be required to teach a class meeting on your research topic. Secondly, you will need to complete a five to seven page literature review on the historical background of your research project. Please discuss your research with your instructors ASAP. The breakdown for the graduate student grade and the special assignments are listed above.

X. ADA/ODS Statement:

Any student who believes he or she will require special consideration to meet the requirements of the course must consult the Office of Disability Services (RUC-11). Your instructors will be happy to offer any assistance and accommodations.

XI. Communication:

Make sure your Tennessee Technological University e-mail is working. We will communicate with you over e-mail and the Ilearn (D2L) system.

XII. Academic Integrity

TENNESSEE TECHNOLOGICAL UNIVERSITY//ACADEMIC CONDUCT POLICY FOR CLASSROOM SETTING

Effective July 1, 2016, the university's student academic misconduct policy has been revised and is published at https://tntech.policytech.com/dotNet/documents/?docid=701&mode=view. Students are expected to review and read this policy as part of their orientation to the syllabus and the course expectations. Students will be expected to adhere to this policy and understand that all courses, both within the classroom and the clinical settings, are subject to governance by this policy.

Cheating deprives you of the opportunity to learn as much as you possibly can in this course. Therefore, cheating wastes your time and mine. But cheating is a more serious than a simple waste of time, because it presents someone else's effort as your own and disrespects the other students in the class by offering you an advantage more honest students are not availing themselves of. As such, cheating provides a direct conflict to the Student Code of Conduct by compromising both your academic and personal integrity. Consequently, cheating will be actively and aggressively policed in this class. This attitude is true for both cheating on exams and plagiarism on papers. You may not copy from any other student, either directly or by way of electronic aids such as cell phones, etc. Plagiarized papers are those in which you present anyone's other than your own ideas (or words) as your own. This includes information pasted from ALL websites as well as published materials. I will be actively looking for papers plagiarized from the internet (using any sources, including Wikipedia)—and this infraction will be harshly penalized! Papers are to be turned in using iLearn so that anti-plagiarism software can be used to check them against the internet and other papers turned in at TTU. If you use external sources, you must provide proper citations. The format for citations will be given in the assignment. All of this effort is to provide a level playing field for the assignments in the class and to reward truly exceptional personal effort. Please feel free to speak to me if you have any questions about how to properly cite your sources. Ignorance is not an excuse! If you are caught cheating on an exam or paper, you will be called in to discuss or explain the infraction.

You will fail the assignment in question and a letter will be sent to the Dean for your permanent file. Depending on the severity of the infraction or it isn't your first violation, you will also fail the course.

XIII. Schedule of Course

Note: Remember, there are only weekly classes meetings throughout the semester. You need to do the hard work of preparation, so that these meetings really count! Skipping a reading is like skipping a week's worth of reading in another class.

Approach: The instructor's will discuss the week's function of a nurse—both in historical and practice contexts. Remember, one instructor is going to give you a historical contextualization, while the other is going to give you a specific sociological and practice account. Merging the two view points in the discussion section of the class is where you need to workshop your ideas. You'll move away from receptors of knowledge to creators of knowledge in this class, and the discussion section is a low stakes area to practice your ideas. You should also be able to contextualize nursing in the broader history of healthcare and the history of medicine.

Schedule:

Week/Class	Aspect of Nursing	Readings
Week I Aug. 23rd	What is a nurse? Who is a nurse? What do nurses do?	Syllabus!
Week II August 30th	Caretaker (Nursing in the Pre-Professional World)	*Office, Nurse, Woman,* Chapter 1 *American Nursing,*

		Chapter 1
Week III Sept. 6th	Nursing and the Doctor/Nurses as Doctors (DNPs) (The Professionalization of Nursing and Medicine)	*Office, Nurse, Woman* — Chapter 2, *American Nursing*, Chapter 1
Week IV Sept. 13th	Nurses as Knowledge Creators	*Office, Nurse, Woman* Chapter 3, *American Nursing*, Chapter 3
Week V Sept. 20th	Library and Archive Trip	
Week VI Sept. 27th	Nursing in the Civil War	*Office, Nurse, Woman* Chapter 4, *American Nursing*, Chapter 4
Week VII Oct. 4th	Nursing in Great Britain and the Commonwealth	*Office, Nurse, Woman* Chapter 5, *American Nursing*, Chapter 5
Oct. 11th	***FALL BREAK***	
Week VIII Oct. 18th	Drop In Questions for Term paper and final presentation	
Week IX Oct. 25th	Nurses in War	*Office, Nurse, Woman* Chapter 6, *American Nursing*, Chapter 6
Week X Nov. 1st	Nurses, Feminism, Activism, and Community Education	*Office, Nurse, Woman* Chapter 7, *American Nursing*, Chapter 7
Week XI Nov. 8th	Nurses in the Goodlife, the Good Death, and Palliative Care	*Office, Nurse, Woman*, Finish
Week XII Nov. 15th	Drop In Paper/presentation Conferences	
Week XIII Nov. 22nd	Call the Midwife	Reading: TBA
Week XI Nov. 29th	Final Presentations Course wrap-up	

MEMORANDUM

TO: University Curriculum Committee

VIA: Dr. Liz Mullens, Dean, College of Agriculture and Human Ecology

VIA: College of Agriculture and Human Ecology Curriculum Committee

VIA: Dr. Dennis Duncan, Director, School of Agriculture

FROM: Dr. Bruce Greene, Professor, School of Agriculture

DATE: February 9, 2017

SUJBECT: Course and Curriculum Changes

1. **Course Changes:**

    1. **Course Additions: None**

    2. **Course Deletions: None**

    3. **Course Changes:**

    From: **AGRN 4110 (5110) - Forage Crops Production and Management**

Spring. Lec. 3. Lab. 2. Credit 4.
Prerequisite: AGRN 1100, AGRN 1110 and AGRN 3210 , AGRN 3220 . Botany and classification, soil and climatic requirements, species adaptation, establishment and management of grasses and legumes for silage, hay, and temporary, permanent, and rotational pastures for ruminants, swine, and horses.

    To: **AGRN 4110 (5110) - Forage Crops Production and Management**

Spring. Lec. 2. Lab. 2. Credit 3.
Prerequisite: AGRN 1100, AGRN 1110 and AGRN 2300 , AGRN 2310 . Botany and classification, soil and climatic requirements, species adaptation, establishment and management of grasses and legumes for silage, hay, and temporary, permanent, and rotational pastures for ruminants, swine, and horses.

    Justification:

- Material presently being offered can be covered in 2 lecture hours per week
- Brings credit hours per course more in alignment with other courses in School of Agriculture curriculum

- Allows for an additional credit hour to be used for some other course, such as a sophomore level professional course that is under consideration by the faculty
- Reduces some complication in assignment of proportion of faculty teaching responsibilities in Agreements of Responsibility

2. Curriculum Changes:

1. Curriculum Additions: None
2. Curriculum Deletions: None
3. Curriculum Changes:

a) Change AGRN 4110 from 4 credit hours to 3 credit hours in AGRN and ANSC curricula

b) Change elective credit in AGRN curriculum from 4-9 credit hours to 5-10 credit hours

c) Change elective credit in ANSC curriculum from 3 credit hours to 4 credit hours

3. FINANCIAL IMPACT:

a. None

4. EFFECTIVE DATE:

a. Fall, 2017

B.S. in Agriculture
AGRI/Agronomy and Soils
AGRI/AGRN (120 Hrs)

Name _____ T # _____

AGRICULTURE (55-58 hrs)

Animal Science

ANS 1200	Intro Animal Science	3 hrs	____
ANS 1210	Intro Animal Science Lab	1 hr	____

Agribusiness

AGBE 2100	Economics of Ag	3 hrs	____

Ag Engineering Technology

AGET 2110	Ag Engineering Technology	2 hrs	____
AGET 2115	Ag Engineering Tech Lab	1 hr	____
Or *AGET 3110*	*Natural Resource System*	(2 hrs)	____
AGET 3115	*Natural Resource System Lab*	(1 hr)	____

Agronomy

AGRN 1100	Plant Science	3 hrs	____
AGRN 1110	Plant Science Lab	1 hr	____
AGRN 2300	Soils	3 hrs	____
AGRN 2310	Soil Chemical Properities	1 hr	____
AGRN 3020	Crops in Sustainable Sys	3 hrs	____
AGRN 3100	Turfgrass Management	3 hrs	____
AGRN 3230	Environmental Soil Science	4 hrs	____
AGRN 4100	Weed Science	3 hrs	____
AGRN 4110	Forage Crops Production	3 hrs	____
AGRN 4210	Soil Fertility & Fertilizers	3 hrs	____
AGRN 4120	Crop Improvement	3 hrs	____
AGRN 4230	Soil Classification	3 hrs	____
ANS 3130	Animal Breeding	3 hrs	____
Or BIOL 3810	General Genetics	(4 hrs)	____

Horticulture

AGHT 3030	Integrated Pest Management	3 hrs	____

Agriculture

AGR 1020	Connections to Agriculture	1 hr	____
AGR 4930	Senior Seminar	2 hrs	____

Upper Division Ag Elective* (9 hrs)

_____	3 hrs	____
_____	3 hrs	____
_____	3 hrs	____

COMMUNICATIONS (9 hrs)

ENGL 1010	Writing I	3 hrs	____
ENGL 1020	Writing II	3 hrs	____
SPCH 2410	Intro to Communication	3 hrs	____
Or PC 2500	Communicating in the Profess	(3hrs)	____

Senior Exit Exam _____
English Qualifying Exam _____

HISTORY (6 hrs)

HIST 2010	American History I	3 hrs	____
HIST 2020	American History II	3 hrs	____

HUMANITIES (9 hrs)

ENGL 2130	American Literature	3 hrs	____
Or ENGL 2230	British Literature	(3 hrs)	____
Or ENGL 2330	World Literature	(3 hrs)	____
Elective**	_____	3 hrs	____
Elective**	_____	3 hrs	____

MATHEMATICS (6-7 hrs) Select Two

See note in mathematics section of university catalog about course sequence for 1000 level mathematics courses.

MATH 1130	College Algebra	3 hrs	____
MATH 1530	Elementary Probability	3 hrs	____
MATH 1630	Finite Mathematics	3 hrs	____
MATH 1830	Concepts of Calculus	3 hrs	____
MATH 1910	Calculus I	4 hrs	____

NATURAL SCIENCES (20 hrs)

BIOL 2110	General Botany	4 hrs	____
BIOL 3200	General Microbiology	4 hrs	____
Or BIOL 3330	Entomology	(3 hrs)	____
CHEM 1010	Intro to Chemistry I	4 hrs	____
CHEM 1020	Intro to Chemistry II	4 hrs	____
Or CHEM 1110	General Chemistry	(4 hrs)	____
	CHEM 1120 General Chemistry	(4 hrs)	____
CHEM 3005	Elementary Organic	4 hrs	____
Or CHEM 3710	Chemistry &Environ	(3 hrs)	____

SOCIAL BEHAVIORAL SCIENCES (6 hrs)

Elective **	_____	3 hrs	____
Elective **	_____	3 hrs	____

ELECTIVES (5-10 hrs)

_____		____
_____		____
_____		____

DECISION SCIENCE (3 hrs)

DS 2810	Computer in Business	3 hrs	____

* No more than one course may be selected from any Agriculture discipline (AGBE, AGED, AGET, AGHT, AGRN and ANS).

** Select two courses from the appropriate University approved list.

Revised September 2016

REQUESTED COURSE CHANGES

TO: University Curriculum Committee

VIA: College of Agriculture and Human Ecology Curriculum Committee

FROM: Dr. Dennis Duncan, Director, School of Agriculture

DATE: February 23, 2017

RE: Course addition

Course Changes:

I. Course Addition

A. AGRN 3010 Pesticide Safety/Certification. Lec. 2 Credit 1.

Students receive training in the proper use of pesticides to protect public health and the environment. Students have the opportunity to be tested for the TN Private Pesticide Applicator Certification will be administered for an additional fee. 8 week course.

Justification: Human encounters with pesticides occur every day in homes, urban areas, businesses, and agriculture. Even products such as hand sanitizer, antibacterial soap, and antibiotic ointment are pesticides and can be a health risk if used improperly. The CDC reported 2,366 incidents of pesticide exposure reported in Tennessee in 2014.

While some instruction in safe pesticide handling would benefit everyone, agricultural workers especially need training for everyday incidental contact with pesticides as well as in actual application of these products in plant, soil, water, and atmospheric environments. This education opportunity would be a benefit to public health and the environment.

Often students decide to drop a course in mid-semester. This often makes them 1 hour short of full time status. By making this an 8 week course beginning mid-term, students can pick up that extra one hour through a course that will be of benefit no matter what the major or concentration. Pesticide certification also are good resume builders, especially in Agricultural disciplines.

This course applies to the Strategic Plan: Improve the UG Student Experience: SOA goal of meet and exceed accreditation, certification, and academic audit requirements by meeting the objective: " Prepare students for individual professional certifications".

Effective Date: August 1, 2017.

Financial impact: requires no additional resources.

TENNESSEE TECH UNIVERSITY

SCHOOL OF AGRICULTURE

AGRN 3010 - 001 PESTICIDE SAFETY / CERTIFICATION

DATES, TIME, CLASSROOM, NUMBER OF CREDIT HOURS, SEMESTER

Lecture hours: R5:00 – 6:50 am OKLY Hall 010

Credit hours: 1

Semester: Fall, 2017; Begins Oct. 19, 2017;

INSTRUCTOR INFORMATION

Dr. Janice Branson

Office: Oakley Hall Room 138

Phone: (931) 372-3373

e-mail: jbranson@tntech.edu

OFFICE HOURS

Dr. Branson MW 9:00 -11:00 am

COURSE INFORMATION

PREREQUISITES (IF APPLICABLE)

None

TEXTS AND REFERENCES

Required: Core Manual PB 1109 Applying Pesticides – University of Tennessee Ag Publication

References (if applicable):

COURSE DESCRIPTION

Students receive training in the proper use of pesticides to protect public health and the environment. Students have the opportunity to be tested for the TN Private Pesticide Applicator Certification will be administered for an additional fee. 8 week course.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

1. Students will be capable of determining the best type of control (chemical, biological, cultural, etc.) for a target pest.

2. If chemicals are to be used, students will be able to make informed decisions about the type of pesticide most suitable for specific target pests and environmental conditions.

3. Students will be able to recognize the symptoms of pesticide poisoning and heat stress and use appropriate first aid methods in those situations

4. Students will have knowledge of pesticide formulations, application methods, and calibration techniques.

5. Students will be prepared to successfully complete the TN private pesticide handler certification exam.

Major Teaching Methods

(e.g. lectures, labs, demonstrations, discussion, reading, or written assignments, etc.)

Lecture, demonstration, written / reading assignments

Special Instructional Platform/Materials

iLearn; Private Pesticide Applicator Certification Exam will be administered by a local Ag Extension agent.

Topics to Be Covered

1. Pest Management

2. Federal Pesticide Laws

3. Pesticide Labels and MSDS sheets

4. Pesticide Formulations

5. Pesticide First Aid

6. Storage, Transportation, Security, and Disposal

7. Application Equipment and Procedures

8. Pesticides and the Environment

Grading and Evaluation Procedures

Students are expected to complete all assignments and submit them by the date and time they are due. Late assignments will have their grade reduced by 10 points for every 24 hours it is late. (I do not count Sat. / Sun.).

Two exams will be administered during the semester. Examination dates may be changed at the discretion of the instructor.

Grading system

Activity	Percentage of Grade
Attendance	5
Homework (averaged)	10
Quizzes (averaged)	10
Mid-term exam	25
Final exam or Certification exam	50

Grading Scale (if applicable)

Letter Grade	Grade Range
A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

Course Policies

Student Academic Misconduct Policy

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – Student Academic Misconduct Policy at Policy Central.

Attendance Policy

Attendance is expected at all lectures and activities. Any material missed with either an excused or unexcused absence is the responsibility of the student to obtain or make-up.

Some activities require that students go to Tech Farm and work outside. I will try to let you know ASAP if we will be in the field. Students are expected to dress appropriately: no open toed shoes, warm clothing if the weather is cold/cool. If these labs are missed, they cannot be made up and you will receive a zero for that lab.

Attendance will be taken and is a part of your final grade. You will be allowed 1 dropped absence.

On the days that certification exams are given, you absolutely must be here The pesticide exam requires 4 hours and will be administered over 2 class periods by Mr. Wayne Key, UT agriculture extension.

Assignments and Related Policy

A. Certification Exam / Final Exam

TN Private Pesticide Applicator Certification: We will go through the core training manual for Pesticide Handling. Students will be given an exam to receive a non-commercial pesticide applicator certification. There is an

additional fee which goes to the Dept. of Agriculture. Your test score becomes part of your final grade. For those who do not wish to obtain their certification, a comprehensive final exam will be given on a different date.

B. Homework Assignments

Written or reading assignments will be assigned at the instructor's discretion. When possible, some of these will be available in iLearn. They will be found under the Quizzes section, although these questions will be homework and not actual quizzes. Homework questions will be available in iLearn under the Content/assignments heading. The student should enter their answers before the due date and time under the Quizzes tab.

C. Quizzes

Announced or unannounced (pop) quizzes may be given at any time in lecture or lab. Missed quizzes cannot be made up. One quiz grade will be dropped at the end of the semester.

DISABILITY ACCOMMODATION

Students with a disability requiring accommodations should contact the Office of Disability Services (ODS). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112; phone 372-6119. For details, view the Tennessee Tech's Policy 340 – Services for Students with Disabilities at Policy Central.

REQUESTED COURSE CHANGES

TO: University Curriculum Committee

VIA: College of Agriculture and Human Ecology Curriculum Committee

FROM: Dr. Dennis Duncan, Director School of Agriculture

DATE: February 22, 2017

RE: Course addition

Course Changes:

I. **Course Additions**

A. AGHE 3000 (**WSL2**) Leadership and Service. Lec. 3 Credit 3. semester course

Justification: Recent data shows that industry leaders across the US are concerned that new hires come to the workplace with limited capacity to effectively communicate with peers and clients, problem solve and think critically, work in a team environment, and properly address conflict. A 2011 study of over 250 industry leaders and funded by the Association for Public and Land-grant Universities (APLU) determined that new hires lacked the necessary "soft skills" to work effectively and efficiently in the workplace.

This course will identify students' leadership and communication capacities (soft skills) and demonstrate how they can be more effective and impactful in the workplace. Pedagogical tools include TED Talks, guest speakers, up-to-date curriculum, personality assessments (Jung Typology, Strengths Finder 2.0, and True Colors) and service learning activities that enable students to share their gifts and talents with the TTU and Putnam County communities.

Effective Date: August 1, 2017.

Financial impact: None

Tennessee Tech University
College of Agriculture and Human Ecology

AGHE 3000 (WSL2): Leadership and Service
Section 001, Monday-Wednesday-Friday 9:05-9:55, Oakley 104, 3 credit hours, Fall 2017

Instructor Information

Dr. Dennis Duncan
Office: 148 Oakley Hall
Telephone Number: 931-372-3019
Email: dduncan@tntech.edu

Office Hours

By appointment

Conceptual Framework Statement

Prepare effective, engaging professionals through experiential and service-learning opportunities with a network of local leaders and non-profit partnerships.

Prerequisite or Co-Requisite (if applicable)

- N/A

Required Texts

- *Introduction to Leadership: Concepts and Practice (3rd edition)* by Peter G. Northouse

Recommended Text

- N/A

Course description

This course serves as an opportunity for students to have a greater understanding of leadership as it pertains to their lives. We will explore leadership models, roles of leaders and followers, concepts of effective leadership, and ethical issues, with special focus on leadership as service in teams, organizations, communities, and society. The course is also intended to assist students in identifying and defining leadership on a personal level. Students will learn through reading, observing, applying, creating, and evaluating leadership in an organizational context.

Required Special Instructional Materials

Other materials needed for course:

- Jung Typology assessment
- Strengths Finder 2.0
- True Colors personality assessment

Topics Covered

Communication
Leadership Theory
Team Development
Global Leadership
Management
Emotional Intelligence
Conflict Resolution
Service Learning
Organizational Leadership

Couse Objectives/Student Learning Objectives

- Define leadership in the context of organizations and individuals
- Identify leadership abilities and talents in self and others
- Identify, define, and develop personal vision
- Lead by example
- Apply leadership theory and practice in a volunteer/service capacity
- Construct mind maps

Major Teaching Methods

Demonstrations, lecture, class discussions, student presentations, guest speakers, reading and writing assignments, videos, small group projects, and service learning activities.

Class Discussion

Each candidate is expected to carefully read the texts, articles, and all assignments. Readings are the candidate's responsibility and must be completed prior to class, for demonstration/discussion/seminar will parallel the text, but not necessarily duplicate it.

