University Curriculum Committee

November 20, 2025, Meeting Minutes

The University Curriculum Committee met **Thursday, October 20, 2025,** at **3:00 p.m. via Teams.**

Members Present:

Michael Allen	Michael Hoane	Stephen Robinson
Sean Alley	Sharon Huo	Jennifer Shank
Melinda Anderson	Barbara Jared	Darron Smith
Curtis Armstrong	Christy Killman	Daren Snider
Julie Baker	Peter Li	Dennis Tennant
Angie Briggs	Karen Lykins	Charles Van Neste
Scott Christen	Josh Martin	Jeremy Wendt (chair)
Kent Dollar	Hayden Mattingly	Kevin West
Steve Frye	Allan Mills	Kim Winkle
Julie Galloway	Ben Mohr	Lauren Wright
Gerald Gannod	Thomas Payne	Jinfa Zhang
Mike Gotcher	Richard Rand	
Steven Hayslette	Lindsey Roberts	

Members Absent:

Cheyenne Bare (student)	Colin Hill	Steven Thomas
Jeff Boles	Kelly McCallister	Eli Tidwell (student)
Brittany Copley	Abby McCulley (student)	Fred Vondra
Jie Cui	Linda Null	Braxton Westbrook
Brandi Fletcher	Mohan Rao	(student)
Kim Hanna	Matthew Smith	Chris Wilson
Corey Heineman (student)	Benjamin Sweeney	Liza Zagumny

Official Representative(s):

Ashley Akenson *(for Lisa Zagumny)*	Stacey Browning *(for Kim Hanna)*	Kristen Pickering (for Steve Thomas)

Guests:

Deb Allen	Mary McCaskey	Chad Rezsnyak
Kelly Jones	Andy Pardue	Steven Seiler

UCC Agenda
November 20, 2025

Item #	Unit	Agenda Item	AC/THEC
01	UCC	Approval of Agenda	
02	UCC	Approval of 10/30/25 Minutes	
03	Flight Foundation Legacy Courses	Transition of Gen Ed Courses to Flight Foundations Courses (see table below)	
04	Interdisciplinary Studies	3 New Courses	
05	English	1 New Course	
06	Sociology & Political Science	7 New Courses, 2 Concentration Changes, Change to Minor	
07	Computer Science	3 Curriculum Changes for Flight Foundations	
08	Biology	1 New Course, 3 Curriculum Changes	
09	Mechanical & Nuclear Engineering	20 Course Changes	
10a	Decision Sciences	1 Course Change	
10b	Decision Sciences	2 Course Changes, 1 New Course	
10c	Decision Sciences	1 New Program - concentration elevation	AC/THEC
11	Counseling & Psychology	3 New Courses, 1 Course Deletion	
12	Economics, Finance & Marketing	1 Curriculum Change for Flight Foundations	
13	Other Such Matters	SACSCOC Update	
		Argos Report - students on waitlists	

Flight Foundation Courses Currently Approved by Gen Ed Committee

Communication (9 hours)	Mathematics (3 hours)	Natural Sciences (4-8 hours)	HISTORY (6 hours)	SOCIAL/BEHAVIORAL SCIENCES (6 HOURS)	HUMANITIES/FINE ARTS (6-9 hours)	FINANCIAL & DIGITAL LITERACY (3-4 hours)
English Comp (6 hours)	MATH 1010	ASTR 1010	HIST 2010	ECON 2010	ART 1035	DLED 2000
ENGL 1010	MATH 1420	ASTR 1020	HIST 2020	ECON 2020	ART 2000	ENGL/PC 2800
ENGL 1020	MATH 1530	BIOL 1010		GEOG 1012	ART 2020	FIN 2080
English oral comm (3 hrs)	MATH 1630	BIOL 1020		GEOG 1130	ENGL 2130	HEC 3011
COMM 2025	MATH 1710	BIOL 1113		JOUR 1110	ENGL 2235	JOUR 1500
PC 2500	MATH 1720	BIOL 1123		NURS 2400	ENGL 2330	
	MATH 1730	BIOL 2310		POLS 1030	FLST 2520	
	MATH 1830	BIOL 1090		PSY 1030	FREN 2510	
	MATH 1845	BIOL 2010		SOC 1010	HIST 2210	
	MATH 1904	BIOL 2020		WGS 2010	HIST 2220	
	MATH 1910	CHEM 1020			HIST 2310	
		CHEM 1110			HIST 2320	
		CHEM 1120			HIST 1310	
		CHEM 1090			MUS 1030	
		CHEM 1710			PHIL 1030	
		GEOG 2100			PHIL 2250	
		GEOL 1040			RELS 2010	
		GEOL 1045			SPAN 2510	
		GEOL 1090			SPAN 2550	
		PHYS 1090				
		PHYS 2010				
		PHYS 2020				
		PHYS 2110				
		PHYS 2120				

Proceedings:

Confirming that a quorum was present, Dr. Jeremy Wendt called the meeting to order via Teams at 3:01 p.m.

1. **Approval of Agenda**
   Motion to approve: Julie Baker
   Second: Stacey Browning
   Vote: Motion Carried

2. **Approval of Minutes – October 30, 2025**
   Motion to approve: Julie Baker
   Second: Sharon Huo
   Vote: Motion Carried

3. **General Education Legacy Courses Transitioning to New Flight Foundations**
   The General Education Committee met November 7, 2025, to discuss and vote on courses submitted for inclusion in the Flight Foundations (General Education) curriculum. The committee approved the
   following courses:

   - **Legacy Courses Approved**
     - **Humanities and Cultural Expression**
       - MUS 1030 Music Appreciation
       - SPAN 2550 Latin American Culture and Civilization

     - **Scientific Reasoning**
       - BIOL 1010 Introduction to Biology I
       - BIOL 1020 Diversity of Life
       - BIOL 1123 General Biology II
       - CHEM 1020 Introductory Chemistry II
       - GEOL 1040 Physical Geology
       - GEOL 1090 Concepts of Geology

     - **Social and Behavioral Sciences**
       - GEOG 1012 Cultural Geography
       - JOUR 1110 Media and Social Institutions
       - PSY 1030 Introduction to Psychology

     - **Financial and Digital Literacy**
       - ENGL/PC 2600 Digital Literacy
       - JOUR 1500 Media Literacy in a Digital Age
       - DLED 2000 Digital Literacy: Media, Information and Design (3 hrs)
       - FIN 2000 Personal Finance

   Motion to approve: Julie Baker
   Second: Melinda Anderson
   Vote: Motion Carried

4. **Interdisciplinary Studies**
   Course additions:

   a. **Course Title – LIST 3451 – Financial Literacy 2   Lec 1, Credit 1**
      Course Description: This course focuses on the important topic of financial literacy. The course explores the topics of budgets, insurance, banking, credit scores, and identity theft. The information in the workshop can be used to make informed financial decisions. Prerequisites: None.

      Justification: This workshop has been successfully offered as a special topics workshop since Fall 2020.

      Effective Date: Spring 2026

      Financial Impact: No additional resources are needed for this request.

   b. **Course Title – LIST 3452– Financial Literacy 1   Lec 1, Credit 1**

      Course Description: This course focuses on the important topic of financial literacy. The course explores the topics of repaying student loans, buying a house, creating a financial plan, investing, planning for retirement, health insurance, understanding your paycheck, and credit cards. The information in the workshop can be used to make informed financial decisions. Prerequisites: None.

      Justification: This workshop has been successfully offered as a special topics workshop since Fall 2020.

      Effective Date: Spring 2026

      Financial Impact: No additional resources are needed for this request.

   c. **Course Title – LIST 2000 – The Rhetoric of Science   Lec 1, Credit 1**
      Course Description: This course will explore the implications of understanding and reporting scientific research data. Students will explore the importance of presenting research data effectively and ethically, and the role that subjective rhetoric plays in objective science data communication. Prerequisites: None

      Justification: This course has been successfully offered as a special topics course.

      Effective Date: Spring 2026

      Financial Impact: No additional resources are needed for this request.

Tennessee Tech University
School of Professional Studies
LIST 2000: The Rhetoric of Science

Online, 1 credit hour

Instructor Information

Instructor's Name:
Office:
Telephone Number:
Email:

Course Information

Prerequisites: None

Course Description

This course introduces students to the core concepts and practices of the rhetoric of science. We will move beyond the traditional view of science as purely objective and explore how scientific knowledge is produced, debated, and disseminated through language, visuals, and arguments. Topics include the ethos of the scientist, the role of metaphor, public science communication, and the rhetoric of controversy. **Learning Objectives**

Upon successful completion of this course, students will be able to:

- Identify and analyze rhetorical strategies in scientific texts and popularizations.

- Discuss the relationship between scientific authority (ethos) and persuasive success.

- Critically evaluate the rhetorical dimensions of public science debates.

- Apply rhetorical theory to analyze the communication of scientific findings. **Readings**

All readings will be OERs. No textbooks will be needed for the course.

Weekly Schedule

Week	Theme	Key Concepts	Readings / Activities	Assessments
1	**Is It Unscientific to Talk About Science?**	Scientific Ethos, Emotions and Research	[The Role of Human Emotions in Science and Research](#) (TedTalk: emotions and logic do not have to oppose each other).	**Short Rhetorical Analysis of Nobel acceptance speech. (20%)**
2	**What is data?**	Data, perception, and science	[Data and Perceptions: We are All Data Scientists](#) (Ted Talk: Luke Horgan: what gets measured, gets managed) or [We're All Data Scientists](#) (Ted Talk: Rebecca Nugent)	Respond to Discussion Board questions
3	**The Responsibility of Rhetoric in Scientific Communication.**	Invention (Finding Arguments), Warrant, *Dissensus*	[How Big Data Can Influence Decisions That Actually Matter](#) (Ted Talk: Prukalpa Sankar)	**Short Rhetorical Analysis comparing the Ted Talks (20%)**

Week	Theme	Key Concepts	Readings / Activities	Assessments
5	**The Public Communication of Science**	Popularization, Boundary Work, Deficit Model vs. Contextual Model	Selections from **Alan G. Gross** and **Jeanne Fahnestock** on popularization; Analysis of science journalism (e.g., articles from *The New York Times* or *Scientific American*).	**Short Rhetorical Analysis (20%)**

	Rhetoric of Scientific Controversy.	Timing, and the Public Sphere, Pseudoscience	Readings on specific science controversies (e.g., climate change communication, vaccination debates, or historical debates like continental drift).	Respond to Discussion Board questions
7	**Scientific Authority and Ethics**	Trust, Authority (Ethos), Credibility Crisis, Policy	Selections on the rhetoric of expertise and policy (**Sheila Jasanoff**); Review of ethical rhetoric	**Final Project/Paper Due (20%)**
Week	**Theme**	**Key Concepts**	**Readings / Activities**	**Assessments**
			and the responsibilities of the scientist as communicator.	

Grading and Evaluation Procedures

There are no extra credit options in this course. There is no "do-over" or resubmission of assignment option. The course grade will be calculated from the earned points, out of a total 100, for the final paper.

Evaluation Methods:	Possible Points:
Response Papers	80%
Discussion Board	20%
TOTAL POINTS POSSIBLE	100

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

Course Policies

Student Academic Integrity Policy

Maintaining high standards of academic integrity in every class is critical to the reputation of Tennessee Tech, its students, faculty, alumni, and the employers of Tennessee Tech graduates. Academic integrity is at the foundation of the educational process and key to student success. Students with academic integrity are committed to honesty, ethical behavior, and avoiding academic integrity violations. All students must read and understand Policy 216: Student Academic Integrity. Please see the Academic Integrity website (https://www.tntech.edu/provost/academicintegrity/) for more information.

AI policy statement: Not Permitted in This Course

In this course, Generative AI resources are not permitted. Students are expected to do all coursework themselves, as an individual or collectively, as designated by the instructor per assignment. The use of a Generative AI Tool to complete coursework constitutes academic misconduct for this course. Attendance Policy

Attendance and participation will be determined by how well you complete your assignment by the project deadline.

Students who are unable to attend class for an extended period of time due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact the Office of the Vice President for Student Affairs at studentaffairs@tntech.edu to request an absence notification.

Class Participation

Information in the syllabus is a guide for the course. The faculty member reserves the right to make changes as necessary to the schedule and content. If changes are necessitated

during the course of the workshop, the faculty will notify students by email and post the notification and nature of changes(s) in iLearn. It is the student's responsibility to check email daily, login to iLearn regularly, and check for announcements on the course homepage.

- Students are required to log on to the course iLearn site and check TTU E-mail on a regular basis; *remember, TTU E-mail is NOT the messenger system in iLearn.* We recommend checking your TTU E-mail a <u>minimum</u> of three times per week. Please respond to faculty E-mail or telephone calls within 48-72 hours.

- Participation *is required* for the class assignment.

- Students are expected to maintain a respectful and professional demeanor always. Students are expected to abide TTU's Honor Code. Plagiarism is strictly prohibited. A breach of these standards may result in failure of an assignment or the entire course.

Assignments and Related Policy
All assignments are due by the dates noted in iLearn.

Disability Accommodation

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – <u>services for students with disabilities at policy central</u>.

Additional Resources

Technical Help
If you are experiencing technical problems, visit the <u>myTech IT Helpdesk</u> for assistance.

If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed <u>here</u>)visit the <u>Center for Innovation in Teaching and Learning</u> (CITL) website or call 931-372-3675 for assistance.

For accessibility information and statements for our instructional technologies, visit the <u>CITL's</u> <u>Learner Success Resource page.</u>

Tutoring
The university provides free tutoring to all Tennessee Tech students. Tutoring is available for any class or subject, as well as writing, test prep, study skills, and resume support. Appointments are scheduled, so contact the <u>Learning Center website</u> for more information.

Health and Wellness

Counseling Center

The Counseling Center offers brief, short-term, solution-focused therapeutic interventions for Tennessee Tech University students. The staff of the Counseling Center is available to assist students with their personal and social concerns in hopes of helping them achieve satisfying educational and life experiences. To learn more or schedule an appointment, visit the [Counseling Center website](#).

Health Services

Health Services offers high-quality, affordable care that is accessible and promotes the health and wellness of our Tennessee Tech community. Visit the [Health Services](#) website to learn more.

Pandemic Protocols

Each student must take personal responsibility for knowing and following any University protocol related to pandemics and other public health events. Students are expected to follow all directives published by Tennessee Tech on its official webpage. As conditions related to the COVID-19 pandemic change, the University's COVID-19 protocols are also likely to change.

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Tennessee Technological University
School of Interdisciplinary Studies
LIST 3451 - Financial Literacy 1
Financial Wellness, Insurance, and Credit Ratings
One Credit

Instructor:

Email:

Phone:

Prerequisites: N/A

Textbook: N/A

Course Description: This course focuses on the important topic of financial literacy. The course explores the topics of budgets, insurance, banking, credit scores, and identity theft. The information in the workshop can be used to make informed financial decisions.

The course is a collaboration with iGrad. iGrad was created to empower students and families to make effective and informed decisions concerning personal finance, student loans, and career paths.

Course Objectives/Student Learning Outcomes:

After completing this course students will be better able to:

1. Know your Money Personality

2. Evaluate and design a budget

3. Better understanding the variables associated with buying or leasing a car

4. Understand the different types of insurance and the need for insurance

5. Recognize the role of banking beyond checking and saving

6. Types of financial institutions

7. Protection from identity theft and scams

8. Mastering credit scores

9. Understanding credit scores

Special Instructional Platform /Materials: iLearn

Course Evaluation Procedure

All eight modules of the course must be completed. Each module contains videos, readings, and a quiz. All assignments must be uploaded through iLearn. Students must attain at least 80% in the iGrad components to receive credit for the assignment. You must submit a pdf or screen shot of the "Course Completion" page. Each module has a 25-point quiz. The quizzes can be accessed through the Quiz link under the Assessment link.