Assignments & Class Readiness

All assignments must be turned in at **the beginning** of class. Multiple page assignments must be stapled, if not a **5% penalty will be accessed**. If assignments are emailed to the Professor or GTA, **a 5% penalty** will be posted to each assignment.

iLearn

All course communication must go through iLearn.

Grading and Evaluation

Total points
A= 93 to 100%
B= 85 to 92%
C= 75 to 84%
D= 70 to 74%
F= 69%

Links and Resources

Education Standards Links

Use the following links to access the: **Tennessee Professional Educational Standards, INTASC Standards, and TTU Conceptual Framework Alignment Table; and the Council for Exceptional Children**

TTU Library Online Access

The Tennessee Tech Library is available to all candidates enrolled at TTU. Links to the library materials (such as electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and librarian support) and Internet resources are available to complete assignments. To access the online databases, use your TTU PC Lab username and password. Visit the ITS site to find out more about initializing your TTU account or resetting your password.
More information on electronic media is available at the TTU Volpe Library.

Course & University Policies

Missed exams: Missed exams will receive a grade of zero except in cases of demonstrated, appropriate, and verifiable emergencies or tragedies or where the student has ***prior*** approval from Dr. Duncan. In cases of missed exams excused by Dr. Duncan, a make-up exam will be rescheduled at the convenience of the instructor.

Technology: Please limit the use of technology during class to educational purposes that relate to this class. This means **no listening to your cellphone, iPod (music), texting, using Facebook, or Tweeting during class.** No laptops will be allowed in discussion sections. Students who violate this policy will be asked to leave class.

Copyright and Fair Use

All projects created in this course should follow appropriate copy write and fair use policy. *Please note:* TTU personnel may display your work created during the scope of this course during accreditation, conference presentations, workshops, and/or future classes.

TTU Office of Disability Service

DISABILITY ACCOMMODATION

Students with a disability requiring accommodations should contact the Office of Disability Services (ODS). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112; phone 372-6119. For details, view the Tennessee Tech's Policy 340 – Services for Students with Disabilities at Policy Central.

Pandemic Plan

Should normal classroom activities at your placement be disrupted by a pandemic outbreak, the format for this course may be modified to enable completion. In that event, new instructions for the continuation of the course will be provided (Source: TTU University Faculty Meeting, August 25, 2009).

Student Academic Misconduct Policy

Student Disciplinary Policy can be found at Policy Central.

Please note self-plagiarism will also not be allowed. Candidates cannot submit course work from another class for an assignment in this course. Self-plagiarism will result in a loss of all assignment points.

TO: University Curriculum Committee

FROM: Dr. Liz Mullens, Dean, College of Agriculture and Human Ecology

VIA: College of Agriculture and Human Ecology Curriculum Committee

VIA: School of Human Ecology Curriculum Committee

FROM: Dr. Melinda Anderson, Director M Anderson

DATE: February 28, 2017

RE: Curriculum Changes

Course Deletions:
None

Course Additions:
None

Curriculum Changes:
From:
Housing and Design Curriculum, Freshman Year
ART 1010 Two Dimensional Design

To:
Housing and Design Curriculum, Freshman Year
Delete ART 1010

FROM:
Housing and Design Curriculum, Sophomore Year
Sociology 1010 or SOC 1100

TO:
Housing and Design Curriculum, Freshman Year
Sociology 1010 or SOC 1100 (move Sociology from Sophomore year to Freshman Year)

NEW:
Housing and Design Curriculum, Sophomore Year
ADD: HEC 2320 Analysis of Apparel and Furnishings
Credits remain the same both Freshman and Sophomore years

Justification:
The Human Ecology Analysis of Apparel course content is more aligned with industry needs for students. Deleting the Art course will reduce number of substitutions as students often took other courses in its place.

Cost:
There is no cost associated with making these curriculum changes to the Housing and Design curriculum.

Student ID:_____Student Name:_____Adviser Name:_____

Catalog: 2016-2017 Undergraduate CatalogProgram: Human Ecology, Housing and Design Concentration, B.S.H.E.Minimum Credits Required:_____

Human Ecology, Housing and Design Concentration, B.S.H.E.

(Leading to the Bachelor of Science in Human Ecology Degree)

Housing and Design focuses on adapting space to meet the psychosocial and physical needs of people in residential and commercial environments. Graduates pursue careers in interior space planning, design of the built environment, historic preservation, real estate, and furnishings and sales.

Curriculum

Freshman Year

Course Name	Credit	Term Taken	Grade	Gen Ed
HEC 1005 - Introduction to Human Ecology	Credit: 1.			
HEC 2041 - Aspects of Housing and Furnishings	Credit: 3.			
~~ART 1010 - Two-Dimensional Design~~ delete	Credit: 3.			
ART 1030 - Art Appreciation	Credit: 3.			
CHEM 1010 - Introduction to Chemistry I	Credit: 4.			
CHEM 1020 - Introduction to Chemistry II	Credit: 4.			
ENGL 1010 - English Composition I	Credit: 3.			
ENGL 1020 - English Composition II	Credit: 3.			
MATH 1130 - College Algebra	Credit: 3.			
MATH 1010 - Math for General Studies	Credit: 3.			
or				
MATH 1530 - Introductory Statistics	Credit: 3.			
AGHE 1020 – Connections to Ag & Human Ecology	Credit: 1.			
SOC 1010 - Introduction to Sociology or add	Credit: 3.			
SOC 1100 - Introduction to Anthropology				

Total: 31

Sophomore Year

Course Name	Credit	Term Taken	Grade	Gen Ed
DS 2810 - Computer Applications in Business	Credit: 3.			
HEC 2065 - Families in Society	Credit: 3.			
HEC 2411 - Practicum: Housing and Design	Credit: 1.			
HEC 2421 - Architectural Graphics and Presentation Techniques	Credit: 3.			
HEC 2440 - Computer Aided Design of Residences	Credit: 3.			
• HEC Core [1] Credit 6				

PSY 2010 - General Psychology	Credit: 3.			
ENGL 2130 - Topics in American Literature or	Credit: 3.			
ENGL 2230 - Topics in British Literature or	Credit: 3.			
ENGL 2330 - Topics in World Literature	Credit: 3.			
SPCH 2410 - Introduction to Speech Communication or	Credit: 3.			
PC 2500 - Communicating in the Professions	Credit: 3.			
HEC 2320 Analysis of Apparel & Furnishings	Credit 3.			
Total: 31				
Junior Year				
Course Name	**Credit**	**Term Taken**	**Grade**	**Gen Ed**
HEC 2431 - Residential Design I	Credit: 3.			
HEC 2460 - Interior Architecture Codes and Standards	Credit: 2.			
HEC 3310 - Textiles I	Credit: 3.			
HEC 3320 - Textiles II	Credit: 3.			
HEC 3350 - Merchandising I	Credit: 3.			
HEC 3431 - Residential Design II	Credit: 3.			
ECON 2010 - Principles of Microeconomics	Credit: 3.			
ECON 2020 - Principles of Macroeconomics	Credit: 3.			
HIST 2010 - American History I	Credit: 3.			
HIST 2020 - American History II	Credit: 3.			
Total: 29				
Senior Year				
Course Name	**Credit**	**Term Taken**	**Grade**	**Gen Ed**
HEC 3011 - Consumer Economics	Credit: 3.			
HEC 4005 - Senior Seminar in Human Ecology	Credit: 2.			
HEC 4450 - Commercial Design	Credit: 3.			
HEC 4460 - Historical and Contemporary Architecture and Furnishings	Credit: 3			
• HEC Upper Division Elective Credit: 6.				
FIN 3410 - Principles of Real Estate	Credit: 3.			
MKT 3400 - Principles of Marketing	Credit: 3.			
• Elective Credit: 3.				

• Humanities/Fine Arts Elective Credit: 3.				
Total: 29				
HEC Core				
Course Name	**Credit**	**Term Taken**	**Grade**	**Gen Ed**
HEC 1010 - Life Span Development	Credit: 3.			
HEC 1020 - Social and Professional Etiquette	Credit: 1.			
HEC 1030 - Introduction to Nutrition or	Credit: 2.			
HEC 2020 - Nutrition for Health Sciences	Credit: 3.			
HEC 2031 - Aspects of Dress	Credit: 3.			
Notes:				

MEMORANDUM

TO: University Curriculum Committee (UCC)

VIA: Dr. Linda Null, Chair, College of Arts and Sciences Curriculum Committee

FROM: Dr. Mark Groundland, Interim Chair, Department of Foreign Languages

SUBJECT: Curriculum Changes to Department of Foreign Languages

DATE: February 22, 2017

I. Curricular change 1
ADD
the following footnote to FREN/GERM/SPAN 2010, 2020, 3010, 3020 courses:
Foreign language majors must pass this course with a minimum of C or better in order to continue on to the next course in the sequence.

Apply to

A. French curriculum, options 1&2
B. German curriculum, options 1&2
C. Spanish curriculum, options 1&2

Justification: This requirement will ensure that students have the foreign language proficiency to succeed in upper-division courses.

Financial Impact: none

Effective date: Fall 2017

II. Curricular change 2
FROM: History elective (6): HIST 1010, HIST 1020
TO: History elective (6):
Either HIST 1010 or HIST 1110 (3) [new #s HIST 2210 or HIST 2310]
AND
Either HIST 1020 or HIST 1120 (3) [new #s HIST 2220 or HIST 2320]

Apply to

A. French curriculum, option 1&2
B. German curriculum, option 1&2
C. Spanish curriculum, option 1&2

Justification: This change will allow foreign language majors the opportunity to select from more options, all of which encompass histories from French-, German-, and Spanish-speaking countries.

Financial Impact: none

Effective date: Fall 2017

FOREIGN LANGUAGE, SPANISH OPTION 1, B.A.

Print Degree Planner | Print-Friendly Page

Add to Portfolio

Return to: Catalog Search

(Leading to the Bachelor of Arts Degree)

A major will consist of a minimum of 30 semester hours in Spanish, including at least 24 semester hours of Upper Division courses. Students who because of superior previous training begin their major courses at the Upper Division level may substitute up to six semester hours in a second language or related field toward fulfillment of the major requirement. Linguistics 4500 Introduction to Language Description and Analysis is recommended for all foreign language majors and may, with approval of the departmental chairperson, be substituted for one Upper Division Course in Spanish for students concentrating in Spanish. It is particularly recommended for those Spanish majors who are also working toward teacher licensure at the secondary school level.

The following courses, which require no foreign language background, may not be used as credit substitutes for required Upper Division Foreign Language courses; FREN 3510 ; GERM 3520 , or GERM 4510 ; SPAN 3510 or SPAN 3550 . They may, however, serve as open electives in any curriculum or as credit substitutes for certain lower division Foreign Language courses.

Curriculum

Freshman Year

- SPAN 2010 - Transition to Intermediate Spanish Credit: 3.[i]
- SPAN 2020 - Intermediate Spanish Credit: 3.[ii]
- ENGL 1010 - Writing I Credit: 3.
- ENGL 1020 - Writing II Credit: 3.
- **HIST 1010 - Survey of European Civilization I or HIST 1110 Credit: 3.**
- **HIST 1020 – Survey of Euro Civ II or HIST 1120 Credit: 3.**
- MATH Credit 3.
- Science Credit 8.
- Humanities/Fine Arts Elective Credit 3. [2]
- UNIV 1020 - First-Year Connections Credit: 1. [1]

Total: 32

Sophomore Year

- SPAN 3010 - Written Communication in Spanish Credit: 3.[iii]
- SPAN 3020 - Oral Communication in Spanish Credit: 3. [3iv]

- HIST 2010 - American History I Credit: 3.
- HIST 2020 - American History II Credit: 3.
- SPCH 2410 - Introduction to Speech Communication Credit: 3.
- Social/Behavioral Science Electives Credit 6.
- Electives Credit 3.

Any two from:

- ENGL 2130 - American Literature Credit: 3.
- ENGL 2230 - British Literature Credit: 3.
- ENGL 2330 - World Literature Credit: 3.

Total: 30

Junior Year

- SPAN 3200 - Spanish for Business I Credit: 3.
- SPAN 4030 (5030) - Advanced Spanish Conversation Credit: 3.
- SPAN 4810 - Special Topics in Spanish Credit: 3.
- SPAN 4910 - Directed Studies Credit: 1-6 per semester. Maximum 16. (Three hours required)
- or
- SPAN 4010 (5010) - Introduction to the Literature of Spain

Credit 3.

- SPAN 4020 (5020) - Introduction to the Literature of Spanish America

Credit 3.

- SPAN 4110 (5110) - Culture and Civilization of Spain Credit 3.
- SPAN 4120 (5120) - Culture and Civilization of Spanish America Credit 3.

(if not already taken)

-
- SPAN 4010 (5010) - Introduction to the Literature of Spain Credit: 3. or
- SPAN 4020 (5020) - Introduction to the Literature of Spanish America Credit: 3.

-
- SPAN 4110 (5110) - Culture and Civilization of Spain Credit: 3. or
- SPAN 4120 (5120) - Culture and Civilization of Spanish America Credit: 3.

-
- HIST 3710 - Survey of Spanish History Credit: 3.
- HIST 4790-4799 (5790) - Latin American Studies Credit: 3.
- or

- two course lower level sequence in another foreign language taught in the foreign language
-
- Electives Credit 15.

Total: 33

Senior Year

- SPAN 4920 - Senior Capstone **4** Credit: 3.
- Electives Credit 19.

Any course not already taken from the following

- SPAN 3200 - Spanish for Business I Credit: 3.
- SPAN 4010 (5010) - Introduction to the Literature of Spain Credit: 3.
- SPAN 4020 (5020) - Introduction to the Literature of Spanish America Credit: 3.
- SPAN 4030 (5030) - Advanced Spanish Conversation Credit: 3.
- SPAN 4110 (5110) - Culture and Civilization of Spain Credit: 3.
- SPAN 4120 (5120) - Culture and Civilization of Spanish America Credit: 3.
- SPAN 4810 - Special Topics in Spanish Credit: 3.
- SPAN 4910 - Directed Studies Credit: 1-6 per semester. Maximum 16. (Required Credit: 3)

Total: 25

Note:

* Students are strongly encouraged to take at least six hours in a study-abroad program.

1 This course not included in 120-hour curriculum.

2 ART 1030 , FREN 2510 , GERM 2520 , MUS 1030 , THEA 1030 , or PHIL 1030 .

3 This course is not open to students with native or native fluency in Spanish. Majors with native or near native fluency will substitute a different upper level course for this one.

4 Students pursuing Teacher Licensure must take SPAN 4925: Teaching Licensure Senior Capstone instead of SPAN 4920: Senior Capstone.

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[i] **Foreign Language majors must pass SPAN 2010 with a minimum of C or better in order to enroll in SPAN 2020.**
[ii] **Foreign Language majors must pass SPAN 2020 with a minimum of C or better in order to enroll in SPAN 3010.**
[iii] **Foreign Language majors must pass SPAN 3010 with a minimum of C or better in order to enroll in subsequent upper-division Spanish courses.**
[iv] **Foreign Language majors must pass SPAN 3020 with a minimum of C or better in order to enroll in subsequent upper-division Spanish courses.**

To: University Curriculum Committee

Via: College of Interdisciplinary Studies Curriculum Committee

From: Hayden Mattingly, Interim Director, School of Environmental Studies

Date: March 7, 2017

Re: Four new courses in the School of Environmental Studies

Effective Summer 2017, the School of Environmental Studies requests your approval of the following changes:

I. Course Additions

- **ESS 1200 – Environmental Research I** (Lecture 1, Lab 4, Credit 3). No prerequisites. An introductory practical course on research methods in the environmental sciences and allied fields. Students will be paired with a research mentor and will actively participate in an undergraduate research project.

- **ESS 2200 – Environmental Research II** (Lecture 1, Lab 4, Credit 3). Prerequisite: ESS 1200; or previous research experience plus consent of instructor. An intermediate-level course on conducting research in the environmental sciences and allied fields. Students will be paired with a research mentor and will conduct an undergraduate research project, which may be a new project or a continuation of a research project initiated in ESS 1200; however, students will be more involved in the research design and implementation than in ESS 1200.

- **ESS 2300 – Environmental Science Communication** (Lecture 2, Lab 3, Credit 3). Prerequisite: ESS 1200 or ESS 2200; or previous research experience plus consent of instructor. A course on developing oral and written scientific communication skills necessary to convey research findings in a variety of formats used by professionals in the environmental sciences and allied fields. Students will learn basic principles of scientific writing and the process of developing oral and poster presentations for conferences, and manuscripts for scientific journals.

- **ESS 4200 – Advanced Environmental Research** (Lecture 1, Lab 4, Credit 3). Prerequisites: ESS 2200 and ESS 2300; or previous research experience and consent of instructor. Pre- or Co-requisite: MATH 3070 or upper-division statistics course (e.g., AGBE 4210, BIOL 4220). An advanced course on conducting research in the environmental sciences and allied fields. Students will work with a research mentor as in ESS 1200 and ESS 2200, but the student will have a more prominent and independent role in experimental design, data analysis, scientific writing, and communicating research findings at a conference or by submitting a manuscript for publication.

Justification: Tennessee Tech University is entering into a dual-enrollment agreement with Metropolitan Nashville Public Schools whereby high schools students in the MNPS Interdisciplinary Science and Research program (a partnership with Peabody College of Vanderbilt University) can be dually enrolled in ISR high school courses and TTU courses as follows:

MNPS High School Course	Dual Enrollment Course at TTU	Typical High School Semester Taken*
Interdisciplinary Science III	ESS 1100 Intro. to Environmental Studies	Fall of Junior Year
Research II	ESS 1200 Environmental Research I	Spring of Junior Year
Interdisciplinary Science IV	ESS 2200 Environmental Research II	Fall of Senior Year
Research III	ESS 2300 Environmental Science Communication	Spring of Senior Year

*Timing is dependent on specific school offerings.

ESS 1100 is an existing course, but ESS 1200, 2200, and 2300 will be new courses to support the dual enrollment agreement. We also plan to offer the courses on campus to traditionally enrolled students within one year of approval (see financial impact statement below). Course syllabi are attached.

Financial Impact:

The initial cost of implementation will entail processing admission applications for dually enrolled students, checking MNPS instructor qualifications to comply with SACS accreditation, loading courses into Banner, and processing the financial obligations established in the contract between TTU and MNPS. These costs will be integrated into existing administrative and director workloads of the School of Environmental Studies and the Office of Extended Programs and Regional Development. Minimum enrollment thresholds at the MNPS high schools will be established to ensure that the courses are financially solvent.

Within one year, the School of Environmental Studies will be applying for TTU QEP grants to support offering the four new courses to traditionally enrolled students on TTU campus. The QEP grant funding will help establish a mentoring system where undergraduate students are paired with a faculty mentor and an Environmental Sciences Ph.D. student conducting research on campus. We expect that this will evolve into a financially self-sustaining system within two years with no added financial burden to the School of Environmental Studies or the university.

Tennessee Tech University
School of Environmental Studies
ESS 1200 – Environmental Research I
Fall 2017

Instructor Information:

Dr. H.T. Mattingly, Professor
Office: SWH 179
Phone: 372-3698
Email: HMattingly@tntech.edu
Office Hours: Mondays and Thursdays 2:00-4:00 p.m. or by appointment

Course Prerequisites:

No prerequisites.

Course Details:

Credit: 3 Credit Hours Total
Lecture: 1 Hour, Section 001, Time: TBD
Lab: 4 Hours, Section 101, Time: TBD

Course Description:

An introductory practical course on research methods in the environmental sciences and allied fields. Students will be paired with a research mentor and will actively participate in an undergraduate research project.

Textbook:

(Required) Kumar, Ranjit. 2014. Research Methodology: A Step-by-Step Guide for Beginners, Fourth Edition. Sage, Los Angeles CA.
ISBN-10: 1446269973

Major Teaching Methods:

Faculty Lectures
Guided Hands-on Experience in a Research Setting
Project Design and Development

Course Objectives & Student Learning Outcomes:

Upon completion of this course, successful students will be able to:

1. Think critically to propose a research hypothesis
2. Operate Laboratory Equipment necessary for environmental research
3. Follow and implement the Scientific Method for research
4. Prepare and present a scientific research poster
5. Perform simple data collection and sampling methods
6. Understand beginner-level methods of data processing and display
7. Understand the framework needed to create a research report or grant proposal

Grading Scale:

Graded Item	Weighted Value
Laboratory Notebook & Participation	10
Homework	10
Lab Quizzes	10
Project Presentation	20
Research Project Poster	20
Midterm Exam	15
Final Exam	15

Letter Grade Awarded	Numerical Grade Scale
A	90-100
B	80-89
C	70-79
D	60-69
F	59 and Lower

Topics to be Covered:

Week	Topic	Textbook Reading
1	Syllabus, Intro to Research	
2	Formulating a research problem	Step I, Pages 45-118
3	Intro to Research Design	Step II, Pages 119-166
4	Methods of Data Collection	Step III, Pages 167-224
5	Sample Selection, Review	Step IV, Pages 225-252
6	Midterm Exam	Steps I-IV
7	Writing a Research Proposal	Step V, Pages 253-278
8	Implementing Data Collection	Step VI, Pages 279-290
9	Data Processing & Display	Step VII, Pages 291-250
10	Writing a Research Report	Step VIII, Pages 351-362
11	Research Presentations, Posters Due	

Week	Topic	Textbook Reading
12	Research Presentations	
13	Final Exam	Steps V-VIII

Attendance Policy:

Attendance is required, unless the student is sick or makes other arrangements with the instructor (when possible). Other situations will be evaluated on a case-by-case basis.