Total points: 400

Grading Scale

A = 360-400, B = 320-359, C = 280-319, D = 240-279, F = BELOW 239

Class 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 217 describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. Effective July 20, 2023, the university's student academic misconduct policy has been revised and is published at [Policy Central](#). Students are expected to review and read this policy as part of their orientation to the syllabus and the course expectations.

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Tennessee Tech on its official webpage. As conditions related to the COVID-19 pandemic change, the University's COVID-19 protocols are also likely to change. Students are expected to monitor the University's official webpage to stay up to date on public health protocols.

**Tennessee Technological University School of
School of Interdisciplinary Studies
LIST 3452- Financial Literacy: Financial
Investments, Retirement, and Credit Cards
One Credit**

Instructor:

Email:

Phone:

Prerequisites: N/A

Textbook: Course materials provided through iLearn.

Course Description: This course focuses on the important topic of financial literacy. The course explores the topics of repaying student loans, buying a house, creating a financial plan, investing, planning for retirement, health insurance, understanding your paycheck, and credit cards. The information in the workshop can be used to make informed financial decisions.

The course is a collaboration with iGrad. iGrad was created to empower students and families to make effective and informed decisions concerning personal finance, student loans, and career paths.

Course Objectives/Student Learning Outcomes:

After completing this course students will be better able to:

1. Know your Salary Expectations

2. How to repay student loans

3. Buying a home

4. Creating a financial plan

5. Investing to build wealth

6. Planning for retirement

7. Understanding health insurance

8. Understanding your paycheck

9. Using credit cards responsibly

Special Instructional Platform /Materials: iLearn

Course Evaluation Procedures

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Total points: 400

Grading Scale: A = 360-400, B = 320-359, C = 280-319, D = 240-279, F = BELOW 239
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Motion to approve: Julie Baker
Second: Lindsey Roberts
Vote: Motion Carried

5. **ENGLISH**
   a. **Course Addition**

   ENGL 1100 English Explorations (See attached syllabus.) Lec. 3. Cr. 3.
   Prerequisites: None. This course introduces students to the English major and develops career readiness.

   Catalog course description:

   > "Introduces students to the English major and resources for success. Students explore career opportunities, develop professional artifacts, and engage in seminar discussions of how English intersects with emerging technologies."

   Justification: The new curriculum for the university now requires a QEP foundations experience for all majors that includes a "career readiness" component. This course will fulfill that requirement.

   Effective Date: Fall 2026

   Financial Impact: None

ENGL 1100 English Explorations (Draft)

Required of all English majors · First year second semester

Catalog Description

ENGL 1100 English Explorations. Lec. 3. Credit 3.

Introduces students to the English major and resources for success. Students explore career opportunities, develop professional artifacts, and engage in seminar discussions of how English intersects with emerging technologies.

Instructor Information Instructor:

Office:

Telephone Number:

Email:

Office Hours:

Modality

This class is taught in person.

Student Learning Outcomes

By the end of this course, students will be able to:

1. Identify pathways within the English major and describe how courses scaffold into ENGL 3000 and beyond.

2. Apply foundational English practices (close reading, annotation, research resource use) in short disciplinary tasks.

3. Develop and present professional artifacts (Gold Career Readiness Certificate, résumé, Handshake, LinkedIn profile, academic/professional bio).

4. Discuss how emerging technologies are shaping English-related fields and articulate the implications of those technologies for their academic and professional futures.

5. Explore and document out-of-class experiences relevant to the major.

Assessment (equal weighting)

- Gold CRC completion and reflection – 25%

- Professional artifacts – 25%

- Disciplinary reflections & activities – 25%

- Participation & showcase 25%

Grading Scale

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 0-59

Attendance Policy

Attendance is required. If you miss a class meeting due to a university-sanctioned event, please provide documentation from your coach or supervisor. If you are unable to attend class for an extended time due to an emergency, contact the Office of the Vice President for Student Affairs at studentaffairs@tntech.edu to request an absence notification. If you are absent more than three class periods (other than those sanctioned by Tennessee Tech or excused by Student Affairs, your final grade will drop a letter for each day absent. More information on attendance can be found on Tennessee Tech's Academic Catalog website.

AI Guidelines

In this course, Generative AI resources are allowed to be used for specific assignments or within set parameters, as designated by the instructor. To ensure academic integrity, students must openly disclose any AI-generated material they utilize and provide proper attribution. This includes in-text citations, quotations, and references. To indicate the use of a Generative AI

resource, a student should include the following statement in their assignments: "The author(s) acknowledge the utilization of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was employed in the following manner(s) within this assignment [e.g., brainstorming, grammatical correction, citation, specific section of the assignment]." Proper citation guidelines can be found on the CITL website.

Class Participation

You are encouraged to share your ideas and experiences with other students in the class. Please refrain from extracurricular use of your phone or your computer. Assignments must be completed on time for full credit. A letter grade will be deducted from a project grade for each day the project is submitted late.

Accessible Education Center (AEC) Accommodation Statement

Students with a disability requiring academic adjustment and accommodations must contact the Accessible Education Center (EAC). AEC is located in the Roaden University Center Room 112; phone 372-6119. For more information see Tennessee Tech Policy 340 (Services for Students with Disabilities) at Policy Central.

Plagiarism and Other Forms of Academic Misconduct

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Innovation in Teaching and Learning (CITL) website or call 931-372-3675 for assistance. For accessibility information and statements for our instructional technologies, visit the CITL's Learner Success Resource page. Tutoring

The university provides free tutoring to all Tennessee Tech students. For free one-onone writing assistance, visit the Writing Excellence Studio at Tech (WEST) in Henderson Hall 306B, or schedule a virtual conference online. Please note this is not an editing service, but the chance to work with a trained consultant to improve your skills as a writer. For more information, including how to schedule an appointment, visit [their website](#).

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   Students are expected to follow all directives published by Tennessee Tech on its official webpage.
2. As conditions related to the pandemic change, the university's COVID-19 protocols are also likely to change. Students are expected to monitor the university's official webpage to stay up to date on public health protocols.
3. Students who refuse to comply with university protocols will be reported to the Tennessee Tech Dean of Students.

Weekly Plan (Fall 15 weeks)

Week 1 – Welcome to English

Orientation, course goals, advising pathways.

Reflection: Why English? Identity + career myths.

AI strand: What is AI literacy for English majors?

Week 2 – Mapping the Major

Faculty panel/guest intros (Concentrations Lit., Rhetoric & Language, CW, THEA, PTC, Certificates).

Activity: Students' "major maps."

CRC Pillar 1: Exploring Interests & Getting Involved.

Week 3 – Core Academic Skills

Annotation + close reading demo; short practice.

Library resources visit.

AI strand: Using AI for annotation & source triage (with ethical limits).

Week 4 – Subfield Focus: Literature

Guest micro-talk + mini-analysis activity. (Lit)

Reflection: What counts as evidence in literary studies?

CRC milestone: workshop sign-up.

Week 5 – Subfield Focus: Rhetoric & Language

Guest micro-talk + data activity (dialect map, IPA puzzle, corpus).(Lang and Rhet)

AI strand: Language models vs. linguistics.

CRC workshop: Résumé basics.

Week 6 – Subfield Focus: Creative Writing Guest

micro-talk + writing exercise.(CW)

Discussion: AI and creativity.

Artifact workshop: Draft résumé v.1.

Week 7 – Subfield Focus: Professional & Technical Communication

Guest micro-talk + document design exercise.(PTC) *AI strand*: AI in

workplace writing/editing.

Artifact workshop: Build Handshake profile.

Week 8 – Subfield Focus: Theatre

Guest micro-talk + document design exercise

AI and the theatre

Artifact workshop: Peer+ instructor feedback

Week 9 – Career Competencies

CRC focus: Leadership, professionalism.

Practice: mock introductions/networking.

Resume revision (peer + instructor feedback)

Week 10 – English & Emerging Technologies (deep dive I) Case

study (for example): AI in publishing and editing.

Debate: opportunities vs. risks for English majors.

CRC milestone: interview prep session.