Academic Misconduct:

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. Academic Misconduct is defined in the student handbook as "any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes a wide variety of behaviors such as cheating, plagiarism, altering academic documents or transcripts, gaining access to materials before they are intended to be available, and helping a friend to gain an unfair academic advantage." The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – Student Academic Misconduct at Policy Central. Plagiarism is one form of academic misconduct. In the student handbook, plagiarism is defined as "use of intellectual material produced by another person without acknowledging its source, for example: a. Wholesale copying of passages from works of others into one self's homework, essay, term paper, or dissertation without acknowledgment. b. Use of the views, opinions, or insights of another without acknowledgment. c. Paraphrasing of another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment. When you use (for example, quote or even summarize or paraphrase) someone else's media, words, data, ideas, or other works, you must cite your source. You should be especially careful to avoid plagiarizing Internet sources (for example, e-mail, chat rooms, Web sites, or discussion groups). It does not matter whether you borrow material from print sources, from the Internet, from on-line data bases, or from interviews. Failure to cite your source is plagiarism. Students who plagiarize may receive an "F" or a "0" for the assignment, or an "F" for the course.

Disability Accommodation:

Students with a disability requiring accommodations should contact the Office of Disability Services (ODS). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112; phone 372-6119. For details, view Tennessee Tech's Policy 340 – Services for Students with Disabilities at Policy Central.

Tennessee Tech University
School of Environmental Studies
ESS 2200 – Environmental Research II
Spring 2018

Instructor Information:

Dr. H.T. Mattingly, Professor
Office: SWH 179
Phone: 372-3698
Email: HMattingly@tntech.edu
Office Hours: Mondays and Thursdays 2:00-4:00 p.m. or by appointment

Course Prerequisites:

ESS 1200, or previous research experience plus the consent of the instructor.

Course Details:

Credit: 3 Credit Hours Total
Lecture: 1 Hour, Section 001, Time: TBD
Lab: 4 Hours, Section 101, Time: TBD

Course Description:

An intermediate-level course on conducting research in the environmental sciences and allied fields. Students will be paired with a research mentor and will conduct an undergraduate research project, which may be a new project or a continuation of a research project initiated in ESS 1200; however, students will be more involved in the research design and implementation than in ESS 1200.

Textbook:

(Required) Ruxton, Graeme. Colegrave, Nick. 2011. Experimental Design for the Life Sciences, Third Edition. University Press, Oxford.
ISBN-10: 0199569126

Major Teaching Methods:

Faculty Lectures
Guided Hands-on Experience in a Research Setting
Project Design, Development, & Implementation

Course Objectives & Student Learning Outcomes:

Upon completion of this course, successful students will be able to:

1. Think critically to propose a research hypothesis
2. Use outside sources, scientific articles, and research materials for information related to a research topic
3. Operate Laboratory Equipment necessary for environmental research
4. Follow and implement the Scientific Method for research
5. Prepare and present a scientific research poster
6. Perform data collection and sampling methods
7. Analyze & display data
8. Effectively design a research project
9. Implement a project that the student has designed

Grading Scale:

Graded Item	Weighted Value
Laboratory Notebook & Participation	10
Homework	10
Lab Quizzes	10
Project Design & Implementation	20
Project Poster & Presentation	20
Midterm Exam	15
Final Exam	15

Letter Grade Awarded	Numerical Grade Scale
A	90-100
B	80-89
C	70-79
D	60-69
F	59 and Lower

Topics to be Covered:

Week	Topic	Textbook Reading
1	Syllabus, Intro to Experimental Design	Chapter 1, Pages 1-7
2	Creating a Well-Defined Hypothesis	Chapter 2, Pages 8-32
3	Students define their research topic, Present Abstracts	
4	Sampling: Including Variation, Randomization & Replication	Chapter 3, Pages 34-74
5	Various Experimental Designs	Chapter 4, pages 75-102
6	Draft of Experimental Design of	Exam: Chapters 1-4

Week	Topic	Textbook Reading
	Research projects due, Exam	
7	Taking Measurements	Chapter 5, Pages 104-123
8	Additional Sampling Schemes & Statistical Interactions	Chapter 6, Pages 124-136
9	Dealing with Human Subjects	Chapter 6, Page 142-152
10	Poster & Presentation Workshop	
11	Posters Due	
12	Research Presentations	
13	Research Presentations, Exam	Chapters 1-6

Attendance Policy:

Attendance is required, unless the student is sick or makes other arrangements with the instructor (when possible). Other situations will be evaluated on a case-by-case basis.

Academic Misconduct:

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Disability Accommodation:

Students with a disability requiring accommodations should contact the Office of Disability Services (ODS). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112; phone 372-6119. For details, view Tennessee Tech's Policy 340 – Services for Students with Disabilities at Policy Central.

Tennessee Tech University
School of Environmental Studies
ESS 2300 – Environmental Science Communication
Fall 2017

Instructor Information:

Dr. H.T. Mattingly, Professor
Office: SWH 179
Phone: 372-3698
Email: HMattingly@tntech.edu
Office Hours: Mondays and Thursdays 2:00-4:00 p.m. or by appointment

Course Prerequisites:

ESS 1200 or ESS 2200; or previous research experience plus consent of instructor

Course Details:

Credit: 3 Credit Hours Total
Lecture: 2 Hours, Section 001, Time: TBD
Lab: 3 Hours, Section 101, Time: TBD

Course Description:

A course on developing oral and written scientific communication skills necessary to convey research findings in a variety of formats used by professionals in the environmental sciences and allied fields. Students will learn basic principles of scientific writing and the process of developing oral and poster presentations for conferences, and manuscripts for scientific journals.

Textbook:

(Required) Davis, et al. 2012. Scientific Papers and Presentations, Third Edition. Academic Press, London, U.K.
ISBN-10: 0123847273

Major Teaching Methods:

Faculty Lectures
Scientific Journal Articles
Written & Oral Communications

Course Objectives & Student Learning Outcomes:

Upon completion of this course, successful students will be able to:

1. Develop effective oral communication skills
2. Effectively communicate through poster presentations
3. Analyze and understand scientific journal articles
4. Understand the processes for creating and submitting a manuscript for publication
5. Understand the basic principles of scientific writing
6. Understand a variety of writing formats used by professionals in the environmental sciences

Grading Scale:

Graded Item	Weighted Value
Class Discussion & Participation	10
Homework	10
Lab Quizzes	10
Project Poster & Poster Presentation	20
Oral Communications	20
Midterm Exam	15
Final Exam	15

Letter Grade Awarded	Numerical Grade Scale
A	90-100
B	80-89
C	70-79
D	60-69
F	59 and Lower

Topics to be Covered:

Week	Topic	Textbook Reading
1	Syllabus, Intro to Scientific Writing	Chapters 1 & 2, Pages 3-19
2	Organizing & Writing a Rough Draft	Chapter 3, Pages 21-32
3	Searching and Reviewing Scientific Literature	Chapter 4, Pages 33-46
4	Grant Proposals & Theses	Chapter 5 & 6, Pages 47-78
5	Publishing in Scientific Journals	Chapter 7, Pages 81-89
6	Writing Styles and Accuracy	Chapter 8, Pages 91-99
7	Midterm Exam; Reviewing and Revising	Exam: Chapters 1-8 Chapter 9, Pages 101-108
8	Effective Titles & Abstracts; Preparing Data for Publication	Chapter 10 & 11, Page 109-121
9	Professionalism, Ethics & Legal Issues	Chapter 12, Pages 123-136

Week	Topic	Textbook Reading
10	Scientific Presentations	Chapter 13, Pages 137-148
11	Communication without Words & Visuals Aids for Presentations	Chapters 14 & 15, Pages 149-171
12	Presentations (Posters Due)	
13	Final Exam	Exam: Chapters 9-15

Attendance Policy:

Attendance is required, unless the student is sick or makes other arrangements with the instructor (when possible). Other situations will be evaluated on a case-by-case basis.

Academic Misconduct:

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Tennessee Tech University
School of Environmental Studies
ESS 4200 – Advanced Environmental Research
Spring 2018

Instructor Information:

Dr. H.T. Mattingly, Professor
Office: SWH 179
Phone: 372-3698
Email: HMattingly@tntech.edu
Office Hours: Mondays and Thursdays 2:00-4:00 p.m. or by appointment

Course Prerequisites:

ESS 2200 and ESS 2300; or previous research experience and consent of instructor
Pre or Co-Requisite: MATH 3070 or upper-division statistics course (e.g., AGBE 4210, BIOL 4220)

Course Details:

Credit: 3 Credit Hours Total
Lecture: 1 Hour, Section 001, Time: TBD
Lab: 4 Hours, Section 101, Time: TBD

Course Description:

An advanced course on conducting research in the environmental sciences and allied fields. Students will work with a research mentor as in ESS 1200 and ESS 2200, but the student will have a more prominent and independent role in experimental design, data analysis, scientific writing, and communicating research findings at a conference or by submitting a manuscript for publication.

Textbook:

(Required) Diggle, Peter & Chetwynd, Amanda. 2011. Statistics and Scientific Method: An Introduction for Students and Researchers, First Edition. Oxford University Press, Oxford, U.K.
ISBN-10: 0199543194

Major Teaching Methods:

Faculty Lectures
Scientific Journal Articles
Written & Oral Communications

Course Objectives & Student Learning Outcomes:

Upon completion of this course, successful students will be able to:

1. Think critically to propose a research hypothesis
2. Follow and implement the Scientific Method for research
3. Use outside sources, scientific articles, and research materials for information related to a research topic
4. Operate Laboratory Equipment necessary for environmental research
5. Perform data collection and sampling methods
6. Analyze & display data
7. Effectively design a research project
8. Work independently on a research task and oversee the project's completion
9. Communicate Research Findings at a conference or in a published manuscript

Grading Scale:

Graded Item	Weighted Value
Laboratory Notebook & Participation	10
Homework	10
Lab Quizzes	10
Project Design & Implementation	20
Project Poster & Presentation	20
Midterm Exam	15
Final Exam	15

Letter Grade Awarded	Numerical Grade Scale
A	90-100
B	80-89
C	70-79
D	60-69
F	59 and Lower

Topics to be Covered:

Week	Topic	Textbook Reading
1	Syllabus, Intro to Statistics in Science	Chapter 1
2	Data Overview	Chapter 2, Pages 5-15
3	Project Topic Due; Identifying Areas of Uncertainty	Chapter 3, Pages 17-31
4	Exploratory Data Analysis	Chapter 4, Pages 33-54
5	Factors of Experimental Design	Chapter 5, Pages 57-70
6	Midterm Exam; Project Design Due;	Exam: Chapters 1-5
7	Simple Statistical Comparison	Chapter 6, Pages 71-78

Week	Topic	Textbook Reading
8	Statistical Modeling	Chapter 7, Pages 79-107
9	Analysis of a Survival Curve	Chapter 8, Pages 114-126
10	Time Series Analysis	Chapter 9, Page 127-138
11	Spatial Statistics	Chapter 10, Pages 141-156
12	Presentations (Posters Due)	
13	Final Exam	Exam: Chapters 6-10

Attendance Policy:

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372-6119. For details, view Tennessee Tech's Policy 340 – Services for Students with Disabilities at Policy Central.

TO: University Curriculum Committee

VIA: SOIS Curriculum Committee

VIA: COIS Curriculum Committee

FROM: Dr. Steven Frye
Interim Director / Associate Professor, School of Interdisciplinary Studies

DATE: March 8, 2017

RE: New Course Approval

I. Course Additions (* = Sample Syllabi Attached)

1. Course Title – LIST 4041, 4042, 4043 – Directed Studies **Indep. St. 1, 2, or 3**
Credit 1, 2, or 3

Course Description: Individualized directed studies where there is no appropriate course offering, under the supervision of a faculty mentor.

Students may take up to 6 hours of Directed Studies, with different topics

Prerequisites: Consent of the instructor.

Justification: In the past we have students request directed study courses

Effective Date: Fall 2017

Financial Impact: No additional resources are needed for this request.

2. Course Title – LIST 4921, 4922, 4923 – Special Topics **Lec 1, 2, or 3**
Credit 1, 2, or 3

Course Description: Seminar or lecture course on a selected topic, issue, or interest area.

Students may take up to 9 hours of 4921, 4922, 4923 combined, if they are different topics.

Prerequisites: None.

Justification: The SoIS currently uses LIST 4093 as a special topic course number. This has created significant confusion for students because there is an E-Campus course titled LIST 4093: Special Topics in Leadership. The new course number additions will alleviate this confict.

Effective Date: Fall 2017

Financial Impact: No additional resources are needed for this request.

3. Course Title – LIST 4440-4449: Workshop Lec 1, Credit 1

Course Description: Workshop developed around a central theme. May be repeated with a different topic.

Prerequisites: None.

Justification: The SoIS currently offers one-hour workshops each semester with various applied themes. The LIST 4091 special topics course number is currently used for these workshops. Creating this specific course number will avoid conflicts with other special topics courses.

Effective Date: Fall 2017

Financial Impact: No additional resources are needed for this request.

4. Course Title – LIST 3410– Team Building and Workplace Dynamics* Lec 3, Credit 3

Course Description: The purpose of this course is to better understand the function of teams in workplace settings. Emphasis will be placed on applying theory to practice.

Prerequisites: None

Justification: This course has been offered successfully as a LIST 4093 special topics course. This is an applied workplace course, designed primarily for the off-campus 2+2 program in Interdisciplinary Studies. The course helps to fulfill the needs of 2+2 students majoring in Interdisciplinary Studies with a Human Behavior emphasis area.

Effective Date: Fall 2017

Financial Impact: No additional resources are needed for this request

5. Course Title – LIST 3500– Non Profit Leadership* Lec 3, Credit 3

Course Description: This course is designed to provide an introduction to nonprofit organizations and the roles they play in society, as well as the various elements involved in non-profit leadership and governance.

Prerequisites: None

Justification: This course has been offered successfully as a LIST 4093 special topics course.

Effective Date: Fall 2107

Financial Impact: No additional resources are needed for this request

6. Course Title – RELS 4041, 4042, 4043 – Directed Study **Indep. St. 1, 2, or 3**
Credit 1, 2, or 3

Course Description: Individualized directed study with a faculty mentor.

Students may take up to 6 hours of Directed Study with different topics

Prerequisites: None.

Justification: This course will allow students to pursue a directed study of their choosing in partnership with a faculty member. This course will help fulfill the needs of students with a Religious Studies Minor, or who are majoring in Interdisciplinary Studies with a Religious Studies emphasis area.

Effective Date: Fall 2017

Financial Impact: No additional resources are needed for this request.

7. Course Title – RELS 4300 – New Religious Movements* **Lec 3, Credit 3**

Course Description: The purpose of this course is to introduce students to the historical and cultural contexts of New Religious Movements (commonly known as cults or sects) primarily in the United States, from the Second Great Awakening forward. The course will develop students' understanding of Religious Studies as a discipline, and encourage individual inquiry into Religious Studies topics.

Prerequisites: RELS 2010 or permission of instructor

Justification: This course has been offered successfully twice as a RELS 4093 special topics course to help fulfill the needs of students with a Religious Studies Minor, or who are majoring in Interdisciplinary Studies with a Religious Studies emphasis area.

Effective Date: Fall 2017

Financial Impact: No additional resources are needed for this request

8. Course Title: RELS 3300 – Martin Luther King Jr.: Rhetoric & Theology of Non-Violent Social Change **Lec. 3 Credit 3**

Course Description: This course will take an interdisciplinary approach to explore the lasting legacy of Martin Luther King Jr. Special emphasis will be given to the role of religion in the Non-Violent Social Change movement, and to the philosophical and theological training that influenced Dr. King's thinking.

Pre-requisite: None

Justification: This course has been offered successfully twice as a RELS 4093 special topics course to help fulfill the needs of students with a Religious Studies Minor, or who are majoring in Interdisciplinary Studies with a Religious Studies emphasis area.

Effective Date: Summer 2017

Financial Impact: No additional resources are needed for this request

9. Course Title – RELS 4110 – Jesus in History, Faith, and Tradition* Lec 3 Credit 3

Course Description: The goal of the course is to explore the life, teachings, and influence of Jesus of Nazareth. Special emphasis will be given to various sources of information regarding his life and teachings.

Prerequisites: RELS 2010, or permission of the instructor.

Justification: This course has been offered successfully twice as a RELS 4093 special topics course to help fulfill the needs of students with a Religious Studies Minor, or who are majoring in Interdisciplinary Studies with a Religious Studies emphasis area.

Effective date – Fall 2017

Financial Impact: No additional resources are needed for this request

Tennessee Tech University
College of Interdisciplinary Studies

Martin Luther King Jr.:
The Rhetoric & Theology of Nonviolent Social Change —Religious Studies 3300

Monday-through-Friday 2:00pm-4:00pm, New Hall North 282, 3 Credit Hours**,** Summer 2016

Instructor: Mr. Andrew William Smith @teacheronradio, Tree House/New Hall North – room 352
office: 931-372-6300; cell: 931-881-5396 email: asmith@tntech.edu or professor.andy.smith@gmail.com
Office hours: as needed and by appointment; please ask if you need to meet with the instructor

"Everybody can be great...because anybody can serve.
You don't have to have a college degree to serve.
You only need a heart full of grace. A soul generated by love." – MLK

Texts & Supplies:
I Have A Dream: Writings & Speeches That Changed The World. Edited by James Washington
The Autobiography of Martin Luther King Jr. Edited by Clayborne Carson

- Additional primary sources & secondary sources will be made available online or in handout form
- Participants are encouraged to purchase a notebook & pocket folder or a three-ring binder filled with loose-leaf paper for organizing handouts & taking notes

This interdisciplinary course will interrogate the lasting legacy of Martin Luther King to better understand:

- King's practical and tactical contribution of nonviolence to the United States civil rights struggle and the success of his early campaigns in Montgomery and elsewhere;
- King's unique grounding in academic philosophical and theological training to specifically equip him as a leader;
- King's spoken and written rhetorical devices as literary tools that shape and influence American pop culture and public political discourse;
- King's moral and philosophical worldview of "the beloved community" as a prophetic revision of the American dream;
- King's integration of liberal evangelical Christian ideals and the communal Black Church tradition and thought into the historically secular and ecumenical social justice movement culture;
- King's controversial witness for world peace and economic redistributive justice and how these contributed to his death and downfall;
- King's iconic appropriation by the contemporary mainstream of American culture as a symbolic commodity and the need for corrective attention to the benefits and errors of his 21st century legacy.

The class structure will explore the above objectives via a dynamic, hands-on mix of reading, writing, lecture, class discussion, creative project, film/video screenings, and audio excerpts.

--Plagiarism: When you summarize, paraphrase, or quote someone else's media, words, or ideas, you must cite your source. You should be especially careful to avoid plagiarizing Internet sources (for example, email, chat rooms, Web sites, or discussion groups). It does not matter whether you borrow material from print sources, from the Internet, from on-line databases, or from interviews. Failure to cite your source is plagiarism. Students who plagiarize may receive an "F" or a "0" for the assignment or an "F" for the course.

--Important note for students with special needs: Please inform me of any special needs or circumstances I need to know about to better assist you with course requirements. Students with a disability requiring special accommodations should contact the Office of Disability Services (ODR). An Accommodation Request (AR) should be completed immediately. The ODR is located in the Roaden University Center, room 112.

All daily work is required to pass the course. Regular attendance is expected of all students.

The 100 point final grade will be distributed in this manner:

Response Papers (20 points each x 3 = 60 points)
700-1000 word (3-5 pages) first-person, open-ended response papers to the assigned readings, screenings, and discussions. These are neither summaries (nor highbrow analyses) but ***personal reactions, investing your own rhetorical/theological perspectives into the material.*** Each response paper is worth 20 points each. Extra credit papers are permitted, and there is no maximum number of points. The best papers will involve (1) direct and specific references, quotations, and examples from readings, films, and class discussions to support your (2) passionate original writing that expresses your true thoughts and feelings about the topics

Attendance & Class participation (20 points)
Each student will come to class prepared with questions and comments for class discussion, on the topics and readings assigned for each day. Excellent preparation and participation in our class meetings can result in additional bonus points. Clear lack of preparation or unwillingness to participate could result in points being deducted at instructor's discretion. **Attendance in this course is required to pass. 2 absences are allowed free of charge. Subsequent absences will result in point deductions from the final grade. 3rd absence = -5 points. 4th absence = -5 points. The 5th absence would require a conference with the professor to prevent course failure.**

20 points – Final Creative Project Each student will prepare a creative project as the culminating moment of our class movement. These might be sermons/speeches, annotated mixtapes/playlists, zines or scrapbooks, posters or artworks, original songs or poems, or a creative project of your choosing. This should exemplify your concluding 'Kingian' moment: how are you living and being the dream of the beloved community in the 21st century?