Week 11 – English and Emerging Technologies (deep dive II)

Case study (for example) AI in linguistics research and language learning Reflection:

human judgment vs. machine output.

Artifact checkpoint: all three (résumé, Handshake, LinkedIn) in draft form.

Week 12 – Career Applications Alumni/upper-level

student panel.

Reflection: Where am I headed?

CRC milestone: mock interview practice.

Week 13 – Integrating Paths

Workshop: personal statement/short academic bio (100 words).

AI strand: using AI to test language clarity (revision, not ghostwriting).

Peer feedback exchange.

Week 14 – Student Showcase

Mini-presentations: "My English Pathway" (includes AI reflection + career readiness).

CRC wrap-up: ensure all documentation gathered.

Week 15 – Reflection & Next Steps

Submit final portfolio (résumé, Handshake, LinkedIn, bio, CRC documentation, reflection essay).

Advising for next semester (esp. preparing for ENGL 3000). Consider your major map from the first week.

Financial Impact: This proposed course requires no additional financial resources.

> ***Motion to approve:*** Julie Baker
> ***Second:*** Steve Frye
> ***Vote:*** Motion Carried.

6. **Sociology & Political Science**
   a. Addition of the following courses to the Undergraduate Catalog – to be cross-listed with corresponding graduate courses:
      i. SW 4110: Poverty, Inequality, & Social Justice (3 hours)
      ii. SW 4175: Introduction to Social Welfare Policy (3 hours)
      iii. SW 4005: Rural Social Work (3 hours)
      iv. SW 4010: School Social Work (3 hours)
      v. SW 4015: Medical Social Work (3 hours)
      vi. SW 4020: Forensic Social Work (3 hours)
      vii. SW 4025: Social Work with Children & Youth (3 hours)

   b. A modification to the current Social Work Minor (SOSW-MIN) in the Undergraduate Catalog from "A minor in Social Work consists of 15 hours in SW courses (six hours must be at the 30004000 level)" to the following:
      Course Requirements (15 hours total):
      • SW 1800: Introduction to Social Work (3 hours)
      • SW 2010: Human Behavior in the Social Environment I (HBSE I) (3 hours)
      • SW 2020: Human Behavior in the Social Environment II (HBSE II) (3 hours) *or* SW 4000: Substance Misuse, Addiction, & Recovery (3 hours)
      • SW 4110/5110: Poverty, Inequality, & Social Justice (3 hours)
      • SW 4175/5175: Introduction to Social Welfare Policy (3 hours)
      The Social Work minor is a 15-hour undergraduate program designed for students from any major who are interested in the social work profession and/or planning to pursue a Master of Social Work (MSW) degree. This minor provides a strong foundation in

coursework on social work practice. Students will engage in the study of human needs, social systems, and social justice issues including poverty, inequality, and public policy. This flexible and practical minor is an excellent complement to majors such as sociology, psychology, criminal justice, nursing, education, and more.

Students can also apply to complete the Social Work minor as part of the MSW Pathway (Fast Track), in which they can complete six hours of dual credit undergraduate/graduate coursework while pursuing their undergraduate program of study and three hours can be completed as a graduate course through the Request for Graduate Course for Undergraduate or Graduate Credit option. See the Graduate Catalog for additional details and entrance requirements for the fast-track option.

c. Creation of MSW Pathway, which is a new Fast Track program that would allow undergraduate students to complete dual credit undergraduate/graduate coursework toward the Master of Social Work (MSW) as an undergraduate. Students approved for the MSW Pathway would :
   i. Complete SW 4110/5110 and SW 4175/5175 as dual credit
   ii. Be approved to take one of the following graduate courses as an undergraduate through the Request for Graduate Course for Undergraduate or Graduate Credit option:
      a) SW 4005/5005: Rural Social Work
      b) SW 4010/5010: School Social Work
      c) SW 4015/5015: Medical Social Work
      d) SW 4020/5020: Forensic Social Work

The MSW Pathway combines the 15-hour requirement of the Social Work minor with the option of taking an additional graduate-level through the Request for Graduate Course for Undergraduate or Graduate Credit option. Students register for the 5000-level sections of the dual credit courses, and, during their last semester, they can complete a graduate-level course. The graduate level course will not be part of their undergraduate program of study.

Dual-Credit Courses:
   • SW 4110/**5110**: Poverty, Inequality, & Social Justice (3 hours)
   • SW 4175/**5175**: Introduction to Social Welfare Policy (3 hours)

Graduate Course:
   • One of the following (3 hours):
      o SW 4005/**5005**: Rural Social Work
      o SW 4010/**5010**: School Social Work
      o SW 4015/**5015**: Medical Social Work
      o SW 4020/**5020**: Forensic Social Work
      o SW 4025/**5025**: Social Work with Children & Youth

For students to participate in the MSW Pathway, they will submit a formal application to the Department of Sociology and Political Science during their junior year. The application includes:

- Verification of a cumulative 3.0 GPA
- Two letters of recommendation from faculty familiar with their academic performance
- A brief essay addressing their interest in the social work profession and future graduate study in the MSW program.

Successful applications must have a minimum of a 3.0 cumulative GPA, two positive recommendations from faculty members, and a compelling essay explaining their interest in the social work profession and future graduate study in the MSW program.

Admission to the MSW Pathway will not guarantee admission to the MSW program at Tennessee Tech.

However, if a student is later accepted into the MSW program, the 5000-level courses completed with a minimum grade of "B" through the MSW Pathway (up to 9 credit hours) will be fully applied to their graduate degree requirements.

Financial Impact: SW 1800, SW 2010, SW 2020, and SW 4000 are currently offered annually, and no additional faculty would be necessary. The upper-level courses would be offered by new hires that begin in the fall of 2026. No additional costs are anticipated.

Effective Date: The proposed start date for the MSW Pathway (and revised Social Work minor) is **Fall 2026**.

Justification
The MSW Pathway allows Tennessee Tech to be competitive with institutions with traditional BSW-toMSW fast-track options by creating an efficient, cost-effective, and accelerated route to the MSW. This option does not require students to have a BSW. In fact, it allows undergraduates from any major to complete up to nine hours of graduate-level MSW coursework during their senior year, reducing both the time and cost to MSW degree completion. This positions Tennessee Tech to compete directly with institutions that rely on the BSW-to-MSW pipeline by offering an attractive, flexible alternative that broadens access and serves a wider student population. Importantly, this initiative also strengthens the pipeline from undergraduate to graduate social work education by allowing current Sociology majors in the Social Work Concentration to transition more seamlessly into the MSW, even before a BSW program is formally established.

In addition to supporting Sociology majors, the MSW Pathway creates a powerful recruitment tool for attracting students from a wide range of undergraduate programs at Tennessee Tech. Many disciplines— such as psychology, nursing, human ecology, education, and criminal justice—draw students who are passionate about helping professions but may not initially consider social work as a career path. By providing a clear, accessible opportunity to explore graduate-level social work coursework while still

completing their undergraduate degree, the MSW Pathway encourages these students to envision a future in social work and continue their education at Tennessee Tech. This not only broadens the pool of applicants for the MSW program but also promotes interdisciplinary collaboration and increases the diversity of experiences and perspectives within the program. As a result, Tennessee Tech strengthens both the reach and impact of its MSW program while cultivating a new generation of social workers prepared to meet the complex needs of their communities.

Tennessee Tech University
Department of Sociology & Political Science
Master of Social Work Program
SW 4110: Poverty, Inequality, & Social Justice (3 credit hours, online)
Semester, Year

Instructor Information

Instructor's Name

Office

Telephone Number Campus
Email

Course Information

Prerequisites

SW 1800: Introduction to Social Work

SW 2010: Human Behavior in the Social Environment I (HBSE I)

Texts and Resources

Rank, M. R., Eppard, N., & Bullock, H. E. (2021). *Poorly understood: What America gets wrong about poverty*. Oxford University Press.

Iceland, J. (2019). *Poverty in America: A handbook* (3rd ed.). University of California Press. Additional peer-reviewed journal articles, policy briefs, and reports will be provided by the instructor.