20 points – Attendance & Class Participation
20 points – Response Paper 1
20 points – Response Paper 2
20 points – Response Paper 3
20 points – Final Creative Project
100 points total

Summer 2016 **Martin Luther King Jr.:**
The Rhetoric & Theology of Nonviolent Social Change —Religious Studies 4093

Course Schedule (subject to change):
Week 1
Readings: *I Have A Dream:* (v-62)
Autobiography: (1-134)
M 7/11 Introductions; The Movement Made Martin: Influences & Underpinnings
T 7/12 Religion Had To Become Real: Kitchen Table Prayer & King's Many Theologies
W 7/13 Montgomery & Nonviolence
R 7/14 *Boycott*
F 7/15 *Long Walk Home*

Week 2
Readings: *I Have A Dream:* (63-111)
Autobiography: (135-269)
M 7/18 Nashville to Birmingham: The Time For Freedom; **Response paper 1 is due**
T 7/19 Marching on Washington, Waking from Nightmares, Dreaming a New World
W 7/20 Selma: The bridge didn't break
R 7/21 *King*
F 7/22 *Selma*

Week 3
Readings: *I Have A Dream:* (115-134, 153-165)
Autobiography: (270-332)
M 7/25 White Allies, White Racism, & White Privilege **Response paper 2 is due**
T 7/26 Malcolm, Black is Beautiful, & Black Power
W 7/27 A Single Garment of Destiny: The Cosmic King
R 7/28 Music, Arts, & Movement
F 7/29 *Soundtrack To A Revolution*

Week 4
Readings: *I Have A Dream:* (135-152, 166-203)
Autobiography: (333-370)
M 8/1 Peace/Beyond Vietnam: Breaking Silence; Response paper 1 is due
T 8/2 Where Do We Go From Here
W 8/3 Memphis & the Mountaintop
R 8/4 King's Sins & the War on King
F 8/5 Diversity Summit

M 8/8 Final projects due & presented
T 8/9 Final grades available

There is no final exam.

Tennessee Tech University
School of Interdisciplinary Studies
LIST 3500 – Nonprofit Leadership

Course Credit: 3 credit hours; lecture/discussion format

Prerequisites: None

Course Description: This course is designed to provide an introduction to nonprofit organizations and the roles they play in society, as well as the various elements involved in nonprofit leadership and governance.

Instructor: Dr. Steve Sharp
200 W 10th Street| Southwest Hall 186
P. O. Box 5152 | Cookeville, TN 38505
Ph: 931-372-6221 | fax: 931-372-6346
Email: ssharp@tntech.edu (preferred method of communication)

Office Hours: TBA

Class Meeting Time/Location: Monday and Wednesday, 4:30-5:50 p.m., Southwest Hall 142

Required Text:

- Tschirhart, M. and Bielefeld, W. (2012). *Managing Nonprofit Organizations.* Jossey-Bass: San Francisco. ISBN: 978-0-470-40299-3

Course Overview:
The nonprofit sector has grown tremendously in the recent past. This "third sector" addresses societal needs not commonly met by either government or the business world. Nonprofit organizations are of a wide variety of type, size, complexity, and purpose. Contemporary nonprofits face many, constantly shifting challenges. Effective leaders of nonprofits must be knowledgeable, flexible, wise, and lead their organizations with the highest level of integrity.

In this course we will explore the roles of the nonprofit sector in society, with special emphasis on the United States. The primary focus of the course will be on the structure, governance and leadership of nonprofit organizations. Although most people will never work for a nonprofit organization, all will be stakeholders in some manner in a number of nonprofit organizations: volunteers, donors, beneficiaries of services, community members and perhaps leaders, etc.

Course Objectives:

- to be knowledgeable of the scope of the work of nonprofits within the U.S.
- to understand something of the genesis of the nonprofit sector in the U.S.
- to be able to identify best practices in nonprofit operation and governance

Course Objectives (cont.)

- to be able to analyze problem issues in nonprofit organizations
- to be able to apply key principles of leadership, management, and organizational behavior
- to be able to examine with an informed view complex issues in nonprofits
- to understand the importance of professional ethics in the leadership of organizations
- to be familiar with useful informational resources for the nonprofit world
- to be familiar with important nonprofit management literature
- to understand the variety of global NGOs
- to be able to Attendance and active class participation is, quite naturally, expected. apply course material to real world situations
- to be able to make coherent written and oral analysis of complex real world situations

Course Expectations:

This course will be conducted primarily as a mixture of discussion, lecture, and special presentations. Class sessions will be led by the instructor and/or by students, with guest speakers from the nonprofit world providing unique perspective on real world nonprofit issues.

Students are expected to complete the assigned readings before class and be prepared to participate fully in the related discussion. All students have unique insight into the issues we will discuss. All students will need to be prepared to participate in the discussion for it to be as beneficial as possible.

Course Grading:

- Class Participation/Discussion 15%

  Each student is expected to participate in class discussion. In order to contribute meaningfully to the discussion, you will need to have completed the readings. All of us have something of value to contribute. Our overall experience will be better if we all do so enthusiastically and respectfully.

- Reading Quizzes 15%

  We will have periodic quizzes on the assigned readings. These will be fairly simple and are simply intended to keep us accountable for the readings. Quizzes cannot be made up but we will drop the lowest two scores.

- Nonprofit Organization Analysis (7x) 15%

  Approximately every two weeks you will turn in a brief (1 page) analysis of a nonprofit organization. You will look at the website of the organization and report such things as mission, vision, budget, staffing, programs, etc. You should also apply any of the relevant readings to provide some insight into why the organization exists and how it contributes to the community.

- Case Study (2x) 10%

  You will be assigned two case studies during the semester to read and analyze. You will need to apply the principles you are learning to the case and write a report of approximately 2 pages.

- Major Project 25%

  Each student will select a major semester-long project. You may choose one of three types of projects: local nonprofit organization analysis/volunteer service, academic research paper on a specific nonprofit sector topic, or design a nonprofit organization and write a "business" plan. You should plan on spending 2-3 hours each week on this project.

- Final Exam 20%

  We will have a final exam that will consist of key information from the assigned readings.

Grading Scale

A - 90 and above; B - 80-89; C - 70-79; D - 60-69; F - 59 and below

Major Course Topics:

Week 1 Focus: Introduction to the Nonprofit Sector

Aug. 22 - Introduction to the course, expectations, introduction to the nonprofit sector
What do you know about the nonprofit world?

Aug. 24 – Nonprofit Guest
Assignment Due: Nonprofit organization analysis #1
(Focal Question: What role does this organization play in building community?)

Week 2 Focus: Establishing Nonprofits

Aug. 29 – Readings: Tschirhart, Ch. 1, 3
Discussion of Readings

Aug. 31 – Nonprofit Guest
Assignment Due: Nonprofit organization analysis #2
(Focal Question: What is the significance of the founder's story?)

Week 3 Focus: Leadership

Sept. 5 - Reading: Tschirhart, Ch 10
Discussion of Readings

Sept. 7 – Application of Readings

Week 4 Focus: Governance

Sept. 12 - Reading: Tschirhart, Ch 9
Discussion of Readings

Sept. 14 - Nonprofit Guest
Assignment Due: Nonprofit organization analysis #3

Week 5 Focus: Organizational Structure
Sept. 19 - Reading: Tschirhart, Ch 4, 16
Discussion of Readings
Sept. 21- Application of Readings

Week 6 Focus: Strategic Planning
Sept. 26 - Reading: Tschirhart, Ch 5
Discussion of Readings
Sept. 28 – Nonprofit Guest
Assignment Due: Nonprofit organization analysis #4

Week 7 Focus: Fundraising
Oct. 3 - Reading: Tschirhart, Ch 6
Discussion of Readings
Oct. 5 - Application of Readings
Case Study #1 Due

Week 8 Focus: Financial Management
Oct. 10 – Fall Break
No Class
Oct. 12 - Reading: Tschirhart, Ch 7
Discussion of Readings

Week 9 Focus: Effectiveness and Evaluation
Oct. 17 - Reading: Tschirhart, Ch 12, 13
Discussion of Readings
Oct. 19 – Nonprofit Guest
Assignment Due: Nonprofit organization analysis #5

Week 10 Focus: Managing Human Resources
Oct. 24 - Reading: Tschirhart, Ch 2 pp.13-21; Ch 11
Discussion of Readings
Oct. 26 - Application of Readings

Week 11 Focus: Marketing
Oct. 31- Reading: Tschirhart, Ch 8
Discussion of Readings
Nov. 2 – Nonprofit Guest
Assignment Due: Nonprofit organization analysis #6

Week 12 Focus: Public Relations
Nov. 7 - Reading: Tschirhart, Ch 14
Discussion of Readings
Nov.9 - Application of Readings

Week 13 Focus: Accountability, Ethics and Trust
Nov. 14 - Reading: Tschirhart, Ch 2, pp. 21-30
Discussion of Readings
Nov. 16 – Nonprofit Guest
Assignment Due: Nonprofit organization analysis #7

Week 14 Focus: Partnerships
Nov. 21 - Reading: Tschirhart, Ch 15
Discussion of Readings
Case Study # 2 Due
Nov. 23 – Thanksgiving Holiday, No Class

Week 15 Focus: The Future
Nov. 28 - Reading: Tschirhart, Ch 17
Discussion of Readings
Nov. 30 - Closure

Final Exam: Friday, Dec. 2 – 6:00-8:00pm

University Plagiarism Policy (Tennessee Tech University Student Handbook – Plagiarism (Academic Regulations))**:** When you use (for example, quote or even summarize or paraphrase) someone else's media, words, data, ideas, or other works, you must cite your source. You should be especially careful to avoid plagiarizing Internet sources (for example, e-mail, chat rooms, Web sites, or discussion groups). It does not matter whether you borrow material from print sources, from the Internet, from on-line data bases, or from interviews. Failure to cite your source is plagiarism. Students who plagiarize may receive an "F" or a "0" for the assignment, or an "F" for the course.
http://www.tntech.edu/ttustudenthandbook/academic-regulations/

Attendance Policy: Students must make every possible effort to attend each class period. Any anticipated absence must be discussed with the instructor prior to the absence to determine whether the absence will be excused.

Disability Accommodation: Students with a disability requiring accommodations should contact the Office of Disability Services (ODS). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112; phone 372-6119. **(**Disability Accommodation Policy and Procedures - Tennessee Tech University Faculty Handbook and Student Handbook
http://www.tntech.edu/facultyhandbook/diabilityaccom/)

Guide to Useful Resources for the Nonprofit Sector

- Guidestar: http://www.guidestar.org/ , web database of all IRS-registered charitable nonprofits.
- IRS: http://www.irs.gov/ and follow link for charities and nonprofits for additional links to a variety of resources for organizations seeking exempt status
- Urban Institute: http://www.urban.org, see National Center for Charitable Statistics and the links under http://www.urban.org/nonprofits/index.cfm
- National Charities Information Bureau: http://www.give.org/, information for donors.
- National Council of Nonprofit Associations: http://www.councilofnonprofits.org/, network of state and regional associations of nonprofit organizations.
- ARNOVA: http://www.arnova.org/. Association for Research on Nonprofit Organizations and Voluntary Action - the major scholarly association in the field. Also moderated discussion group for researchers in the field.
- Alliance for Nonprofit Management: http://www.allianceonline.org/,association of nonprofit managers and consultants to nonprofits
- American Society of Association Executives: http://www.asaenet.org/main/, professional association of association executives.
- Independent Sector: http://www.independentsector.org/, trade association for nonprofit organizations.
- Foundation Center: http://www.foundationcenter.org/, search foundations.
- Council on Foundations: http://www.cof.org/, information about foundations.
- Philanthropic Studies Index: http://cheever.ulib.iupui.edu/psipublicsearch/searchable database for publications on philanthropy.
- The Chronicle of Philanthropy: http://philanthropy.com/, major publication in the field
- NonProfit Times: http://www.thenonprofittimes.com/, news media outlet focusing on the nonprofit sector.
- Philanthropy Journal: http://www.philanthropyjournal.org/, news and information for nonprofits.
- The Bridgespan Group: http://www.bridgespan.org/ nonprofit advisor and resources.
- Idealist: http://www.idealist.org/, nonprofit jobs, volunteering resources, events.
- Charity Channel: http://charitychannel.com/, career opportunities, discussion forums, etc.

Tennessee Technological University
School of Interdisciplinary Studies
RELS 4110 – Jesus in History, Faith, and Tradition
3 Credit Hours

Instructor: Dr. Steven Frye, Associate Professor/Interim Director: School of Interdisciplinary Studies
Email: sfrye@tntech.edu
Office: Southwest Hall, 136
Phone: 931-372-6241 (office)
865-254-8963 (cell)

REQUIRED TEXTBOOKS

Bauckham, Richard. *Jesus: A Very Short Introduction.* New York: Oxford University Press, 2011.

Ehrman, Bart D., and Plese, Zlatko, ed & trans. *The Other Gospels: Accounts of Jesus from Outside the New Testament.* New York: Oxford University Press, 2014.

Theissen, Gerd. *The Shadow of the Galilean (Updated Edition).* Minneapolis: Fortress Press, 2007.

Bible – recommended translations: NRSN, NIV

COURSE DESCRIPTION

The goal of the course is to explore the life, teachings, and influence of Jesus of Nazareth. Special emphasis will be given to various sources of information regarding his life and teachings.

COURSE GOALS:

- To introduce students to the sources of our information regarding the life and teachings of Jesus.
- To equip students to be able to identify the differences between historical facts and confessions of faith.
- To familiarize students with the basic tools used by historical and biblical scholars who study Jesus.
- To inform students about the historical settings of the life of Jesus.
- To familiarize students with religious writing that lie outside of the New Testament Canon.
- To build a foundation for students who may want to pursue further studies of the New Testament.

COURSE OBJECTIVES:

Upon completion of this course, the student will have acquired the basic skills and knowledge needed to:

- Carry on an informed discussion about the life and influence of Jesus of Nazareth.
- Conduct scholarly study of religion and the Bible.
- Identify the various sources of information about the life and teachings of Jesus.
- Be familiar with the basic tools scholars use in the academic study of religion.
- Understand the differences between canonical and non-canonical writings.
- Carry out an informed reading of New Testament writings.

EVALUATION: GRADES WILL BE BASED ON THE FOLLOWING CRITERIA:

Weekly Quizzes (100 points each). A quiz will be given each week throughout the semester. Each will be worth 100 points and will cover one section of course content. Makeup tests will be administered only with the professor's prior approval.

Book Review (200 points). Students will complete a 2 to 3-page review of the book *The Shadow of the Galilean.*

Movie Review (200 points). Students will write a 2 to 3-page review of a movie about Jesus of Nazareth. Movie titles will be approved by the instructor.

Topic Paper (200 Points). Students will write a 3 to 5-page paper on a topic of their choosing that relates to topics covered in the class. Topics need to be approved by the instructor prior to writing the paper.

Attendance/Participation (200 Points). Attendance will be evaluated using the percentage of classes attended.

GRADING SCALE:

Grading Scale: 92-100 = A, 82-91 = B, 72-81 = C, 65-71 = D

COURSE POLICIES

ATTENDANCE POLICY

Student participation and interaction are key components of learning in the college classroom. Attendance in class is expected. The class format will be predominately lecture/discussion and will occasionally include small group activities. Weekly quizzes and the updating of reading assignments will occur in class, therefore class attendance will be necessary. The attendance/participation grade will be based on class attendance.

CLASSROOM ENVIRONMENT STATEMENT:

Academic study has the potential to engage many emotions and opinions in those engaged in this personal and profound enterprise. We will strive to create an environment of academic engagement and honest inquiry. All discourse in the class will be conducted in an attitude of respect and understanding. While personal opinions will be ever-present, forcing opinions on others or demeaning the opinions of others in the class will not be permitted or tolerated.

STUDENT ACADEMIC MISCONDUCT POLICY:

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – Student Academic Misconduct at Policy Central.

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Cell Phone Use:

As a member of a community of learners, each student is expected to be considerate of other members of the class. Use of cell phones, including text messaging, is considered a disruption to the classroom process. Cell phone use will not be permitted in class. Please turn off cell phones, or set them on silent, before class begins.

Instructor's Statement:

The instructor reserves the right to adjust the syllabus and schedule as needed to meet the needs of this particular class.

COURSE TOPICS

The academic study of religion

Historical assertions and statements of faith

Sources of our knowledge of Jesus of Nazareth

- Non-Religious historical sources
- Jewish sources
- Canonical sources
- Non-Canonical Christian Sources

The Bible: Canonization, Language, Historical Context, and Culture

Philosophies and Religions of the Greco Roman world

The historical world of the first century CE

- *The Shadow of the Galilean*

The Gospels as "theologically interpreted narratives"

- Four Gospels, four presentations

The Life and Ministry of Jesus as portrayed in the N.T. Gospels

The Birth Narratives

- Canonical representations
- Non-canonical texts

Styles of Teaching

- Parables
- The Sermon on the Mount/Plain

The centrality of the "Kingdom of God"

The Passion Narratives

Apocalyptic literature:

- Apocalyptic as a literary genre of the period

Jesus in other religions

Jesus in modern religious thought

Tennessee Technological University
School of Interdisciplinary Studies
RELS 4300 – New Religious Movements
Section 001, Fall 2016, 3 Credit Hours
Henderson Hall 108, M 6:00 – 8:50 pm

Instructor: Rachel Driggers, Adjunct Instructor
Email: rwdriggers@tntech.edu
Office Hours by Appointment

I. Course Description:

The purpose of this course is to introduce students to the historical and cultural contexts of New Religious Movements (commonly known as cults or sects) primarily in the United States from the Second Great Awakening forward. The course will develop students' understanding of Religious Studies as a discipline, and encourage individual inquiry into Religious Studies topics.

II. Learning Objectives:

Upon completion of this course, the student will have acquired the basic skills and knowledge needed to:

- Begin/continue the academic study of religion
- Understand the difference between religion as a cultural and social phenomenon, as a practice, and as an identity
- Understand some of the various societal and historical contexts that led to the development of a number of New Religious Movements
- Identify the basic tenets of New Religious Movements and their leaders
- Engage in informed conversation about religion
- Ask informed, critical questions about New Religious Movements, especially in regard to their portrayal in media
- Be able to develop a research question, conduct research, analyze materials, and write cohesively about issues related to New Religious Movements

III. Required Texts:

- *Salvation on Sand Mountain* 978-030681836
- *Under the Banner of Heaven* 978-1400032808
- *Oneida: From Free Love Community to the Well-Set Table* 978-1250043085

IV. Grading Information

The grading scale for this class follows the guide set forth by Tennessee Technological University. The final grades will be broken down as follows:

Final Grade	Scale
A	100-90
B	89-80
C	79-70
D	69-60
F	59-0

A. **20%** of the student's final grade will be calculated based on their participation and attendance in class. 10% of this category will be based on the student's attendance in the classroom. Attendance will be based on the table below.

Number of Absences	Grade
Perfect attendance or 1 absence	A
Two Absences	B
Three Absences	C
Four Absences	D
Six of More Absences	F; and you receive a grade of F for participation.

10% of the student's final grade will be based on their class participation. A table assessing participation is listed below.

Grade	Description of Performance
A	Highly engaged student. Always preset and prepared to discuss the material; engages with peers and the instructor. Answers and proposes questions based on the readings and lectures. Contextualizes and applies information well.
B	Mostly engaged student. Mostly present and prepared to discuss the material; attempt to engage peers and instructor. Answers questions, and attempts to purpose questions to the group. Attempts to contextualize information and tries to apply information. Sometimes distracted in class.
C	Shows up to class regularly. Appear to be prepared but has trouble engaging in discussion. Appears unengaged and distracted by social medial and other work.
D	Fails to show up regularly. When the student is in class they are unengaged and distracted by social media and other work. Fails to improve engagement from week to week.
F	Failed attendance section; not present mentally when present physically.

*Please discuss your participation levels with your instructor at office hours if you are unsure of your level of participation.

C. Reader Response Papers, 30%.
You are responsible for a 500-1000 word (think minimum-maximum, 12 point font, normal margins, double-spaced) reader response paper **each week.** This paper will be your opportunity to respond to the readings and prepare your thoughts for class discussion. You can focus on one of the readings, or discuss and connect all of them. These papers are not summaries; they are responses. While formal style is not necessary, appropriate grammar always is.