Course Welcome and Description

This course critically examines the structural, economic, and social dimensions of poverty and inequality in the United States and globally, with a focus on their implications for social work practice. Students will explore historical and contemporary theories of poverty, the role of social policy, and the intersections of race, class, gender, and other identities in shaping experiences of disadvantage. Emphasis will be placed on analyzing systemic barriers, understanding the lived realities of marginalized populations, and evaluating policy and practice interventions designed to promote equity and social justice. Through online readings, case studies, discussion forums, and applied projects, students will strengthen their capacity to advocate for social change, advance human rights, and engage in practice that challenges oppression and fosters inclusion.

Course Objectives/Student Learning Outcomes

By the end of this course, students will be able to analyze poverty and inequality using historical, theoretical, and social policy perspectives. They will critically assess how race, class, gender, and other intersecting identities shape experiences of disadvantage, and they will evaluate systemic barriers to equity. Students will demonstrate the ability to apply social work values and ethics to

Reviewed and Revised July 21, 2025

assess, critique, and advocate for policy and practice interventions that address structural inequalities. They will also strengthen their advocacy and communication skills by engaging in online forums, case analyses, and applied projects designed to promote human rights, social justice, and inclusion.

CSWE Competency Alignment	Students will be able to...
C1 – Demonstrate Ethical and Professional Behavior	Apply ethical frameworks to analyze systemic poverty and inequality in social work practice.
C2 – Engage Diversity and Difference in Practice	Examine the intersections of race, class, gender, and other identities in shaping poverty and inequality.
C3 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Develop advocacy strategies to promote equity and social justice in local and global contexts.
C4 – Engage in Practice-Informed Research and Research-Informed Practice	Critically evaluate research on poverty and inequality to inform practice interventions.
C5 – Engage in Policy Practice	Assess and critique social policies related to poverty and inequality, and propose reforms.
C6 – Engage with Individuals, Families, Groups, Organizations, and Communities	Collaborate in online projects to identify and address community needs related to inequality.

Major Teaching Methods

This course is delivered online and uses a combination of asynchronous modules, interactive discussion forums, and occasional synchronous sessions (via Zoom or Teams) for collaborative activities. Teaching methods include guided readings, multimedia resources (podcasts, documentaries, and recorded lectures), online discussion boards, case-based learning, and group projects. Peer-to-peer interaction is emphasized through structured online forums and collaborative assignments, ensuring students engage critically with one another and with course material. The online format provides flexibility while maintaining high expectations for active participation, critical analysis, and reflective practice.

Special Instructional Platform/Materials

This course will require the use of iLearn. All assignments and important class updates will be posted to our course page. It is your responsibility to ensure you have access to a working computer and internet to complete your work on time. For general computing issues or iLearn/email/TTU-connected software problems, you must contact the Tech Helpdesk promptly for assistance.

Topics to be Covered

- Historical and contemporary theories of poverty
- Structural inequality and systemic oppression
- Intersections of race, class, gender, and other identities

- Social welfare policy responses to poverty and inequality
- Housing, health, and child welfare inequalities
- Global perspectives on poverty and inequality
- Frameworks for policy and practice analysis
- Advocacy strategies for promoting equity and social justice

Course Schedule

Week	Topic	Key Readings/Media	Assignments/Activities	SLOs
Week 1	Introduction to Poverty & Inequality	Rank et al., Ch. 1	Online icebreaker discussion; Syllabus quiz	C1
Week 2	Historical Perspectives on Poverty	Rank et al., Ch. 2	Reflection Journal #1 (online submission)	C1, C2
Week 3	Theories of Poverty	Rank et al., Ch. 3	Small-group online discussion board	C4
Week 4	Structural Inequality & Race, Class, Gender	Desmond, *Evicted*, Ch. 1–2	Case analysis forum	C2, C3
Week 5	Lived Realities of Marginalized Populations	Selected articles, podcast	Reflection Journal #2	C2
Week 6	Poverty and Policy in the U.S.	Rank et al., Ch. 4	Policy brief outline (uploaded online)	C5
Week 7	Midterm Module – Policy & Inequality	Review readings	Midterm Policy Critique Paper	C1–C5
Week 8	Global Dimensions of Inequality	UN & World Bank reports	Online discussion (global focus)	C3
Week 9	Housing & Homelessness	Desmond, *Evicted*, Ch. 3–6	Reflection Journal #3	C3
Week 10	Health & Inequality	Selected health policy readings	Policy debate in discussion forum	C5
Week 11	Child Welfare & Inequality	Rank et al., Ch. 5	Group project collaboration via LMS	C6
Week 12	Policy Frameworks for Analysis	Rank et al., Ch. 6	Applied framework exercise (uploaded)	C4, C5
Week 13	Advocacy & Social Justice Practice	Supplemental readings	Group presentations (online video submission)	C3, C6
Week 14	Course Integration & Final Reflections	Course summary readings	Final Policy Advocacy Paper	All

Grading and Evaluation Procedures

Assignment / Assessment	Weight
Online Participation & Discussion Forums	20%
Reflection Journals (3)	15%
Midterm Policy Critique Paper	20%
Policy Brief (Applied Assignment)	20%
Group Project & Online Presentation	15%
Final Policy Advocacy Paper	10%

Online Participation & Discussion Forums (20%)

Description:
Students will participate in weekly online discussion boards by responding to prompts and commenting on at least two classmates' posts.

Purpose:
Supports critical thinking, peer interaction, and application of course concepts in an online environment.

Linked SLOs & Competencies:
C1, C2, C6

Reflection Journals (15%) Description:
Three short reflection journals connecting weekly readings to course concepts and personal insights, submitted online.

Purpose:
Encourages students to reflect on learning and connect theory to social work practice. **Linked SLOs & Competencies:**

C1, C2, C3

Midterm Policy Critique Paper (20%) Description:
A written paper analyzing a current social policy related to poverty or inequality, highlighting strengths, weaknesses, and implications for social justice.

Purpose:
Develops foundational skills in policy analysis and critique.

Linked SLOs & Competencies:
C4, C5

Policy Brief (Applied Assignment) (20%) Description:
Students will prepare a policy brief addressing a systemic barrier to equity, including clear recommendations for change.

Purpose:
Builds practical writing skills and an understanding of advocacy processes.

Linked SLOs & Competencies:
C3, C5

Group Project & Online Presentation (15%) Description:
In groups, students will research a policy issue and create a video or narrated slide presentation outlining an advocacy strategy.

Purpose:
Develops teamwork, communication, and advocacy skills in a collaborative online format. **Linked SLOs & Competencies:**

C3, C6

Final Policy Advocacy Paper (10%)
Description:
An individual paper that integrates course concepts to propose a comprehensive advocacy plan addressing a policy issue.

Purpose:
Demonstrates mastery of policy advocacy knowledge and skills.

Linked SLOs & Competencies:
All (C1–C6)

Grading Scale

Letter Grade	Grade Range
A	89.5-100
B	79.5-89.4
C	69.5-79.4
D	59.5-69.4
F	59.4 & below

Course Policies

Student Academic Integrity Policy

Maintaining high standards of academic integrity in every class is critical to the reputation of Tennessee Tech, its students, faculty, alumni, and the employers of Tennessee Tech graduates.

Academic integrity is at the foundation of the educational process and the key to student success. Students with academic integrity are committed to honesty, ethical behavior, and avoiding

violations of academic integrity. All students are required to read and understand Policy 216: Student Academic Integrity. Please see the Academic Integrity website (https://www.tntech.edu/provost/academicintegrity/) for more information.

Attendance Policy

Students who are unable to attend class for an extended period due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact the Office of the Vice President for Student Affairs at studentaffairs@tntech.edu to request an absence notification.

Class Participation

Active participation is essential in this graduate-level online course and is a critical component of your professional development as a social worker. Students are expected to engage meaningfully in weekly discussion boards, respond to peers, and contribute thoughtful, evidence-based reflections that connect course content to real-world practice. Consistent participation demonstrates your commitment to collaborative learning, critical thinking, and respectful dialogue—core values of ethical social work practice. Failure to regularly participate may significantly impact your final grade and your ability to meet CSWE competencies.