D. **Wikipedia Assignment, 15%.**
You will be responsible for editing the Wikipedia page on one of the NRMs that we discuss this semester. We will go over in class how to set up a Wikipedia account and how to track your edits. You will take a screen shot of the page prior to your changes and then again after so that I can see your contribution. The goal of this assignment is to increase public understanding of NRMs. This will be due the last week of classes.

E. Research Paper, 35%.
You will be responsible for a research paper on a related topic to one of the NRMs (or an overarching theme) discussed in this course. More detail will be provided on the assignment as the semester progresses. This will be due the last week of classes.

V. Take Note!

A. ADA Statement
Students with a disability requiring accommodations should contact the Office of Disability Services (ODS). An Academic Adjustment Form should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112; phone 372-6119.

B. Late Work
Each day an assignment is late, a penalty of one full letter grade will be deducted from the assignment after it is graded. An assignment is considered late after the deadline has terminated. Please remember that turning in something is better than turning in nothing!

C. Policy on Extensions
My policy regarding extensions: requests for deadline extensions for good cause will be considered up until one day before the class in which the assignment is due. This means there will be no last minute extensions, regardless of the legitimacy of the cause. Late assignments will be penalized one grade per class meeting the paper is late, or one and a half letter grades if it is over a weekend. Missed quizzes can be made up with a legitimate excuse (ie; an excused absence). Keep in mind that turning in something late is far better than taking a zero!

D. Plagiarism
Plagiarism and cheating make me really mad. Don't do it. I shouldn't have to say more. There is a Student Code of Conduct. Read it. Be aware that I actively police cheating and plagiarism. And I have worked in libraries for years: I know how to find out if you plagiarize something. If you choose to ignore this warning, be aware also that if you cheat or plagiarize any assignment you will fail the assignment in question and a letter will be sent to the Dean for your permanent file. Depending on the severity of the infraction or it isn't your first violation, you may also fail the course, or receive a two letter grade penalty on your final grade.

VI. Communication
Students will receive communication from the instructor through their university e-mail. Make sure it works, and check your e-mail.

VII. Classroom Environment
The academic study of religion has the potential to engage many emotions and opinions in those engaged in this personal and profound enterprise. We will strive to create an environment of academic engagement and honest inquiry. All discourse in the class will be conducted in an attitude of respect and understanding. While personal opinions will be ever-present, forcing opinions on others or demeaning the opinions of others in the class will not be permitted or tolerated.

VIII. Cell Phones
Do not text, Facebook, use Messenger, Whatsapp, Yak, Tweet, Instagram, Snapchat, swipe left or right, LOL, make or take calls, or stare at your cell phone like it holds the key to life. This is a super-huge pet peeve of mine. If you are a tactile learner, meaning you must do something with your hands, bring a Rubik's cube. Or better yet, take notes! If you are expecting an important (meaning emergency) call, let me know ahead of class. Otherwise, out of sight and on silent.

IX. Instructor's Statement
This syllabus is a contract with you, but I reserve the right to change it as necessary, especially since the dates are set quite specifically. All changes will be for your benefit.

X. Course Schedule

Week 1: Introduction and Definitions/NRMs and the Media

8/22/16
Reading: Course Syllabus
Reading: *Melton's Encyclopedia of American Religions*, selections
Assignment: *Prior to* any readings, please write a ½ page – 1 page discussion of the words "cult" and "sect" from your own perspective. How have you heard these words? In what contexts? What do they mean to you? Bring this with you to class. Can be handwritten, no need to be formal. This counts toward your Reader's Response overall grade.

Week 2: 2nd Great A-What-Now?

8/29/16
Read: *Melton's Encyclopedia of American Religions*, selections
Watch: *God in America*, Episode 2, http://www.pbs.org/godinamerica/view/

NO CLASS 9/5/16 LABOR DAY HOLIDAY

Week 3: Mormonism: Then and Now, LDS and Offshoots

9/12/16
Read: *Under the Banner of Heaven* Jon Krakauer
Watch: "All About the Mormons" *South Park* Season 7, Episode 108

Week 4: The Quakers, the Shakers, the Silverware Makers

9/19/16
Read: *Oneida: From Free Love Community to the Well-Set Table*

Week 5: Alternative Thinking? New Thought, Transcendentalism, and Mysticisms

9/26/19
Read: *Melton's Encyclopedia of American Religions* selections
Explore: www.christianscience.com
Explore: www.edgarcayce.org

Week 6: Midterm Check-In Class

10/3/16
Individual meetings to check progress of research paper and Wikipedia assignment.
Annotated Bibliography for Research Paper (*at least* 10 Sources) Due at Meeting

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NO CLASS 10/10/16 FALL BREAK

Week 7: Charismatic Movements: Then and Now

10/17/16
Read: *Salvation on Sand Mountain*, Dennis Covington

Week 8: The 1960s and 1970s Protest Movements and Religions

10/24/16
Read: *New Age and Neopagan Religions in America*, Sarah M. Pike, selections
Read: *From Slogans to Mantras*, James Kent, selections
Read: *Black Muslim Religion in the Nation of Islam*, Edward Curtis, selections
Listen: Parliament Funkadelic "Mothership Connection"
https://www.youtube.com/watch?v=3f4vaog6mvs

Week 9: Satanism and Wicca

10/31/16
Read: *Religion of Fear*, Jason Bivins, selections
Read: *The Satanism Scare*, various authors, selections
Read: "Wicca," *Encyclopedia of Religion*

Week 10: The Unification Church, ISKCON, and the Brainwashing Controversy

11/7/16
Read: L. Dawson "The Brainwashing Controversy" from *Cults and New Religious Movements*
Read: *Encyclopedia of American Religions*, selections

Week 11: Scientology

11/14/16
Watch: "Trapped in the Closet" *South Park* Season 9, Episode 137
Read: *Going Clear*, selections
Read: *Dianetics*, selections
Explore: Google search "Scientology" and pick one article/video to read/watch. Prepare to report back to the class on what you chose.

Week 12: "Cults" of Personality

11/21/16
Read: http://www.pbs.org/thisfarbyfaith/journey_3/p_10.html
Read: *God, Harlem USA* selections
Read: http://www.davidberg.org/
Read: "The World Saver Model Revisited"

Week 13: Violence and NRMs, Two Case Studies

11/28/16
Read: "The Devil in Mr. Jones" *Imagining Religion*, Jonathan Z. Smith
Watch: *Jonestown: The Life and Death of Peoples Temple*, PBS Video, 2006 (freely available on YouTube)
Explore: http://www.pbs.org/wgbh/pages/frontline/waco/

12/2/16 11:59 pm
Wikipedia Entry Due
Research Paper Due

TENNESSEE TECH UNIVERSITY

SCHOOL OF INTERDISCIPLINARY STUDIES

LIST 3410 - TEAM BUILDING AND WORKPLACE DYNAMICS

3 CREDIT HOURS, SPRING 2017

INSTRUCTOR INFORMATION

Instructor's Name: Dr. Leslie Eldridge
Office Hours: Appointment only
Telephone Number: **931-267-1901** *(I will respond within 24 hours)*
Email: *leldridge@tntech.edu (I will respond within 24 hours)*

COURSE INFORMATION

TEXT REQUIRED:

The Five Dysfunctions of a Team: A Leadership Fable, by Patrick Lencioni (2002*)*

Harvard Business Review on Building Better Teams. (2011)

COURSE DESCRIPTION

The purpose of this course is to better understand the function of teams in workplace settings. Emphasis will be placed on applying theory to practice.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

- The student will identify different types of groups and teams
- The student will understand how individual traits affect team dynamics
- The student will identify and understand how trust affects team dynamics
- The student will identify and understand how conflict affects team dynamics
- The student will identify and understand how commitment affects team dynamics
- The student will identify and understand how accountability affects team dynamics
- The student will identify and understand how collective results affect team dynamics
- The student will identify and understand how team dynamics affect the workplace
- The student will identify common challenges of working in teams
- The student will identify and apply basic approaches to teambuilding
- The student will identify and apply best practices for creating effective teams in workplace applications
- The student will identify and apply best practice to avoid common mistakes made by groups in the workplace

- The student will apply teambuilding approaches in both face-to-face and virtual team environments

MAJOR TEACHING METHODS

Group activities, presentations, discussion, reading, and written assignments.

TOPICS TO BE COVERED

- 1/19- Introduction to Team Building and Workplace Dynamics
  Understand how individual traits affect team dynamics
  Myers-Briggs Type Indicator
  Class/team building activity= 10 participation points
- 1/26- Identify different types of groups and teams
  Class/team building activity= 10 participation points
  Group assignment
- 2/2- Identify how trust affects team dynamics
  Class/team building activity= 10 participation points
- 2/9- Identify how conflict affects team dynamics
  Group presentation
- 2/16- Identify how commitment affects team dynamics
  Class/team building activity= 10 participation points
- 2/23- Identify how accountability and collective results affect team dynamics
  Class/team building activity= 10 participation points
  Group assignment
- 3/2- Midterm
- 3/16- Understand how team dynamics affect the workplace
  Class/team building activity= 10 participation points
- 3/23- Group presentation
- 3/30- Identify challenges and basic approaches to teambuilding
  Class/team building activity= 10 participation points
- 4/6- Best practices for effective teams
  Class/team building activity= 10 participation points
- 4/13- NO CLASS/SPRING BREAK
- 4/20- Apply approaches to best practice teambuilding
  Class/team building activity= 10 participation points
- 4/27- Class/team building activity= 10 participation points
  Final Exam

Grading and Evaluation Procedures

Participation= 100 points
Myers-Briggs Type Indicator= 20 points
Group presentation= 40 points
Group presentation= 40 points
Midterm= 50 points
Final= 50 points
Total= 300 point

Grading Scale

Letter Grade	Grade Range
A	270-300
B	240-269
C	210-239
D	180-209
F	179 and below

Course Policies

Attendance Policy

It is understood that situations can occur that are outside of the students' control, causing them to miss class. If a situation is outside of the student's control, the instructor should work with the student to devise an acceptable alternative. For example, the student may use Skype, FaceTime, or Google Meet to attend the course virtually. It is to be noted that these situations are to be treated as special circumstances, not the norm. It is the student's responsibility to notify the instructor of any anticipated absence and to complete work assigned for the class.

For deciding an appropriate course of action, the instructor will use the following definitions:

- Excused Absences: required job-related events, medical emergencies, weather emergencies, other special unforeseen circumstances that impact in-class attendance.
- Unexcused Absences: vacations, personal trips, or other absences that do not fall under the category of Excused Absences above (even if these trips are "pre-planned").
- Virtual Attendance – in the event of an anticipated class absence, with the instructor's pre-approval, a student may attend the entire class period virtually (using Skype, FaceTime, or other such tool) and not be considered absent. It is the student's responsibility for setting this up and completing any work associated with that class session

Class Participation

Up to 100 points will be awarded to final grade for participation. Students must be present in class to earn points for participation in class/team building activities. This will be done through discussion and engaging with classmates.

Class Assignments

Myers-Briggs Type Indicator

Class/team building activities will be given during the designated class day.

Group presentation guidelines will be given during the designated class day.

DISABILITY ACCOMMODATION

Students with a disability requiring accommodations should contact the Office of Disability Services (ODS). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112; phone 372-6119. For details, view the Tennessee Tech's Policy 340 – Services for Students with Disabilities at Policy Central.

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MEMORANDUM

TO: ACADEMIC COUNCIL

VIA: University Curriculum Committee

VIA: Paul Semmes, Dean, College of Arts and Sciences

VIA: Jennifer Shank, Dean, College of Education

FROM: Barry Stein, Chairperson, Department of Counseling and Psychology

DATE: March 1, 2017

The Department of Counseling and Psychology requests that the B.S. degree in psychology be moved to the College of Education where the Department of Counseling and Psychology is housed. This request does not involve or require any changes to the admission or degree requirements for this degree.

Background

When the undergraduate psychology program was created, the major was placed in the College of Arts and Sciences and the faculty were located in the College of Education. The motivation for this arrangement is not entirely clear, but the arrangement has persisted since the program's creation. The departmental faculty have been reevaluating this arrangement to determine if it is in the best interests of our students. After carefully considering the impact that this arrangement has on students, the department has decided that it would be beneficial for the undergraduate psychology majors to be housed in the same college as the faculty (College of Education).

Impact of Change

There is no financial impact of this change and it is anticipated that the change will simplify student access to information about our program and will more directly connect student advisement, recruitment and other administrative actions with the college that houses the department offering the degree.

MEMORANDUM

TO: University Undergraduate Curriculum Committee

VIA: Dr. Thomas Payne, Dean
College of Business

VIA: Julie Galloway, Chair
College of Business Curriculum Committee

FROM: Dr. Richard Rand, Chair
Department of Accounting and Business Law

DATE: February 1, 2017

SUBJECT: Change lists of acceptable Communications Electives for the Accounting Major

Current:

(Note, all accounting majors are required to take a communications elective. The list of elective choices is presented below):

SPCH 2410 or **PC 2500** if not taken as part of the General Education Core Communication requirement, **ENGL 3250**, **ENGL 4970 (5970)**; **MET 4010**; **SPCH 3130**, **SPCH 3630**,**SPCH 4430 (5430)**, **SPCH 4620 (5620)**, **SPCH 4630 (5630)**; FREN/GERM/SPAN 1010 or 1020.

Change To:

SPCH 2410 or **PC 2500** if not taken as part of the General Education Core Communication requirement, **PC 3250**, **ENGL 3250**, **ENGL 4790 (5790)**, **MET 4010** or **BGMT 3720**

Reason:

Data collected by the College of Business for accreditation purposes indicates that Accounting students are not demonstrating the appropriate mastery of the writing skills they require to successfully pursue a career in professional accounting. The writing of memos, letters, and reports are critical skills for professional accountants. In addition to the general education requirements of the University, we believe that accounting students should have additional coursework in the area of technical and professional writing.

MEMORANDUM

TO: University Undergraduate Curriculum Committee

VIA: Dr. Thomas Payne, Dean
College of Business

VIA: Julie Galloway, Chair
College of Business Curriculum Committee

FROM: Dr. Richard Rand, Chair
Department of Accounting and Business Law

DATE: February 1, 2017

SUBJECT: Course Description Change for ACCT 3170

Current:

ACCT 3170 – Financial Accounting and Reporting I
Lec. 3. Credit 3.
Prerequisite: ACCT 2110 and ACCT 2120 with grades of C or better. Contemporary theory and procedures that provide information for reports of the financial positions, results of operations, and cash flows of modern business corporations. Enrollment in junior or senior level accounting classes requires junior standing. All business majors must have completed the Basic Business Program. Accounting majors must earn a grade of C or better to graduate.

Change To:

ACCT 3170 – Financial Accounting and Reporting I
Lec. 3. Credit 3.
Prerequisite: ACCT 2110 and ACCT 2120 with grades of C or better. In-depth treatment of traditional financial accounting topics including standards setting, the accounting processing cycle, financial statement form and content, revenue recognition, time value of money, and accounting and reporting of current assets. Emphasis is placed on the development of technical accounting skills including basic theory, valuation, and measurement. All business majors must have completed the Basic Business Program. Accounting majors must earn a grade of C or better to graduate.

Reason:

When the current 2-course sequence for financial accounting was created decades ago, there were fewer than 20 FASB Accounting Standards governing financial accounting, reporting, and disclosure. In the intervening 40+ years, the number of standards has increased nearly 10-fold with in excess of 180 FASB Accounting Standards today governing financial accounting, reporting, and disclosure. Though accounting majors traditionally come to the major with a very

successful academic career previous, we nevertheless observe a significant number of otherwise excellent students struggling with the amount of material in the two-course sequence we currently have. We firmly believe that moving the necessary course material to a three-course sequence is appropriate and will assist with student learning and success.

Effective Fall 2017

Tennessee Tech University
Department of Accounting and Business Law
ACCOUNTING 3170
Financial Accounting and Reporting I
Fall Semester 2017

Classroom: TBD **Class Times: All Sections** (3 credit hours)

Professor: Dr. Ann Boyd Davis, CPA, CGMA
Office: 212B Johnson Hall
Phone: (931) 372-6537
E-mail: anndavis@tntech.edu
Office hours: Tuesday 8:30-11:00 am; and, by appointment.

ACCOUNTING DEPARTMENT INFORMATION

Mrs. Cindy Gates, Departmental Secretary, (931) 372-3358, cgates@tntech.edu
Dr. Richard Rand, Chair, (931) 372-6121, richardrand@tntech.edu

ABOUT THE COURSE

COURSE DESCRIPTION:

Prerequisite: ACCT 2110 and ACCT 2120 with grades of C or better. In-depth treatment of traditional financial accounting topics including standards setting, the accounting processing cycle, financial statement form and content, revenue recognition, time value of money, and accounting and reporting of current assets. Emphasis is placed on the development of technical accounting skills including basic theory, valuation, and measurement. All business majors must have completed the Basic Business Program. Accounting majors must earn a grade of C or better to graduate.

PREREQUISITE FOR ACCT 3170:

ACCT 2110 AND ACCT 2120 with grades of "C" or better.

PREREQUISITE FOR ACCT 3180, 3190, ACCT 3330 AND ACCT 3620:

A student must earn a "C" or better in ACCT 3170 before enrolling in ACCT 3180 (Intermediate Accounting II), ACCT 3190 (Intermediate Accounting III), ACCT 3330 (Federal Taxation I), and ACCT 3620 (Auditing).

TWO FAIL RULE:

After failing ACCT 3170 twice, a student is not permitted to retake ACCT 3170.

REQUIRED TEXTBOOKS:

Textbook: *Intermediate Accounting*, by Spiceland, Sepe, Nelson & Thomas, 8th Edition (ISBN 9781259582370). This textbook will be used for ACCT 3170, ACCT 3180, and ACCT 3190. Connect and ALEKS (11 weeks) will also be required.

Please bring your textbook, calculator, paper and pencil to each class meeting.

CALCULATORS:

As a departmental policy, students will not be allowed to use their own calculators on exams. The department has purchased calculators for you to use during exams.

WEBSITES:

Textbook: http://highered.mheducation.com/sites/0078025834/student_view0/index.html (Click on "Student Edition" and use the dropdown box to locate a chapter. The student companion site contains

check figures, PowerPoint slides, narrated PowerPoint slides, practice quizzes, and many other resources. Please use it.)
iLearn: https://elearn.tntech.edu/d2l/login (I will post slides and problem solutions here.)
Connect: You must access Connect through iLearn. You will see the link under Content.
ALEKS: www.aleks.com

EMBEDDED LEARNING OBJECTIVES:

Objective 4.1 – Competency in Financial Accounting - The primary Departmental Assurance of Learning Goal relating to this course is Goal No. 4: *Accounting students will have broad accounting knowledge across the functional areas of accounting.* The primary objectives relating to this course that may receive special testing this semester are (goal is for students to perform at the 75% level on the embedded course assessments) for students to:

Objective 4.1.a.1
Accounting students will be able to **identify** and **perform** the steps in the accounting cycle.

Objective 4.1.a.2
Accounting students will be able to **prepare** the four basic financial statements.

Objective 4.1.a.3
Accounting students will be able to **apply** several critical accounting concepts (revenue recognition, time value of money, and bad debt expense).

GRADING:

The distribution of points for the class is as follows:

	Points	Percent	Grading Scale	
Exam 1 (Chapters 1, 2, 3, & 4)	100	25%	A	360 - 400 points
Exam 2 (Chapters 5, 6, & 7)	100	25%	B	320 - 359 points
Exam 3 (Chapters 8, 9, 10, & 11)	100	25%	C	280 - 319 points
ALEKS	40	10%	D	240 - 279 points
Homework & Quizzes	40	10%	F	< 239 points
Excel Assignment	20	5%		
Total	400	100%		

Note: In order to receive a passing grade in this course, you must achieve a grade of 60 percent or higher on at least one of the semester examinations. However, achieving a score of 60 percent or higher on only one exam will not automatically result in a passing grade.

EXAMS:

The exams may consist of multiple choice and short-answer exercises or problems. **Make-up exams will not be given.** A comprehensive final exam may be counted as a make-up exam for one missed exam (**if the exam is missed due to extenuating circumstances**). All exams will be given online through Connect.

ALEKS:

ALEKS is a web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what you know and don't know in particular

Accounting subjects, and then provides instruction on the topics you are most ready to learn. Students who show a high level of mastery in ALEKS will possess the foundation to be successful in the overall course.

Course code: 3YTVD-PHTWR

HOMEWORK AND QUIZZES:

It is not possible to discuss every topic in-depth in class. Because our time together is limited, it is imperative that you be well prepared for class. Each student will need to read the assigned chapters and complete the homework and quizzes in Connect in order to reinforce many of the technical computations and concepts. It is YOUR responsibility to inquire, either in class, during office hours, or via email, about any questions you may have on assigned material not covered in depth in class. Most homework and quiz assignments will be completed using "Connect". Since the homework and quiz assignments are available for several days, late assignments will not be accepted.