Assignments and Related Policy

All assignments must be submitted through the course's online learning management system by the specified deadlines. Late submissions will incur a grade penalty of 10% per day unless prior arrangements are made with the instructor due to extenuating circumstances. Assignments are designed to reinforce key course concepts and contribute to 55% of the final grade, with clear guidelines and grading rubrics provided for each. Timed quizzes and the final comprehensive exam must be completed within the designated time frames and are weighted accordingly. Students are responsible for ensuring their submissions are complete and properly uploaded; technical issues should be reported promptly to avoid penalties.

AI policy statement: Not Permitted in this Course

In this course, Generative AI resources are not permitted. Students are expected to do all coursework themselves, as an individual or collectively, as designated by the instructor per assignment. The use of a Generative AI Tool to complete coursework constitutes academic misconduct for this course.

Disability Accommodation

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible,

preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – [services for students with disabilities at policy central](#).

Additional Resources

Technical Help

If you are experiencing technical problems, visit the [myTech IT Helpdesk](#) for assistance.

If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed [here](#))visit the [Center for Innovation in Teaching and Learning](#) (CITL) website or call 931-372-3675 for assistance.

Tutoring

The university provides free tutoring to all Tennessee Tech students through the Learning Center within the Volpe Library. Tutoring is available for any class or subject, as well as writing, test prep, study skills, and resume support. Appointments are scheduled, so contact the [Learning Center website](#) for more information.

Counseling and Health Services

Tennessee Tech offers support for student well-being through two key services. The Center for Counseling and Mental Health Wellness provides brief, solution-focused therapy to help students navigate personal and social challenges. Health Services delivers accessible, high-quality, and affordable medical care to promote overall wellness. Visit their respective websites to learn more or schedule an appointment.

Emergency Preparedness Protocols

Each student must take personal responsibility for following any University protocol related to pandemics, natural disasters, and other public health and safety events. Students are expected to follow all directives published by Tennessee Tech on its [Environmental Health & Safety webpage](#).

Tennessee Tech University
Department of Sociology & Political Science
Master of Social Work Program
SW 4175: Introduction to Social Welfare Policy (3 credit hours, on-ground/online)
Semester, Year

Instructor Information

Instructor's Name

Office

Telephone Number

Campus Email

Course Information

Prerequisites

SW 1800: Introduction to Social Work

SW 2010: Human Behavior in the Social Environment I (HBSE I)

Texts and Resources

Jansson, B. S. (2021). *Becoming an effective policy advocate: From policy practice to social justice* (9th ed.). Cengage Learning.
Popple, P. R., & Leighninger, L. (2020). *Social work, social welfare, and American society* (12th ed.). Pearson.

Supplemental readings (policy briefs, government reports, journal articles) provided by instructor.

Course Welcome and Description

This course provides a foundational overview of social welfare policy in the United States, with attention to its historical development, philosophical underpinnings, and impact on diverse populations. Students will examine the values, political ideologies, and economic forces that shape social policy, as well as the role of government, advocacy groups, and social movements in influencing policy outcomes. Emphasis is placed on understanding how social welfare policies address issues such as poverty, inequality, health, housing, and child welfare, and how these policies intersect with race, class, gender, and other dimensions of identity. Students will learn to critically analyze policies using frameworks that assess effectiveness, equity, and social justice, and will develop skills to advocate for policy reforms that advance human rights and improve the well-being of vulnerable and marginalized populations.

Course Objectives/Student Learning Outcomes

By the end of this course, students will be able to articulate the historical and philosophical foundations of U.S. social welfare policy and critically evaluate the influence of political ideologies, economic systems, and advocacy movements on policy development. Students will demonstrate the ability to analyze and critique social policies using frameworks of equity, effectiveness, and social justice. They will connect policies to their impact on marginalized and vulnerable populations and strengthen their skills in advocating for reforms that promote inclusion, human rights, and social well-being.

CSWE Competency Alignment	Students will be able to...
C1 – Demonstrate Ethical and Professional Behavior	Apply social work values and ethics in analyzing and advocating for policy reforms.
C2 – Engage Diversity and Difference in Practice	Assess how policies affect diverse groups differently based on race, class, gender, and other identities.
C3 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Critique policies for equity and advocate for reforms that advance justice.
C4 – Engage in Practice-Informed Research and Research-Informed Practice	Use research evidence to evaluate the effectiveness of social policies.
C5 – Engage in Policy Practice	Critically analyze policies and develop advocacy strategies to influence change.
C6 – Engage with Individuals, Families, Groups, Organizations, and Communities	Collaborate with stakeholders in identifying policy needs and community impacts.

Major

Teaching Methods

On ground: This course utilizes a mix of lectures, interactive discussions, and case-based learning to develop both theoretical knowledge and applied skills. Students will engage in group projects, policy critiques, and advocacy planning exercises. The teaching approach emphasizes active participation, critical reflection, and peer-to-peer collaboration to build professional competence in analyzing and shaping social welfare policies.

Online: Major teaching methods for this course include asynchronous online lectures, interactive discussion forums, and applied learning through case studies and multimedia content. Students will engage in collaborative assignments, reflective writing, and structured peer feedback to deepen their understanding of course material.

Special Instructional Platform/Materials

This course will require the use of iLearn. All assignments and important class updates will be posted to our course page. It is your responsibility to ensure you have access to a working computer

and internet to complete your work on time. For general computing issues or iLearn/email/TTU-connected software problems, you must contact the Tech Helpdesk promptly for assistance.

Topics to be Covered

- Historical development of U.S. social welfare policy
- Philosophical foundations and political ideologies
- Economic forces and policy outcomes
- Role of government, advocacy groups, and social movements
- Poverty, inequality, health, housing, and child welfare policies
- Intersectionality in policy outcomes
- Frameworks for policy analysis (effectiveness, equity, social justice)
- Advocacy strategies and policy practice for reform

Course Schedule

Week	Topic	Key Readings	Assignments / Activities	SLOs
1	Introduction to Social Welfare Policy	Popple & Leighninger, Ch. 1	Syllabus review; Intro discussion board post	C1
2	Historical Foundations of Social Policy	Jansson, Ch. 2	Reflection Journal #1 assigned (due Week 3)	C1, C3
3	Philosophical Underpinnings	Popple & Leighninger, Ch. 3	Reflection Journal #1 due; Class debate	C2
4	Political Ideologies & Policy Development	Jansson, Ch. 4	Midterm Paper assigned; Case study analysis activity	C5
5	Economic Forces in Social Policy	Popple & Leighninger, Ch. 4	Reflection Journal #2 assigned (due Week 6)	C4
6	Role of Government & Advocacy Groups	Jansson, Ch. 5	Reflection Journal #2 due; Policy Brief topic selection and outline	C5
7	Social Movements & Policy Change	Selected articles	Midterm Paper due; Group formation for presentations	C3, C5
8	Poverty & Inequality	Popple & Leighninger, Ch. 7	Case example discussion; Field interview assigned	C2, C3
9	Health & Housing Policies	Selected readings	Reflection Journal #3 assigned (due Week 10)	C4
10	Child Welfare & Family Policy	Popple & Leighninger, Ch. 8	Reflection Journal #3 due; Policy Brief draft due	C2, C5
11	Intersectionality in Policy Impact	Jansson, Ch. 7	Group presentations prep and peer feedback	C2
12	Policy Analysis Frameworks	Jansson, Ch. 8	Group presentations	C4, C5
13	Advocacy & Policy Practice	Popple & Leighninger, Ch. 9	Youth Advocacy Policy Brief due	C5, C6
14	Integration & Future Directions	Summary readings	Final Paper assigned; Individual reflection on learning and advocacy goals	All
15	Final Exam Week	—	Comprehensive Final Exam	All

Assignment / Assessment	Weight
Class Participation & Discussion Board Engagement	15%
Reflection Journals (3)	15%
Midterm Paper: Overview of a Social Policy	20%
Policy Brief	20%
Group Presentation: Policy Advocacy Overview	15%
Final Paper: Policy Summary & Personal Reflection	15%

Assignment Descriptions
Class Participation & Discussion Board Engagement (15%)
- **Description:** Students will actively participate in weekly discussions, case studies, and group activities both in class and online.
- **Purpose:** Encourages critical thinking, respectful dialogue, and peer learning about social policy topics.
- **Focus:** Foundational engagement with course material and collaborative learning.