Your homework and quiz assignments are located in Connect. You must access Connect through iLearn. There is a separate module in Connect called “Connect Assignments” with a link to Connect.

Connect will grade your assignments when you click "Grade," and the grade will be recorded in the Connect grade book. Some of the assignments are algorithmic, which means every time you attempt to work the problem, the numbers will change. All assignments will be due at mid-night on the day due. For homework, I usually give unlimited attempts, and I take the highest score. For quizzes, I usually give two attempts, and I take the highest score. Because you are allowed multiple attempts, detailed feedback will be shown in Connect after the second attempt or 100 percent completion. You are expected to complete the assignment multiple times to ensure that you do not leave valuable points behind in the class.

EXCEL ASSIGNMENT:

The Excel Assignment will be related to the Exam 2 material. More information on this assignment will be provided.

PARTICIPATION:

While I do not give extra credit, I do provide a few opportunities to earn bonus points. I reserve the right to award bonus points based on relevant participation and responses during in class activities. Therefore, you are expected to pay attention and actively participate during class discussions.

COURSE GUIDELINES

COURSE CORRESPONDANCE:

If you have not activated your TTU e-mail account, you will need to do so. Please communicate using the Tennessee Tech email (anndavis@tntech.edu). **I check my e-mail daily and so should you.**

Departmental policy is to respond, generally, within two (2) working days. E.g. if student email is received on Friday afternoon at 4 PM generally answer by 4 PM on Tuesday afternoon.

Please keep in mind that the e-mail/chat rooms/discussion boards for this course are professional communication, not personal and informal. Business communication etiquette covers a set of common courtesies everyone can follow to ensure they are perceived positively.

1. Please attempt to make messages concise and to the point.
2. Think about the impression your message sends to someone who doesn’t know you. Be professional. Be judicious.
3. Take the time to ensure that your intent and tone are clear.
4. Do not use all capital letters, which is sometimes perceived as shouting.

CLASS POLICIES AND PROCEDURES:

- ***Attendance:*** Your attendance and active participation at all class meetings is expected. You are responsible for all material missed during absences.
- ***Classroom Environment:*** I will strive to provide a classroom environment where everyone is comfortable contributing, sharing viewpoints, and learning. Please remember to be respectful of each other and to conduct yourself in a professional manner at all times. In this class, we will use a variety of learning methods, including (but certainly not limited to) lecture, group discussion, question and answer, and case study.

  Laptops should only be used in class for course work (e.g., taking notes). Thus, web browsing, messaging, etc. is not allowed. Cell phones must be placed on silent. Texting during class is a distraction and is not allowed.
- ***Class Preparation / Participation:*** I will provide PowerPoint notes prior to each class to help you prepare and structure your learning. However, please understand that simple reliance on the basic notes I provide will be inadequate in preparing for our meetings, exams, and assignments. You must come to every class prepared and build your notes during our meetings to succeed in the course. My lectures are designed to supplement your textbook and other materials. You are responsible for all the material in the text, any supplemental material, and lectures.

OTHER INFORMATION

TTU COUNCELING CENTER:

TTU has some excellent resources designed to help students with time management, test anxiety, study skills as well as drug and alcohol awareness. Some of these resources are self-guided tutorials. Please avail yourself of these resources if you need assistance. Located in the University Center, Room 307 or call 931-372-3331 or access materials: http://www.tntech.edu/counsel/home/.

DISABILITY SERVICES:

Students with a disability requiring accommodations should contact the Office of Disability (ODS). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112, phone (931) 372-6119. http://www.tntech.edu/disability/.

ACADEMIC MISCONDUCT POLICY:

All students are expected to abide by the Student Academic Misconduct Policy. The policies and procedures relating to Academic and Classroom Conduct shall be found at https://www.tntech.edu/policies/. Please search for Academic Misconduct.

Acts of Academic Misconduct (include but are not limited to):

1. Any breach of the principles outlined in the academic integrity statement.
2. Giving, receiving, or using unauthorized aid on any academic work.
3. Plagiarism, which includes the copying of language, structure, or ideas of another and attributing the work to one's own efforts.
4. Attempts to copy, edit, or delete computer files that belong to another person or use of computer account numbers that belong to another person without the permission of the owner, account owner, or file number owner.
5. Use of a non-approved calculator, or cell phone on an exam, a quiz, or other in-class assignment, or the sharing of calculators during the same.

All academic work submitted for grading contains an implicit pledge that no unauthorized aid has been

received. Students may not reuse work from previous or current classes. (Students must complete the Student Information Sheet at the end.)

FLU OUTBREAK:

Should normal classroom activities be disrupted by a flu outbreak, the format for this course may be modified to enable completion. In that event, you will be given new instructions for continuation of the course. Information concerning symptoms, treatment, prevention and action steps for TTU students and faculty can be found on TTU's Health Services website: https://www.tntech.edu/studentaffairs/healthservices/

SYLLABUS DISCLAIMER:

Please note that this syllabus is tentative and may be revised by the instructor. Any changes made to the syllabus will be announced in class.

ACCT 3170
INTERMEDIATE ACCOUNTING I
STUDENT INFORMATION SHEET
FALL 2017

***** This must be submitted in class *or* via Dropbox prior to taking Exam 1. *****
***** Failure to submit will result in an exam grade of zero. *****

Student Name:_____ Phone #: _____

E-mail:_____

Projected Graduation Date:_____ ____

I have read and understand the syllabus, tentative due dates, policies and procedures for ACCT 3170. I understand the requirement of using Remote Proctor (Online sections) to take *ALL EXAMS* and will ensure that I have all the required equipment to use this service. I also agree to maintain the highest standards of academic integrity and professional behavior while enrolled in ACCT 3170. This includes no collaboration with others during exams or the outside assignments or using material from prior semesters, all work will be completed by me and any interaction with other students and the professor will be courteous and respectful.

Signed _____Date _____ _____

MEMORANDUM

TO: University Undergraduate Curriculum Committee

VIA: Dr. Thomas Payne, Dean
College of Business

VIA: Julie Galloway, Chair
College of Business Curriculum Committee

FROM: Dr. Richard Rand, Chair
Department of Accounting and Business Law

DATE: February 1, 2017

SUBJECT: Course Description Change for ACCT 3180

Current:

ACCT 3180 – Financial Accounting and Reporting II
Lec. 3. Credit 3.
Prerequisite: ACCT 3170 with a grade of C or better. Continuation of ACCT 3170 with emphasis on specific problem areas. Enrollment in junior or senior level accounting classes requires junior standing. All business majors must have completed the Basic Business Program. Accounting majors must earn a grade of C or better to graduate.

Change To:

ACCT 3180 – Financial Accounting and Reporting II
Lec. 3. Credit 3.
Prerequisite: ACCT 3170 with a grade of C or better. Continuation of ACCT3170. In-depth treatment of accounting and reporting for current and non-current assets and current and non-current liabilities. Emphasis is placed on the development of technical accounting skills including basic theory, valuation, and measurement. Enrollment in junior or senior level accounting classes requires junior standing. All business majors must have completed the Basic Business Program. Accounting majors must earn a grade of C or better to graduate.

Reason:

When the current 2-course sequence for financial accounting was created decades ago, there were fewer than 20 FASB Accounting Standards governing financial accounting, reporting, and disclosure. In the intervening 40+ years, the number of standards has increased nearly 10-fold with in excess of 180 FASB Accounting Standards today governing financial accounting, reporting, and disclosure. Though accounting majors traditionally come to the major with a very successful academic career previous, we nevertheless observe a significant number of otherwise

excellent students struggling with the amount of material in the two-course sequence we currently have. We firmly believe that moving the necessary course material to a three-course sequence is appropriate and will assist with student learning and success.

Effective Fall 2017

Tennessee Tech University
Department of Accounting and Business Law
ACCOUNTING 3180
Financial Accounting and Reporting II
Fall Semester 2017

Classroom: TBD **Class Times: All Sections** (3 credit hours)

Professor: Dr. Steve Garner, CPA
Office: 324 Johnson Hall
Phone: (931) 372-6854
E-mail: sgarner@tntech.edu
Office hours: TBD

ACCOUNTING DEPARTMENT INFORMATION

Mrs. Cindy Gates, Departmental Secretary, (931) 372-3358, cgates@tntech.edu
Dr. Richard Rand, Chair, (931) 372-6121, richardrand@tntech.edu

ABOUT THE COURSE

COURSE DESCRIPTION:

Prerequisite: ACCT 3170 with a grade of C or better. Continuation of ACCT3170. In-depth treatment of accounting and reporting for current and non-current assets and current and non-current liabilities. Emphasis is placed on the development of technical accounting skills including basic theory, valuation, and measurement. Enrollment in junior or senior level accounting classes requires junior standing. All business majors must have completed the Basic Business Program. Accounting majors must earn a grade of C or better to graduate.

PREREQUISITE FOR ACCT 3180:

ACCT 3170 with a grade of "C" or better.

PREREQUISITE FOR ACCT 3190, ACCT 3330 AND ACCT 3620:

A student must earn a "C" or better in ACCT 3170 before enrolling in ACCT 3180 (Intermediate Accounting II), ACCT 3190 (Intermediate Accounting III), ACCT 3330 (Federal Taxation I), and ACCT 3620 (Auditing).

REQUIRED TEXTBOOKS:

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EMBEDDED LEARNING OBJECTIVES:

Objective 4.1 – Competency in Financial Accounting - The primary Departmental Assurance of Learning Goal relating to this course is Goal No. 4: *Accounting students will have broad accounting knowledge across the functional areas of accounting.* The primary objectives relating to this course that may receive special testing this semester are (goal is for students to perform at the 75% level on the embedded course assessments) for students to:

Objective 4.1.a.4
Accounting students will be able to **calculate** balance sheet items using different accounting methods (inventory and property, plant, and equipment).

Objective 4.1.a.5
Accounting students will be able to **analyze**, **understand**, and **prepare** journal entries for trading, available-for-sale, held-to-maturity, and equity method investments.

Objective 4.1.a.6
Accounting students will be able to **understand** the differences and **report** current and long-term liabilities.

GRADING:

The distribution of points for the class is as follows:

	Points	Percent	Grading Scale	
Exam 1 (Chapters 1, 2, 3, & 4)	100	25%	A	360 - 400 points
Exam 2 (Chapters 5, 6, & 7)	100	25%	B	320 - 359 points
Exam 3 (Chapters 8, 9, 10, & 11)	100	25%	C	280 - 319 points
Homework & Quizzes	60	15%	D	240 - 279 points
Excel Assignment	40	10%	F	< 239 points
Total	400	100%		

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Acts of Academic Misconduct (include but are not limited to):

1. Any breach of the principles outlined in the academic integrity statement.
2. Giving, receiving, or using unauthorized aid on any academic work.
3. Plagiarism, which includes the copying of language, structure, or ideas of another and attributing the work to one's own efforts.
4. Attempts to copy, edit, or delete computer files that belong to another person or use of computer account numbers that belong to another person without the permission of the owner, account owner, or file number owner.
5. Use of a non-approved calculator, or cell phone on an exam, a quiz, or other in-class assignment, or the sharing of calculators during the same.

All academic work submitted for grading contains an implicit pledge that no unauthorized aid has been received. Students may not reuse work from previous or current classes. (Students must complete the Student Information Sheet at the end.)

FLU OUTBREAK:

Should normal classroom activities be disrupted by a flu outbreak, the format for this course may be modified to enable completion. In that event, you will be given new instructions for continuation of the course. Information concerning symptoms, treatment, prevention and action steps for TTU students and faculty can be found on TTU's Health Services website: https://www.tntech.edu/studentaffairs/healthservices/

SYLLABUS DISCLAIMER:

Please note that this syllabus is tentative and may be revised by the instructor. Any changes made to the syllabus will be announced in class.

ACCT 3180
INTERMEDIATE ACCOUNTING I
STUDENT INFORMATION SHEET
FALL 2017

***** This must be submitted in class *or* via Dropbox prior to taking Exam 1. *****
***** Failure to submit will result in an exam grade of zero. *****

Student Name:_____ Phone #: _____

E-mail:_____

Projected Graduation Date:_____ ____

I have read and understand the syllabus, tentative due dates, policies and procedures for ACCT 3180. I understand the requirement of using Remote Proctor (Online sections) to take *ALL EXAMS* and will ensure that I have all the required equipment to use this service. I also agree to maintain the highest standards of academic integrity and professional behavior while enrolled in ACCT 3180. This includes no collaboration with others during exams or the outside assignments or using material from prior semesters, all work will be completed by me and any interaction with other students and the professor will be courteous and respectful.

Signed _____Date _____ _____

MEMORANDUM

TO: University Undergraduate Curriculum Committee

VIA: Dr. Thomas Payne, Dean
College of Business

VIA: Julie Galloway, Chair
College of Business Curriculum Committee

FROM: Dr. Richard Rand, Chair
Department of Accounting and Business Law

DATE: February 1, 2017

SUBJECT: Course description correction for ACCT 4230, 4340, 4410, 4530, 4600, and 4750.

Current:

ACCT 4230, 4340, 4410, 4530, 4600, 4700, 4750, 4800, 4900, 4901, and 4902 have course descriptions that include the phrase, "Accounting majors must earn a grade of C or better to graduate."

Change To:

Delete the phrase, "Accounting majors must earn a grade of C or better to graduate." From the course descriptions for ACCT 4230, 4340, 4410, 4530, 4600, 4700, 4750, 4800, 4900, 4901, and 4902.

Reason:

Recently the Department passed a requirement that accounting majors must earn a C or better in the following courses to graduate, ACCT 3170, 3180, 3210, 3330, and 3620. These constitute the required courses for all accounting majors. However, we can find no record of a vote to extend the "C or better" requirement to 4000-level accounting electives. We believe that this requirement was inserted into the course descriptions for the 2016/2017 undergraduate catalog in error.

Effective Fall 2017

MEMORANDUM

TO: University Undergraduate Curriculum Committee

VIA: Dr. Thomas Payne, Dean
College of Business

VIA: Julie Galloway, Chair
College of Business Curriculum Committee

FROM: Dr. Richard Rand, Chair
Department of Accounting and Business Law

DATE: February 1, 2017

SUBJECT: Change Course Name for ACCT 4410 Financial Accounting and Reporting III and change to course description.

Current:

ACCT 4410 – Financial Accounting and Reporting III
Lec. 3. Credit 3.
Prerequisite: ACCT 3180 with a grade of C or better. Theory and problems relating to consolidation and liquidations, international accounting, governmental accounting and partnerships. Enrollment in junior or senior level accounting courses requires junior standing. All business major must have completed the Basic Business Program. Accounting majors must earn a grade of C or better to graduate.

Change To:

ACCT 4410 – Mergers, Acquisitions, Partnership Equity and Other Topics
Lec. 3. Credit 3.
Prerequisite: ACCT 3180 with a grade of C or better. Theory and problems relating to consolidation and liquidations, international accounting, and accounting for partnership equity. Enrollment in junior or senior level accounting courses requires junior standing. All business major must have completed the Basic Business Program.

Reason:

The new course name is more reflective of the content. The change in course description is more reflective of the content that is currently covered in the class. The change in the requirement to earn a C is to correct a catalog error.

Effective Fall 2017

MEMORANDUM

TO: University Undergraduate Curriculum Committee

VIA: Dr. Thomas Payne, Dean
College of Business

VIA: Julie Galloway, Chair
College of Business Curriculum Committee

FROM: Dr. Richard Rand, Chair
Department of Accounting and Business Law

DATE: February 1, 2017

SUBJECT: Cross-listing of 4000-level accounting courses.

Current Catalog:
The following course are listed as 4000-level courses in the course catalog: ACCT 4230, ACCT 4600, ACCT 4700.

Change To:

The Department of Accounting requests that the following 4000-level courses be cross-listed in the catalog as 4000 (5000) level courses.

ACCT 4320 (5230) Advanced Managerial Accounting
ACCT 4600 (5600) Forensic Accounting and Fraud Auditing
ACCT 4700 (5700) International Experience in Accounting

There needs to be a statement added to each of the above course descriptions as follows:

Students may not receive credit for both the 4000-level and the 5000-level of the same class.

Reason:
The Accounting Program has proposed a new Master of Accountancy to begin Fall 2017. Concurrently, the Accounting Concentration in the MBA program will be phased out by Summer 2018. However, there will still be demand from graduate students for graduate-level electives. To accommodate that demand, we would like to make some of our 4000-level accounting electives available as 5000-level electives for graduate students. Graduate students taking these courses will be assigned additional readings, will be required to attend seminar sessions with the professor and will be required to complete a research assignment.

Effective Fall 2017

MEMORANDUM

TO: University Undergraduate Curriculum Committee

VIA: Dr. Thomas Payne, Dean
College of Business

VIA: Julie Galloway, Chair
College of Business Curriculum Committee

FROM: Dr. Richard Rand, Chair
Department of Accounting and Business Law

DATE: February 1, 2017

SUBJECT: New Course ACCT 3190

New Course Description:

ACCT 3190 Financial Accounting and Reporting III
Lec. 3. Credit. 3.
Continuation of ACCT3180. In-depth treatment of accounting and reporting for non-current liabilities and equity, share-based compensation, accounting changes and error corrections, and the statement of cash flows. Emphasis is placed on the development of technical accounting skills including basic theory, valuation, and measurement. Enrollment in junior or senior level accounting classes requires junior standing. Accounting majors must earn a C or better to graduate.

Reason:
When the current 2-course sequence for financial accounting was created decades ago, there were fewer than 20 FASB Accounting Standards governing financial accounting, reporting, and disclosure. In the intervening 40+ years, the number of standards has increased nearly 10-fold with in excess of 180 FASB Accounting Standards today governing financial accounting, reporting, and disclosure. Though accounting majors traditionally come to the major with a very successful academic career previous, we nevertheless observe a significant number of otherwise excellent students struggling with the amount of material in the two-course sequent we currently have. We firmly believe that moving the necessary course material to a three-course sequence is appropriate and will assist with student learning and success.

Financial Impact:
This change should require no additional resources and should have no net impact on budgetary issues.

Effective Fall 2017

Tennessee Tech University
Department of Accounting and Business Law
ACCOUNTING 3190
Financial Accounting and Reporting III
Fall Semester 2017

Classroom: TBD **Class Times: All Sections** (3 credit hours)

Professor: Dr. R. Dan Fesler, DBA, CPA, CMA, CIA, and CGMA
Office: 212B Johnson Hall
Phone: (931) 372-3685
E-mail: dfesler@tntech.edu
Office hours: TBD

ACCOUNTING DEPARTMENT INFORMATION

Mrs. Cindy Gates, Departmental Secretary, (931) 372-3358, cgates@tntech.edu
Dr. Richard Rand, Chair, (931) 372-6121, richardrand@tntech.edu

ABOUT THE COURSE

COURSE DESCRIPTION:

Continuation of ACCT3180. In-depth treatment of accounting and reporting for non-current liabilities and equity, share-based compensation, accounting changes and error corrections, and the statement of cash flows. Emphasis is placed on the development of technical accounting skills including basic theory, valuation, and measurement. Enrollment in junior or senior level accounting classes requires junior standing. Accounting majors must earn a C or better to graduate.

PREREQUISITE FOR ACCT 3190:

ACCT 3180 with a grade of "C" or better.

REQUIRED TEXTBOOKS:

Textbook: *Intermediate Accounting*, by Spiceland, Sepe, Nelson & Thomas, 8th Edition (ISBN 9781259582370). This textbook will be used for ACCT 3170, ACCT 3180, and ACCT 3190. ConnectPlus will also be required. ConnectPlus can be purchased as a stand-alone product (includes an E-book).

Please bring your textbook, calculator, paper and pencil to each class meeting.

CALCULATORS:

As a departmental policy, students will not be allowed to use their own calculators on exams. The department has purchased calculators for you to use during exams.

WEBSITES:

Textbook: http://highered.mheducation.com/sites/0078025834/student_view0/index.html (Click on "Student Edition" and use the dropdown box to locate a chapter. The student companion site contains check figures, PowerPoint slides, narrated PowerPoint slides, practice quizzes, and many other resources. Please use it.)
iLearn: https://elearn.tntech.edu/d2l/login (I will post slides and problem solutions here.)
Connect: You must access Connect through iLearn. You will see the link under Content.

EMBEDDED LEARNING OBJECTIVES:

Objective 4.1 – Competency in Financial Accounting - The primary Departmental Assurance of Learning Goal relating to this course is Goal No. 4: *Accounting students will have broad accounting knowledge across the functional areas of accounting.* The primary objectives relating to this course that may receive special testing this semester are (goal is for students to perform at the 75% level on the embedded course assessments) for students to:

Objective 4.1.a.7
Accounting students will be able to **calculate** and **report** deferred tax assets and deferred tax liabilities.