Reflection Journals (3 total) (15%)
- **Description:** Students will write three short reflection journals (1–2 pages each) connecting course readings and discussions to their own perspectives on social policy and social justice.
- **Purpose:** Develops self-awareness and helps students connect theory with everyday social issues.
- **Focus:** Personal growth and integrating ideas over time.

Midterm Paper: Overview of a Social Policy (20%)
- **Length:** 4–5 pages
- **Description:** Students will select a U.S. social policy (historical or current) and write an overview describing its background, goals, and impact on communities.
- **Purpose:** Builds understanding of how policies develop and affect society, with emphasis on clarity and foundational analysis.
- **Focus:** Contextual understanding rather than advanced philosophical critique.

Policy Brief (20%)
- **Length:** 3–4 pages
- **Description:** Students will critically examine a current social policy issue and write a concise policy brief summarizing the issue, key challenges, and potential recommendations.
- **Purpose:** Strengthens basic skills in policy analysis and clear written communication.
- **Focus:** Equity and practical considerations.

Group Presentation: Policy Advocacy Overview (15%)
- **Format:** Group presentation (10–15 minutes)
- **Description:** In small groups, students will present an overview of a policy advocacy strategy aimed at improving or reforming a social policy.
- **Purpose:** Encourages teamwork, communication skills, and application of advocacy concepts.
- **Focus:** Broad advocacy ideas, not detailed strategy.

Final Paper: Policy Summary & Personal Reflection (15%)
- **Length:** 4–5 pages
- **Description:** Students will write a paper summarizing a contemporary social policy issue, reflecting on what they have learned in the course, and identifying personal goals for engagement or advocacy.
- **Purpose:** Demonstrates comprehension of course material and encourages thoughtful personal connection to social policy work.
- **Focus:** Synthesis of learning and self-reflection.

Grading Scale

Letter Grade	Grade Range
A	89.5-100
B	79.5-89.4
C	69.5-79.4
D	59.5-69.4
F	59.4 & below

Course Policies

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arrangements are made with the instructor due to extenuating circumstances. Assignments are designed to reinforce key course concepts and contribute to 55% of the final grade, with clear guidelines and grading rubrics provided for each. Timed quizzes and the final comprehensive exam must be completed within the designated time frames and are weighted accordingly. Students are responsible for ensuring their submissions are complete and properly uploaded; technical issues should be reported promptly to avoid penalties.

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Disability Accommodation

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Additional Resources

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affordable medical care to promote overall wellness. Visit their respective websites to learn more or schedule an appointment.

Emergency Preparedness Protocols

Each student must take personal responsibility for following any University protocol related to pandemics, natural disasters, and other public health and safety events. Students are expected to follow all directives published by Tennessee Tech on its [Environmental Health & Safety](#) [webpage](#).

Instructor Information
Instructor's Name
Office
Telephone Number
Campus Email

Course Information

Prerequisites
SW 1800: Introduction to Social Work
SW 2010: Human Behavior in the Social Environment I (HBSE I)

Texts and Resources
Dudley, J. R. (2017). Rural Social Work: Building and Sustaining Community Capacity.
Routledge.
Additional readings on iLearn

Course Welcome and Description
This course examines the unique challenges and opportunities of social work practice in rural communities. Students will explore the demographic, economic, cultural, and geographic factors that shape service delivery and client experiences in rural contexts. Emphasis is placed on the strengths and resilience of rural populations, the impact of limited resources and social services, and the importance of collaboration, innovation, and advocacy in addressing community needs. Topics include health disparities, poverty, substance use, mental health access, ethical dilemmas in small communities, and the role of social workers as generalist practitioners. Students will analyze policies affecting rural areas, evaluate strategies for community engagement and capacity building, and develop culturally responsive and contextually appropriate approaches to practice. Through case studies, applied projects, and reflective learning, students will strengthen competencies for advancing equity and social justice in rural settings.

Course Objectives/Student Learning Outcomes
The primary objectives of this course are to equip students with a deep understanding of the unique social, economic, cultural, and geographic factors that influence social work practice in rural communities. Students will develop the knowledge and skills necessary to conduct comprehensive assessments, design culturally responsive interventions, and advocate effectively within resource-limited and often underserved rural settings. Emphasizing strengths-based and community-centered approaches, the course fosters competencies in addressing health disparities, poverty, substance use, and mental health challenges specific to rural populations. Additionally, students

will explore ethical dilemmas particular to small communities and learn to navigate professional roles with integrity and cultural humility. Through analysis of policies and engagement with evidence-based practices, learners will be prepared to promote social justice, build community capacity, and contribute meaningfully to interdisciplinary collaboration in rural social work practice.

Outcomes	CSWE Competency Alignment	Students Will Be Able To…
SLO 1	Competency 1: Demonstrate Ethical and Professional Behavior	Apply ethical decision-making and professional conduct within rural social work practice, navigating confidentiality and dual relationships in small communities.
SLO 2	Competency 2: Engage Diversity and Difference in Practice	Recognize and respect cultural, economic, and demographic diversity unique to rural populations in service delivery.
SLO 3	Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Identify systemic barriers and advocate for social justice in rural communities, addressing poverty, health disparities, and resource limitations.
SLO 4	Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	Analyze and apply evidence-based strategies relevant to rural social work practice and program evaluation.
SLO 5	Competency 5: Engage in Policy Practice	Critically evaluate policies impacting rural areas and advocate for policy reform that promotes equitable access to services.
SLO 6	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Develop culturally responsive, community-informed interventions tailored to rural settings.
SLO 7	Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Conduct comprehensive assessments considering rural context and resources.
SLO 8	Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Implement innovative and collaborative interventions to meet rural client and community needs.

Major Teaching Methods
Major teaching methods for this course include asynchronous online lectures, interactive discussion forums, and applied learning through case studies and multimedia content. Students will engage in collaborative assignments, reflective writing, and structured peer feedback to deepen their understanding of course material. Emphasis is placed on experiential learning, including the analysis of real-world scenarios and policy applications relevant to rural social work practice, focusing on challenges and opportunities within rural communities such as limited resources, geographic isolation, and community-based service delivery.

Special Instructional Platform/Materials
This course will be delivered fully online using iLearn. Students are expected to log in regularly to access weekly modules, participate in discussions, complete assignments, and review course announcements. All instructional materials—including readings, recorded lectures, case studies, and assessments—will be organized within the iLearn platform. Students must have access to a reliable internet connection and a compatible device to engage fully with course content. Technical support for iLearn is available through the university's Center for Innovation in Teaching and Learning (CITL).