Objective 4.1.a.8
Accounting students will be able to **understand** and **prepare** journal entries for cash, property, and stock dividends; and **demonstrate** an understanding and **prepare** journal entries for Treasury Stock Transactions.

Objective 4.1.a.9
Accounting students will be able to **classify** transactions as operating, investing, and financing for the SCFs and **prepare** an indirect method SCFs.

GRADING:

The distribution of points for the class is as follows:

	Points	Percent	Grading Scale	
Exam 1 (Chapters 1, 2, 3, & 4)	100	25%	A	360 - 400 points
Exam 2 (Chapters 5, 6, & 7)	100	25%	B	320 - 359 points
Exam 3 (Chapters 8, 9, 10, & 11)	100	25%	C	280 - 319 points
LearnSmart	40	10%	D	240 - 279 points
Homework	40	10%	F	< 239 points
IFRS	10	5%		
Participation	10	5%		
Total	400	100%		

Note: In order to receive a passing grade in this course, you must achieve a grade of 60 percent or higher on at least one of the semester examinations. However, achieving a score of 60 percent or higher on only one exam will not automatically result in a passing grade.

EXAMS:

It is to your advantage to take exams when scheduled. Nevertheless, in rare cases of excused absences, make-ups will be scheduled. Note that exams administered in-class and exams that are totally online may not be identical. However, after all grading is completed, adjustment is made to make the class mean for any on-campus exam = the class mean for the online class exam. ONLINE students unable to come to campus for a proctored final exam **may be required to pay a fee of $15 for remote proctoring of the final.** More information on this issue as final exam day approaches.

LEARNSMART:

Students to complete LearnSmart assignments (in Connect) for each chapter in Accounting. You will be awarded up to 6 points for each Learnsmart assignment completed. Estimated time for each chapter's LearnSmart assignment = 30-45 minutes. Unlimited number of attempts allowed, highest grade will count.

HOMEWORK:

Each assigned "exercise" in Connect will generally be worth .5 point and each assigned "Problem" will generally be worth 1 point. Attempt assigns as many times as you wish - highest grade is the grade that will count. Students having difficulty should consider the "Brief Exercises" at the end of each chapter. Solutions to all of the "Brief Exercises" are provided via the content tab in iLearn. Homework will be completed using Connect.

IFRS QUESTIONS:

IFRS questions at the end of the chapters are to be submitted to the iLearn in Dropbox at the scheduled due dates.

PARTICIPATION:

Taking this course Online: Adopt-A-Company Assignment: For an S&P 500 Company (of your choice) provide a brief paragraph relating to each chapter of the text covered this semester (couple of sentences). Indicate how the information in the annual report relates to each chapter in the text. E.G. you should have couple of sentences for chapter 12, couple for chapter 13, and so on. In addition, using a scale of 1-5 (with 1= not helpful at all to 5 = very helpful), clearly rate how helpful in understanding the material disclosed in your annual report each chapter in the text has been. **You must have a 1-5 rating** for each chapter covered in the course. Finally, as part of this assignment, indicate three matters included/addressed by your Company's annual report that needs additional emphasis in the text/class/homework.

Taking this course On-campus: Attendance: In leiu of completing an Adopt-A-Company assignment, Perfect or near-perfect on-time attendance will count 10 points for an on-campus student. If absent when attendance is checked, an on-campus student is considered absent for the entire class for purposes of the 10 attendance points. Note that online students complete the Adopt-A-Company assignment (10 points) above and earn no attendance points. On-campus students are NOT required to complete the Adopt-A-Company assignment. **NOTE: Students registered for on-campus sections are not allowed to substitute an Adopt-A-Company assignment for attendance.**

COURSE GUIDELINES

COURSE CORRESPONDANCE:

If you have not activated your TTU e-mail account, you will need to do so. Please communicate using the Tennessee Tech email (dfesler@tntech.edu). **I check my e-mail daily and so should you.**

Departmental policy is to respond, generally, within two (2) working days. E.g. if student email is received on Friday afternoon at 4 PM generally answer by 4 PM on Tuesday afternoon.

Please keep in mind that the e-mail/chat rooms/discussion boards for this course are professional communication, not personal and informal. Business communication etiquette covers a set of common courtesies everyone can follow to ensure they are perceived positively.

1. Please attempt to make messages concise and to the point.
2. Think about the impression your message sends to someone who doesn't know you. Be professional. Be judicious.
3. Take the time to ensure that your intent and tone are clear.
4. Do not use all capital letters, which is sometimes perceived as shouting.

CLASS POLICIES AND PROCEDURES:

- ***Attendance:*** Your attendance and active participation at all class meetings is expected. You are responsible for all material missed during absences.
- ***Classroom Environment:*** I will strive to provide a classroom environment where everyone is comfortable contributing, sharing viewpoints, and learning. Please remember to be respectful of each other and to conduct yourself in a professional manner at all times. In this class, we will use a variety of learning methods, including (but certainly not limited to) lecture, group discussion, question and answer, and case study.

  Laptops should only be used in class for course work (e.g., taking notes). Thus, web browsing, messaging, etc. is not allowed. Cell phones must be placed on silent. Texting during class is a distraction and is not allowed.
- ***Class Preparation / Participation:*** I will provide PowerPoint notes prior to each class to help you prepare and structure your learning. However, please understand that simple reliance on the basic notes I provide will be inadequate in preparing for our meetings, exams, and assignments. You must come to every class prepared and build your notes during our meetings to succeed in the course. My lectures are designed to supplement your textbook and other materials. You are responsible for all the material in the text, any supplemental material, and lectures.

OTHER INFORMATION

TTU COUNCELING CENTER:

TTU has some excellent resources designed to help students with time management, test anxiety, study skills as well as drug and alcohol awareness. Some of these resources are self-guided tutorials. Please avail yourself of these resources if you need assistance. Located in the University Center, Room 307 or call 931-372-3331 or access materials: http://www.tntech.edu/counsel/home/.

DISABILITY SERVICES:

Students with a disability requiring accommodations should contact the Office of Disability (ODS). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112, phone (931) 372-6119. http://www.tntech.edu/disability/.

ACADEMIC MISCONDUCT POLICY:

All students are expected to abide by the Student Academic Misconduct Policy. The policies and procedures relating to Academic and Classroom Conduct shall be found at https://www.tntech.edu/policies/. Please search for Academic Misconduct.

Acts of Academic Misconduct (include but are not limited to):

1. Any breach of the principles outlined in the academic integrity statement.
2. Giving, receiving, or using unauthorized aid on any academic work.
3. Plagiarism, which includes the copying of language, structure, or ideas of another and attributing the work to one's own efforts.
4. Attempts to copy, edit, or delete computer files that belong to another person or use of computer account numbers that belong to another person without the permission of the owner, account owner, or file number owner.
5. Use of a non-approved calculator, or cell phone on an exam, a quiz, or other in-class assignment, or the sharing of calculators during the same.

All academic work submitted for grading contains an implicit pledge that no unauthorized aid has been received. Students may not reuse work from previous or current classes. (Students must complete the

Student Information Sheet at the end.)

FLU OUTBREAK:

Should normal classroom activities be disrupted by a flu outbreak, the format for this course may be modified to enable completion. In that event, you will be given new instructions for continuation of the course. Information concerning symptoms, treatment, prevention and action steps for TTU students and faculty can be found on TTU's Health Services website: https://www.tntech.edu/studentaffairs/healthservices/

SYLLABUS DISCLAIMER:

Please note that this syllabus is tentative and may be revised by the instructor. Any changes made to the syllabus will be announced in class.

ACCT 3190
INTERMEDIATE ACCOUNTING I
STUDENT INFORMATION SHEET
FALL 2017

***** This must be submitted in class *or* via Dropbox prior to taking Exam 1. *****
***** Failure to submit will result in an exam grade of zero. *****

Student Name:_____ Phone #: _____

E-mail:_____

Projected Graduation Date:_____ ____

I have read and understand the syllabus, tentative due dates, policies and procedures for ACCT 3190. I understand the requirement of using Remote Proctor (Online sections) to take *ALL EXAMS* and will ensure that I have all the required equipment to use this service. I also agree to maintain the highest standards of academic integrity and professional behavior while enrolled in ACCT 3190. This includes no collaboration with others during exams or the outside assignments or using material from prior semesters, all work will be completed by me and any interaction with other students and the professor will be courteous and respectful.

Signed _____Date _____ _____

Tennessee Tech
UNIVERSITY

College of Business Administration • *Department of Decision Sciences and Management*
Box 5022 • Cookeville, TN 38505-0001 • (931) 372-3160 • Fax (931) 372-6249

MEMORANDUM

TO: University Curriculum Committee

VIA: Dr. Thomas Payne, Dean
College of Business

VIA: Ms. Julie Galloway, Chair
College of Business Curriculum Committee

FROM: Dr. Curtis P. Armstrong, Chair
Department of Decision Sciences and Management

DATE: February 15, 2017

SUBJECT: Creation of three internship oriented courses

Approval is respectfully requested. No additional resources are required.

Starting: Fall 2017

Additional Course – DS 3500, DS 3515 and BMGT 3525

Course Number and Title: DS 3500 – Internship in Business and Information Technology. Lec. 3. Credit 3.

Course Description: Prerequisite: Consent of BIT Internship Coordinator or Department Chairperson. A directed professional experience in the field of Business and Information Technology. Junior or Senior Standing Required.

Course Number and Title: DS 3515 – Internship in Business Intelligence and Analytics. Lec. 3. Credit 3.

Course Description: Prerequisite: Consent of BIA Internship Coordinator or Department Chairperson. A directed professional experience in the field of Business Intelligence and Analytics. Junior or Senior Standing Required.

Course Number and Title: BMGT 3525 – Internship in Management. Lec. 3. Credit 3.

Course Description: Prerequisite: Consent of Management Internship Coordinator or Department Chairperson. A directed professional experience in the field of Management. Junior or Senior Standing Required.

Justification: Students in these areas have been receiving college credit for internship experiences for many years but without a specific course to reflect this. This proposal seeks to rectify this with the intent of better communicating the internship experience to prospective employers.

Tennessee Tech
UNIVERSITY

College of Business Administration • *Department of Decision Sciences and Management*
Box 5022 • Cookeville, TN 38505-0001 • (931) 372-3160 • Fax (931) 372-6249

MEMORANDUM

TO: University Curriculum Committee

VIA: Dr. Thomas Payne, Dean
College of Business

VIA: Ms. Julie Galloway, Chair
College of Business Curriculum Committee

FROM: Dr. Curtis P. Armstrong, Chair
Department of Decision Sciences and Management

DATE: February 15, 2017

SUBJECT: Creation of a special topics course in Entrepreneurship

Approval is respectfully requested. No additional resources are required.

Starting: Fall 2017

Additional Course – ENTR 4900

Course Number and Title: ENTR 4900 – Special Topics in Entrepreneurship. Lec. 3. Credit 3.

Course Description: Prerequisite: Consent of instructor. Current topics in Entrepreneurship. All business majors must have completed the Basic Business Program.

Justification: This course will allow flexibility for the College of Business faculty to offering distinct opportunities to students in the area of Entrepreneurship.

MEMORANDUM

TO: University Undergraduate Curriculum Committee

VIA: Dr. Thomas Payne, Dean
College of Business

VIA: Julie Galloway, Chair
College of Business Curriculum Committee

FROM: Dr. Richard Rand, Chair
Department of Accounting and Business Law

DATE: February 1, 2017

SUBJECT: New Program of Study for Accounting Majors.

Current Catalog:

The current program of study published in the 2016/2017 Undergraduate Catalog (see attached) is not consistent with the changes in our curriculum. In addition, there are errors in the current program of study that need to be corrected.

Change To:

See new Program of Study attached. The changes include:

- Change to 6 required accounting courses and 1 elective.
- Change to the list of available Communications electives in Footnote #1 at the end of the document.
- Change to the list of available accounting electives in Footnote #2 at the end of the document.
- Correction of Footnote #3 at the end of the document.
- Change the suggested classes in the Junior and Senior Years.
- Changes related to course titles and numbers.

Reason:

The attached Program of Study leading to the completion of a major in Accounting reflects the changes made recently to the Accounting Program.

CHANGE 1: After the list of courses for the sophomore year, footnote 2 requires an editorial change.

FROM:

[2] Elective courses are to be selected in consultation with the academic advisor. UBUS 1020 may not be required in some instances. MATH 1000 and READ 1010 does not count as credit toward BSBA degree completion, including as elective. See advisor.

FROM:

[2] Elective courses are to be selected in consultation with the academic advisor. UBUS 1020 may not be required in some instances. MATH 1000 and READ 1010 do not count as credit toward BSBA degree completion, including as electives. See advisor.

CHANGE 2:

FROM:

Junior Year

- **ACCT 3170 - Financial Accounting and Reporting I** Credit: 3.
- **ACCT 3180 - Financial Accounting and Reporting II** Credit: 3.
- **ACCT 3210 - Cost Accounting** Credit: 3.
- **ACCT 3330 - Federal Taxation I** Credit: 3.
- **ACCT 3620 – Auditing I** Credit: 3.
- **ECON 3610 - Business Statistics I** Credit: 3.
- **BMGT 3510 - Management and Organization Behavior** Credit: 3.
- **DS 3520 – Operations Management** Credit: 3.
- **DS 3840 – Management Information Systems** Credit: 3.
- Communication Elective Credit: 3. [1]

Total: 30

TO:

Junior Year

- **ACCT 3170 - Financial Accounting and Reporting I** Credit: 3.
- **ACCT 3180 - Financial Accounting and Reporting II** Credit: 3.
- **ACCT 3210 - Cost Accounting** Credit: 3.
- **ACCT 3330 - Federal Taxation I** Credit: 3.
- ~~**ACCT 3620 – Auditing I** Credit: 3. Delete~~
- **ECON 3610 - Business Statistics I** Credit: 3.
- **BMGT 3510 - Management and Organization Behavior** Credit: 3.
- ~~**DS 3520 – Operation Management** Credit: 3.Delete~~
- **DS 3840 - Management Information Systems** Credit: 3.
- **FIN 3210 - Principles of Managerial Finance** Credit: 3.
- **MKT 3400 - Principles of Marketing** Credit: 3.
- Communication Elective Credit: 3. [1]

Total: 30

CHANGE 3

FROM:

Senior Year

- ACCT electives Credit: 6. [2]
- **MKT 3400 - Principles of Marketing** Credit: 3.
- **ECON 3320 - Money and Banking** Credit: 3. or
- **ECON 3810 - Intermediate Microeconomics** Credit: 3. or
- **ECON 3820 - Intermediate Macroeconomics** Credit: 3.
- **FIN 3210 - Principles of Managerial Finance** Credit: 3.
- **LAW 3810 - Business Legal Environment and Ethics** Credit: 3.
- **DS 3620 - Business Analytics: Data Driven Decision Making** Credit: 3.
- **BMGT 4930 (5930) - Business Strategy** Credit: 3.
- Business elective Credit: 3. [3]
- Elective Credit: 3. [3]

Total: 30

TO:

Senior Year

- ACCT electives Credit: 3. [2]
- ACCT 3190 Financial Accounting and Reporting III Credit:3
- ~~**MKT 3400 - Principles of Marketing** Credit: 3. Delete~~
- **ACCT 3620 - Auditing I** Credit: 3.
- **DS 3520 - Operations Management** Credit: 3.
- **ECON 3320 - Money and Banking** Credit: 3. or
- **ECON 3810 - Intermediate Microeconomics** Credit: 3. or
- **ECON 3820 - Intermediate Macroeconomics** Credit: 3.

- **LAW 3810 - Business Legal Environment and Ethics** Credit: 3.
- **DS 3620 - Business Analytics: Data Driven Decision Making** Credit: 3.
- **BMGT 4930 (5930) - Business Strategy** Credit: 3.
- Business elective Credit: 3. [3]
- Elective Credit: 3. [3]

Total: 30

CHANGE 4: Edit the footnotes after the Senior Year classes.

FROM:

[1] **SPCH 2410** or **PC 2500** if not taken as part of the General Education Core Communication requirement, ENGL 3250, ENGL 4970 (5970), MET 4010, SPCH 3130, SPCH 3630, SPCH 4430 (5430), SPCH 4620 (5620), SPCH 4630 (5630), FREN/GERM/SPAN 1010 or 1020.

[2] Accounting electives, select two courses:

ACCT 4230 - Advanced Managerial Accounting

ACCT 4340 - Tax Management for Entities

ACCT 4410 – Mergers, Acquisitions, Partnership Equity, and other Topics

ACCT 4530 - Governmental and Not-For-Profit Accounting

ACCT 4600 - Forensic Accounting and Fraud Auditing

ACCT 4700 - International Experiences in Accounting

ACCT 4750 - Auditing in an EDP Environment

ACCT 4800 - Internship in Accounting

[3] Elective courses are to be selected in consultation with the academic advisor. Accounting majors are required to complete a total of 11 elective hours and six communication elective hours for graduation. Departmentally-approved communication courses and electives are to be selected in consultation with the academic advisor and will be completed during the freshman, sophomore, junior, and senior years.

TO

Note:

[1] **SPCH 2410** or **PC 2500** if not taken as part of the General Education Core Communication requirement, PC 3250, ENGL 3250, ENGL 4970 (5970), MET 4010, or BGMT 3720. ~~SPCH 3130, SPCH 3630, SPCH~~ ~~SPCH 4620 (5620), SPCH 4630 (5630), FREN/GERM/SPAN 1010 or 1020.~~

[2] Accounting electives, select ~~two courses~~ one course:

ACCT 4230 (5230) - Advanced Managerial Accounting

ACCT 4340 - Tax Management for Entities

ACCT 4410 – Mergers, Acquisitions, Partnership Equity, and other Topics

ACCT 4530 - Governmental and Not-For-Profit Accounting

ACCT 4600 (5600) - Forensic Accounting and Fraud Auditing

ACCT 4700 (5700) - International Experiences in Accounting

~~ACCT 4750 - Auditing in an EDP Environment~~ DELETE

ACCT 4800 - Internship in Accounting

ACCT 4900 – Special Topics in Accounting

[3] ~~Elective courses are to be selected in consultation with the academic advisor. Accounting majors are required to complete a total of 11 elective hours and six communication elective hours for graduation. Departmentally-approved communication courses and electives are to be selected in consultation with the academic advisor and will be completed during the freshman, sophomore, junior, and senior years.~~ Accounting majors are required to complete eighteen hours of required upper division accounting courses, a three-hour accounting elective, and a three-hour Communications

elective for graduation. Elective courses are to be selected in consultation with the academic advisor.

Tennessee Tech University
Decision Science and Management Department
DS 3525 – Internship in Management

Name of Instructor: Christine Miller
Office Number: 405 Johnson Hall
Office Phone: 372-6251
E-mail: cmiller@tntech.edu

Prerequisites: Approval of Internship Coordinator and Junior or Senior Standing

Text and References: No text needed

Course Description: Prerequisite: Consent of Management Internship Coordinator or Department Chairperson. A directed professional experience in the field of Management. Junior or Senior Standing Required.

Course Objectives: Provide experiential learning for students enrolled in either the General Management or Human Resource Management concentration.

These objectives are related to Learning Objective 1.1 of the College of Business – Business Core Skills and Knowledge.

Teaching Method: Experiential Learning.

Evaluation:

Weekly Log	20%
Student Internship Report	50%
Evaluation of the Student's Supervisor	30%
	100%

Academic Misconduct: Any act of dishonesty in any work (copying assignments, cheating on exams, plagiarism, etc) constitutes academic misconduct. Acts of academic misconduct will be addressed in accordance with university policy.

Disability Accommodation: Students with a disability requiring accommodations should contact the Office of Disability Services (ODS). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112; phone 931-372-6119. **(**Disability Accommodation Policy and Procedures - Tennessee Tech University Faculty Handbook and Student Handbook https://www.tntech.edu/handbooks/facultyhandbook/diabilityaccom)

Tennessee Tech University
Decision Science and Management Department
DS 3500 – Internship in Business and Information Technology

Name of Instructor: Susan Wells
Office Number: 333 Johnson Hall
Office Phone: 372-3334
E-mail: swells2@tntech.edu

Prerequisites: Approval of Internship Coordinator and Junior or Senior Standing

Text and References: No text needed

Course Description: Prerequisite: Consent of BIT Internship Coordinator or Department Chairperson. A directed professional experience in the field of Business and Information Technology. Junior or Senior Standing Required.

Course Objectives: Provide experiential learning for students enrolled in the Business and Information Technology concentration.

These objectives are related to Learning Objective 1.1 of the College of Business – Business Core Skills and Knowledge.

Teaching Method: Experiential Learning.

Evaluation:

Weekly Log	20%
Student Internship Report	50%
Evaluation of the Student's Supervisor	30%
	100%

Academic Misconduct: Any act of dishonesty in any work (copying assignments, cheating on exams, plagiarism, etc) constitutes academic misconduct. Acts of academic misconduct will be addressed in accordance with university policy.

Disability Accommodation: Students with a disability requiring accommodations should contact the Office of Disability Services (ODS). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112; phone 931-372-6119. **(**Disability Accommodation Policy and Procedures - Tennessee Tech University Faculty Handbook and Student Handbook https://www.tntech.edu/handbooks/facultyhandbook/diabilityaccom)

Tennessee Tech University
Decision Science and Management Department
DS 3515 – Internship in Business Intelligence and Analytics

Name of Instructor: Susan Wells
Office Number: 333 Johnson Hall
Office Phone: 372-3334
E-mail: swells2@tntech.edu

Prerequisites: Approval of Internship Coordinator and Junior or Senior Standing

Text and References: No text needed

Course Description: Prerequisite: Consent of BIA Internship Coordinator or Department Chairperson. A directed professional experience in the field of Business Intelligence and Analytics. Junior or Senior Standing Required.

Course Objectives: Provide experiential learning for students enrolled in the Business Intelligence and Analytics concentration.

These objectives are related to Learning Objective 1.1 of the College of Business – Business Core Skills and Knowledge.

Teaching Method: Experiential Learning.

Evaluation:

Weekly Log	20%
Student Internship Report	50%
Evaluation of the Student's Supervisor	30%
	100%

Academic Misconduct: Any act of dishonesty in any work (copying assignments, cheating on exams, plagiarism, etc) constitutes academic misconduct. Acts of academic misconduct will be addressed in accordance with university policy.

Disability Accommodation: Students with a disability requiring accommodations should contact the Office of Disability Services (ODS). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112; phone 931-372-6119. **(**Disability Accommodation Policy and Procedures - Tennessee Tech University Faculty Handbook and Student Handbook https://www.tntech.edu/handbooks/facultyhandbook/diabilityaccom)

Tennessee Tech University
Decision Science and Management Department
ENTR 4900 – Special Topics in Entrepreneurship

Name of Instructor: xxxx (depends on the special topic)
Office Number: 306 Johnson Hall
Office Phone: 372-3160
E-mail: xxxx@tntech.edu

Prerequisites: Approval of Instructor and Junior or Senior Standing

Text and References: xxxx (depends on the special topic)

Course Description: ENTR 4900 – Special Topics in Entrepreneurship. The purpose of this course is to allow College of Business faculty to offer courses on current topics in the field of entrepreneurship.

Course Objectives: xxxx (depends on the special topic)

These objectives are related to Learning Objective 1.1 of the College of Business – Business Core Skills and Knowledge. The primary assessment methods are testing and presentations.

Teaching Method: Lecture, class discussion, hands-on exercises, and problem solving.

Evaluation: xxxx (depends on the special topic)

Academic Misconduct: Any act of dishonesty in any work (copying assignments, cheating on exams, plagiarism, etc) constitutes academic misconduct. Acts of academic misconduct will be addressed in accordance with university policy.

Disability Accommodation: Students with a disability requiring accommodations should contact the Office of Disability Services (ODS). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112; phone 931-372-6119. **(**Disability Accommodation Policy and Procedures - Tennessee Tech University Faculty Handbook and Student Handbook https://www.tntech.edu/handbooks/facultyhandbook/diabilityaccom)

TENNESSEE TECH UNIVERSITY

Department of Chemistry
P.O. Box 5055 • Cookeville, TN 38505-0001 • (931) 372-3421• Fax (931) 372-3434

To: University Curriculum Committee

VIA: College of Arts & Sciences Curriculum Committee

From: Dr. Jeffrey Boles, Chair,
Department of Chemistry

Date: February 24, 2017

Re: New course CHEM 2910

I. Course Addition

CHEM 2910 Undergraduate Research Methods – Lec 1 Credit 1
Prerequisites: Permission of the instructor
CHEM 2910 is designed to introduce undergraduate students to the methods used in conducting research. This course is designed to teach students key skills utilized in a research setting, methods of data analysis, as well as how to disseminate information obtained through research. Upon completion of this course, students will be prepared to work effectively in a chemistry department research lab.

Justification

Although chemistry students have long engaged in undergraduate research projects, the Department has not had a mechanism for providing a consistent introduction to how to work within a research lab setting. As the number of undergraduates conducting research has increased, and as the American Chemical Society (ACS) has modified its requirements for undergraduate professional education in chemistry, the department has sought to incorporate essential skills and ACS guidelines into a course. This course will help students develop the desired skills needed to work successfully in a research lab, while also meeting the updated standards of ACS.

Financial Impact

No additional resources are needed for this request.

Effective Date

Fall 2017

Tennessee Technological University
Department of Chemistry

CHEM 2910 – Introduction to Research Methods (1 Credit Hour)

Course Information:

Course Section: CHEM 2910-001
Course Dates:
Class Time(s):
Class Room:
Semester:
Prerequisites: Permission of the instructor

Instructor Information:

Name:
Email:
Office:
Phone:
Office Hours:

Textbook(s):

None

Course Description & Objectives:

Course Description:

CHEM 2910 is designed to introduce undergraduate students to the methods used in conducting research. This course is designed to teach students key skills utilized in a research setting, methods of data analysis, as well as how to disseminate information obtained through research. Upon completion of this course, students will be prepared to work effectively in a chemistry department research lab.

Course Objectives:

1. Learn what research is, how to overcome obstacles in research projects, and how to work effectively with a research mentor.
2. Complete safety and hazardous materials training leading to the promotion of safety awareness.
3. Learn the ethical treatment of data and how to properly cite sources.
4. Learn to use SciFinder Scholar, RefWorks, and other tools for searching and utilizing the scientific literature.
5. Learn to use ChemDraw for incorporating chemical structures into reports.

6. Learn data and information management (data storage/lab notebook maintenance).
7. Learn to use Excel and other statistical analysis methods for experimental data analysis.
8. Learn how to present and disseminate research findings.
9. Work in small groups to identify and pose research questions for a scientific topic.
10. Group presentations over research questions.

Special Instructional Methods & Platforms:

Teaching Methods:

Lecture and discussion

Resources/Platforms:

iLearn: elearn.tntech.edu

Topics:

Safety training for working in a laboratory
Scientific ethics
How to perform a literature search and use scientific literature
How to use ChemDraw and Excel programs
The proper maintenance of a lab notebook
How to present research findings in various platforms
How to apply the research process to a small group project

Grade Information:

Grade Calculation:

Your course grade will be computed as follows:

Safety Training:	10%
Literature Review:	20%
Group Projects:	20%
ChemDraw:	10%
Excel/Statistical Analysis:	10%
Group Presentation:	15%
Participation:	10%
Attendance:	5%

Grade Assignment:

Your letter grade will be determined according to the following scale **which is subject to change**:

A: 100 – 90%
B: 89 – 80%

C: 79 – 70%
D: 69 – 60%
F: < 59%

Academic Misconduct & Attendance Policies:

Student Academic Misconduct Policy:

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view Tennessee Tech's Policy 217 – Student Academic Misconduct at Policy Central.

Academic Misconduct is defined as "any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes a wide variety of behaviors such as cheating, plagiarism, altering academic documents or transcripts, gaining access to materials before they are intended to be available, and helping a friend to gain an unfair academic advantage". Specific definitions from the policy that apply to the CHEM 2910 curriculum are given below:

- Cheating: Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question
- Plagiarism: Plagiarism is defined as use of intellectual material produced by another person without acknowledging the source

In accordance with Tennessee Tech University policy 217 – Student Academic Misconduct, the standard penalties for academic misconduct in CHEM 2910 are as follows:

- 1st offense: A zero ("0") for the assignment/assessment.
- Any subsequent offenses will carry the same penalty as the 1st offense with the possibility of an automatic failure ("F") assigned for the course in the cases of extreme misconduct at the discretion of the faculty.

Plagiarism and falsification of data is a central issue in science, academia, and society today. Working co-operatively with other students in this course is encouraged (and in the case of group work, mandatory), but the student is responsible for making sure that any written work submitted is expressed in their own words and not those of any other student. Students found in violation of the plagiarism policy will be subjected to the penalties described above.

Examples of plagiarism in the CHEM 2910 curriculum include, **but are not limited to**:

- Intentionally copying the work of another student on assignments.
- Allowing a student to copy your work and submit it as their own – this is especially important with regards to lab partners working collaboratively on projects.

An important rule-of-thumb with regards to academic misconduct – make sure everything you submit is written **in your own words**!

Student Attendance Policy:

From Tennessee Tech Policy 266 – Class Attendance: A student is expected to attend each meeting of every class for which he/she is registered. Regular class attendance is an important part of the total performance required for the satisfactory completion of any course, and an unsatisfactory attendance record may adversely affect the final grade recorded for the course. Unsatisfactory class attendance may result in the student receiving a grade of "F". If a student stops attending a class, the instructor will record a last date of attendance. Depending on the circumstances and timing, the last day of attendance can adversely affect financial aid, scholarships, veteran's benefits and other types of assistance, including the loss of such benefits. For details, view Tennessee Tech's Policy 266 – Class Attendance at Policy Central.

Attendance is regarded as an essential part of the learning process. Attendance in class will be monitored daily by the instructor.

Student attendance will be monitored and reported in accordance with university Flight Plan initiative. **A memo from Student Affairs is required in order for any absence to be considered excused.**

Assignments & Assessment Information:

Safety Training:

You must complete the required minimum safety training modules with satisfactory scores to be able to work in research labs at TTU. Some labs may require additional training in certain areas. The safety training modules can be accessed from TTU computers. Specific instructions for accessing the training modules will be provided in class. Your scores for these training modules will be factored into your course grade as a completion grade.

Literature Review:

The ability to search chemical peer reviewed literature is essential to success in research. You will learn to search the literature resources at TTU through databases such as SciFinder Scholar and the TTU library journals. You will also learn about scientific ethics and how to properly cite sources and treat data.

Group Projects:

You will work in pairs or small groups to participate in the research process by posing a series of questions and possible methods of testing your questions as applied to a scientific topic. You will then present your process to the class in a short group presentation.

ChemDraw:

The ability to correctly draw and represent chemical structures is important when presenting and disseminating research findings. In this course you will learn to use the ChemDraw program to draw structures to include in professional presentations.

Excel:

Chemistry is a quantitative science based on experimentation. You will often have to make measurements and analyze numerical data obtain in your research. This course will help you learn to use Excel to perform calculations and make charts and graphs. You will also learn to perform statistical analysis on numerical data.

Miscellaneous Information:

Materials:

Students should have their own calculator for use in lecture. A simple TI-30 calculator or equivalent is sufficient for the entire CHEM 2910 curriculum.

Office of Disability Services (ODS) Accommodation Statement:

Students with a disability requiring accommodations should contact the Office of Disability Services (ODS). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112; phone 372-6119. For details, view the Tennessee Tech's Policy 340 – Services for Students with Disabilities at Policy Central.

MEMORANDUM

TO: University Curriculum Committee

VIA: Arts & Sciences Curriculum Committee

FROM: Dr. Jeffrey O. Boles, Department of Chemistry

DATE: 23 February 2017

RE: Pre-Professional Health Sciences Curriculum Changes

I. CURRICULUM CHANGES

We are proposing changes to 4 of our 10 Programs:

Pre-Optometry
Pre-Physical Therapy
Pre-Occupational Therapy
Pre-Dental Hygiene

There are no changes to the following programs:

Pre-Medicine
Pre-Pharmacy
Pre-Dentistry
Pre-Physician Assistant
Pre-Medical Technology
Pre-Health Information Management

A. Pre-Optometry

Remove BIOL 2010 - Human Anatomy and Physiology I Credit: 4.

Remove BIOL 2020 - Human Anatomy and Physiology II Credit: 4.

Remove BIOL 3140 - Cellular Biology Credit: 4.

Add Gen Ed Core or Major Credit – 12 credits.

Edit Footnote by adding additional information about recommended biology classes.

B. Pre-Physical Therapy

Remove Social/Behavioral Science Electives Credit 6.

Adjust Electives Credit from 19 to 25.

Remove foot note 2.

C. Pre-Occupational Therapy

Remove word “or” after PSY 2130 - Life Span Developmental Psychology Credit: 3.

Adjust Elective Credit from 6 to 3 credits.

D. Pre-Dental Hygiene

Remove Electives Credit: 6.

Add MATH 1130 - College Algebra Credit: 3. [1]

Add MATH 1530 - Introductory Statistics Credit: 3. [1]

Add HIT 1010 Medical Terminology Credit: 3.

Remove Social/Behavioral Sciences Electives Credit: 6.

Adjust Electives Credit from 3 to 6 credits. [2]

Add Foot note 2. Footnote 1 becomes foot note 2 by editing and adding information about electives courses.

Edit Foot note 1 to elaborate on math options.

II. JUSTIFICATION

The pre-professional health sciences curricula are non-degree granting programs. The requirements for these programs are dictated by the prerequisite courses required by the individual professional schools across the state and across the country. These changes reflect the need to keep our programs up to date with the most recent changes in health professional school entrance requirements.

III. COST — No additional cost is associated with these changes.

Effective Date: Fall 2017.

Pre-Optometry

Freshman Year

BIOL 1105 - Foundations of Biology Credit: 4.

BIOL 1114 - General Zoology Credit: 4.

CHEM 1110 - General Chemistry I Credit: 4.

CHEM 1120 - General Chemistry II Credit: 4.

ENGL 1010 - English Composition I Credit: 3.

ENGL 1020 - English Composition II Credit: 3.

MATH 1730 - Pre-calculus Mathematics Credit: 5.

MATH 1910 - Calculus I Credit: 4.

UNPP 1020 - University Pre-Professional, First-Year Interactions and Advisement Credit: 1.

Total: 32

Sophomore Year

CHEM 3010 - Organic Chemistry I Credit: 4.

CHEM 3020 - Organic Chemistry II Credit: 4.

ENGL 2130 - Topics in American Literature Credit: 3. or

ENGL 2230 - Topics in British Literature Credit: 3. or

ENGL 2330 - Topics in World Literature Credit: 3.

Humanities/Fine Arts Elective Credit: 3.

MATH 1530 - Introductory Statistics Credit: 3.

PHYS 2010 - Algebra-based Physics I Credit: 4.

PHYS 2020 - Algebra-based Physics II Credit: 4.

Electives Credit: 6.

Total: 31

Junior Year

~~BIOL 2010 - Human Anatomy and Physiology I Credit: 4.~~

~~BIOL 2020 - Human Anatomy and Physiology II Credit: 4.~~

~~BIOL 3140 - Cellular Biology Credit: 4.~~

BIOL 3230 - Health Science Microbiology Credit: 4.

Social Science Credit: 6.

PSY 2010 - General Psychology Credit: 3.

CHEM 4610 (5610) - General Biochemistry Credit: 3.

Gen Ed Core or Major Credit: 12.

Total: 28

Note:

For students intending to earn a Bachelor's degree before entering professional school, it is recommended that elective hours be taken from core requirements or a selected degree program. BIOL 2010 - Human Anatomy and Physiology I, BIOL 2020 - Human Anatomy and Physiology II, and BIOL 3140 - Cellular Biology are highly recommended at some optometry schools.

Pre-Physical Therapy

Freshman Year

BIOL 1105 - Foundations of Biology Credit: 4.

BIOL 1114 - General Zoology Credit: 4.

CHEM 1110 - General Chemistry I Credit: 4.

CHEM 1120 - General Chemistry II Credit: 4.

ENGL 1010 - English Composition I Credit: 3.

ENGL 1020 - English Composition II Credit: 3.

MATH 1130 - College Algebra Credit: 3. or

MATH 1710 - Pre-calculus I Credit: 3.

Humanities/Fine Arts Elective Credit: 3. 2

UNPP 1020 - University Pre-Professional, First-Year Interactions and Advisement Credit: 1.

Total: 29

Sophomore Year

BIOL 2010 - Human Anatomy and Physiology I Credit: 4.

BIOL 2020 - Human Anatomy and Physiology II Credit: 4.

ENGL 2130 - Topics in American Literature Credit: 3. or

ENGL 2230 - Topics in British Literature Credit: 3. or

ENGL 2330 - Topics in World Literature Credit: 3.

PHYS 2010 - Algebra-based Physics I Credit: 4.

PHYS 2020 - Algebra-based Physics II Credit: 4.

PSY 2010 - General Psychology Credit: 3.

PSY 2130 - Life Span Developmental Psychology Credit: 3.

Electives Credit: 6.1

Total: 31

Junior Year

EXPW 4440 - Physiology of Exercise Credit: 3.

MATH 1530 - Introductory Statistics Credit: 3. or

PSY 3010 - Statistics and Experimental Design Credit: 3.

~~Social/Behavioral Sciences Electives Credit: 6.~~ [~~2~~]

Electives Credit: ~~19~~ 25. [1]

Total: 31

Note:

1 It is recommended that elective hours be taken from core requirements or a selected degree program.

~~2 Suggested courses include Anthropology, Art History, Economics, English Literature, Fine Arts History, Language, Philosophy, Political Science or Sociology.~~

Pre-Occupational Therapy

Freshman Year

BIOL 1105 - Foundations of Biology Credit: 4.

BIOL 1114 - General Zoology Credit: 4.

CHEM 1110 - General Chemistry I Credit: 4.

ENGL 1010 - English Composition I Credit: 3.

ENGL 1020 - English Composition II Credit: 3.

Humanities/Fine Arts Electives Credit: 6.

PSY 2010 - General Psychology Credit: 3.

SOC 1010 - Introduction to Sociology Credit: 3.

UNPP 1020 - University Pre-Professional, First-Year Interactions and Advisement Credit: 1.

Total: 31

Sophomore Year

BIOL 2010 - Human Anatomy and Physiology I Credit: 4.

BIOL 2020 - Human Anatomy and Physiology II Credit: 4.

ENGL 2130 - Topics in American Literature Credit: 3. or

ENGL 2230 - Topics in British Literature Credit: 3. or

ENGL 2330 - Topics in World Literature Credit: 3.

PHYS 2010 - Algebra-based Physics I Credit: 4.

PSY 2130 - Life Span Developmental Psychology Credit: 3. ~~**or**~~

PSY 4300 (5300) - Adult Psychology Credit: 3.

PSY 4160 (5160) - Abnormal Psychology Credit: 3.

SPCH 2410 - Introduction to Speech Communication Credit: 3.

Electives Credit: ~~**6**~~ **3**. [1]

Total: 30

Junior Year

EXPW 4420 - Kinesiology Credit: 3.

HEC 2220 - Medical Terminology for the Human Sciences Credit: 1. or

HIT 1010 Medical Terminology Credit: 3.

MATH 1530 - Introductory Statistics Credit: 3. or

PSY 3010 - Statistics and Experimental Design Credit: 3.

ANTH 1100 - Introduction to Anthropology Credit: 3.

Electives Credit: 18-20.1

Total: 30

Note:

[1] For students intending to earn a Bachelor's degree before entering professional school, it is recommended that elective hours be taken from core requirements or a selected degree program.

Pre-Dental Hygiene

Freshman Year

BIOL 1105 - Foundations of Biology Credit: 4.

CHEM 1010 - Introduction to Chemistry I Credit: 4. or

CHEM 1110 - General Chemistry I Credit: 4.

CHEM 1020 - Introduction to Chemistry II Credit: 4. or

CHEM 1120 - General Chemistry II Credit: 4.

ENGL 1010 - English Composition I Credit: 3.

ENGL 1020 - English Composition II Credit: 3.

PSY 2010 - General Psychology Credit: 3.

SOC 1010 - Introduction to Sociology Credit: 3.`

~~Electives Credit: 6.~~ [1]

MATH 1130 – College Algebra Credit: 3. [1]

MATH 1530 - Introductory Statistics Credit: 3. [1]

UNPP 1020 - University Pre-Professional, First-Year Interactions and Advisement Credit: 1.

Total: 31

Sophomore Year

BIOL 2010 - Human Anatomy and Physiology I Credit: 4.

BIOL 2020 - Human Anatomy and Physiology II Credit: 4.

BIOL 3230 - Health Science Microbiology Credit: 4.

ENGL 2130 - Topics in American Literature Credit: 3. or

ENGL 2230 - Topics in British Literature Credit: 3. or

ENGL 2330 - Topics in World Literature Credit: 3.

SPCH 2410 - Introduction to Speech Communication Credit: 3.

HEC 2020 - Nutrition for Health Sciences Credit: 3.

HIT 1010 Medical Terminology Credit: 3.

~~Social/Behavioral Sciences Electives Credit: 6.~~

Electives Credit: ~~3~~ 6. ~~1~~ [2]

Total: 30

Notes:

[1] ETSU requires MATH 1530 - Introductory Statistics; UTHSC requires MATH 1130 – College Algebra.

[2]For students intending to earn a Bachelor's degree before entering professional school, it is recommended that elective courses be taken from core requirements or a selected degree program. HIST 2010 - American History I and HIST 2020 - American History II are required pre-requisites at some dental hygiene programs.