Topics to be Covered

- Characteristics and demographics of rural communities
- Strengths and resilience in rural populations
- Health and mental health disparities in rural areas
- Poverty, substance use, and social determinants of health
- Ethical dilemmas unique to rural social work practice
- Resource limitations and access to social services
- Collaboration, networking, and interagency coordination
- Community engagement, capacity building, and empowerment
- Policy issues affecting rural social work and rural populations
- Culturally responsive practice and diversity in rural contexts
- Innovations and technology in rural service delivery

Course Schedule

Week	Topic	Key Activities/Assignments
1	Introduction to Rural Social Work	Discussion board: Defining rural practice
2	Demographics and Community Characteristics	Reflection journal on rural community assets
3	Strengths, Resilience, and Rural Culture	Case study analysis
4	Health and Mental Health Disparities	Quiz 1; Discussion forum
5	Poverty and Substance Use in Rural Areas	Policy brief assignment introduced
6	Ethical Challenges in Rural Social Work	Ethics case reflection
7	Resource Scarcity and Service Access	Collaborative group assignment
8	Community Engagement and Capacity Building	Midterm paper due
9	Social Justice and Advocacy in Rural Settings	Discussion board: Advocacy strategies
10	Rural Policy Analysis	Policy brief draft due
11	Culturally Responsive Practice	Role play reflection assignment
12	Interagency Collaboration and Networking	Group project planning
13	Technology and Innovations in Rural Practice	Quiz 2
14	Sustainability and Program Evaluation	Final project introduction
15	Future Directions and Course Wrap-up	Final project due

Grading and Evaluation Procedures

Assignment/Assessment	Weight
1. Weekly Discussion Posts & Peer Replies	15%
2. Reflection Journals	10%
3. Case Study Analysis Paper	15%
4. Midterm: Rural Community Overview	15%
5. Policy Brief & Advocacy Statement	15%
6. Role Play Reflection	10%
7. Quizzes (2 total)	10%
8. Final Project: Community Action Plan	10%

1. Weekly Discussion Posts & Peer Replies (15%)
Description:
Students will post weekly responses (200–300 words) to discussion prompts related to course readings, videos, or case examples about rural social work practice. Each student will also respond thoughtfully to at least two classmates' posts (100–150 words each) to build dialogue and collaborative learning.
Purpose:
Encourages consistent engagement with course topics, supports peer learning, and strengthens students' ability to express social work ideas clearly and professionally.

CSWE Competencies: C1, C2, C6

2. Reflection Journals (10%) Description:
Students will complete short reflection journals (about 1–2 pages) throughout the semester focused on personal insights about rural life, ethical issues, diversity, and the role of social workers in small communities.

Purpose:
Promotes self-awareness, helps connect classroom concepts to personal values, and supports understanding of professional social work identity in rural contexts.

CSWE Competencies: C1, C2, C8

3. Case Study Analysis Paper (15%) Description:
Students will analyze a brief rural social work case in a 4–5 page paper, identifying client needs, community factors, ethical issues, and a possible plan for support or intervention.

Purpose:
Develops critical thinking and problem-solving skills through application of social work principles to real-world rural scenarios.

CSWE Competencies: C6, C7, C8, C2

4. Midterm: Rural Community Overview (15%)
Description:
Students will write a 5–6 page paper describing a rural community's population, key resources, challenges, and strengths. The paper should include discussion of potential social work roles and community partnerships.

Purpose:
Builds understanding of how community characteristics shape social work practice and service delivery in rural areas.

CSWE Competencies: C4, C5, C7, C3

5. Policy Brief & Advocacy Statement (15%)
Description:

Students will identify a rural issue (e.g., healthcare access, poverty, or education) and write a short 2–3 page policy brief describing the issue and recommending one evidence-informed change. A one-page advocacy statement (e.g., letter or email draft) will accompany the brief.

Purpose:
Introduces students to policy practice and advocacy skills needed to promote fairness, equity, and social change in rural communities.

CSWE Competencies: C3, C5, C1

6. Role Play Reflection (10%) Description:
After participating in or observing a classroom role play of a rural social work scenario, students will write a 2-page reflection discussing communication, ethics, and problem-solving strategies used in the activity.

Purpose:
Encourages experiential learning and professional growth by applying interpersonal and ethical decision-making skills.

CSWE Competencies: C1, C6, C8

7. Quizzes (10%) Description:
Two short online quizzes will assess comprehension of core topics such as rural populations, social determinants of health, social policy, and ethical practice.

Purpose:
Checks understanding of key course concepts and helps reinforce essential knowledge for effective rural social work practice.

CSWE Competencies: C1, C4, C5

8. Final Project: Community Action Plan (10%)
Description:
Students will create a 4–6 page action plan addressing a specific social issue in a rural community. The plan should identify needs, goals, potential partners, and steps for implementation.

Purpose:
Allows students to apply what they've learned about assessment, planning, and advocacy to a practical rural context.

CSWE Competencies: C3, C5, C6, C7, C8

Grading Scale

Letter Grade	Grade Range
A	89.5-100
B	79.5-89.4

D	59.5-69.4
F	59.4 & below

Course Policies

Student Academic Integrity Policy

Maintaining high standards of academic integrity in every class is critical to the reputation of Tennessee Tech, its students, faculty, alumni, and the employers of Tennessee Tech graduates.

Academic integrity is at the foundation of the educational process and the key to student success. Students with academic integrity are committed to honesty, ethical behavior, and avoiding violations of academic integrity. All students are required to read and understand Policy 216:

Student Academic Integrity. Please see the Academic Integrity website (https://www.tntech.edu/provost/academicintegrity/) for more information.

Attendance Policy

Students who are unable to attend class for an extended period due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact the Office of the Vice President for Student Affairs at studentaffairs@tntech.edu to request an absence notification.

Class Participation

Active participation is essential in this graduate-level online course and is a critical component of your professional development as a social worker. Students are expected to engage meaningfully in weekly discussion boards, respond to peers, and contribute thoughtful, evidence-based reflections that connect course content to real-world practice. Consistent participation demonstrates your commitment to collaborative learning, critical thinking, and respectful dialogue—core values of ethical social work practice. Failure to regularly participate may significantly impact your final grade and your ability to meet CSWE competencies.

Assignments and Related Policy

All assignments must be submitted through the course's online learning management system by the specified deadlines. Late submissions will incur a grade penalty of 10% per day unless prior arrangements are made with the instructor due to extenuating circumstances. Assignments are designed to reinforce key course concepts and contribute to 55% of the final grade, with clear guidelines and grading rubrics provided for each. Timed quizzes and the final comprehensive exam must be completed within the designated time frames and are weighted accordingly. Students are

responsible for ensuring their submissions are complete and properly uploaded; technical issues should be reported promptly to avoid penalties.

AI policy statement: Not Permitted in this Course

In this course, Generative AI resources are not permitted. Students are expected to do all coursework themselves, as an individual or collectively, as designated by the instructor per assignment. The use of a Generative AI Tool to complete coursework constitutes academic misconduct for this course.

Disability Accommodation

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – [services for students with disabilities at policy central](#).

Additional Resources

Technical Help

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Tutoring

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Tennessee Tech University
Department of Sociology & Political Science
Master of Social Work Program
SW 4010: School Social Work (3 Credit Hours, Online)
Semester, Year

Instructor Information
Instructor's Name
Office
Telephone Number
Campus Email

Course Information

Prerequisites
SW 1800: Introduction to Social Work
SW 2010: Human Behavior in the Social Environment I (HBSE I)

Texts and Resources
Dudley, J. R. (2017). Rural Social Work: Building and Sustaining Community Capacity.
Routledge.
Additional readings on iLearn

Course Welcome and Description
This course provides an in-depth exploration of social work practice in K–12 educational settings, emphasizing the promotion of academic, social, and emotional well-being of children and adolescents. Students will examine the historical and contemporary roles of school social workers, relevant laws, policies, and the intersection of schools with families and communities. The course emphasizes assessment, prevention, intervention, and advocacy strategies addressing issues such as poverty, trauma, bullying, absenteeism, behavioral challenges, and special education. Students will learn to collaborate with educators, administrators, families, and community partners to foster safe, inclusive, and supportive learning environments. Cultural humility, ethical decision-making, and the advancement of equity and social justice in schools will be central themes. Through case studies, applied projects, and experiential learning, students will develop competencies in delivering effective services and advocating for systemic change within educational systems.

Course Objectives/Student Learning Outcomes
By the end of this course, students will be able to analyze the roles and responsibilities of school social workers across diverse K–12 settings, applying biopsychosocial assessment tools and tailored intervention strategies to support the unique needs of school-aged children and adolescents. They will navigate the relevant laws, policies, and ethical frameworks that guide school social work practice, while addressing systemic barriers such as poverty, trauma, and discrimination that impact student well-being and academic success. Students will also demonstrate effective collaboration with families, educators, administrators, and community

resources to foster supportive environments. Additionally, they will advocate for equitable policies and systemic changes that promote social justice and inclusive education, and develop culturally responsive, trauma-informed, and evidence-based approaches to their practice within educational settings.

SLO #	CSWE Competency Alignment	Students Will Be Able To...
SLO 1	Competency 1: Demonstrate ethical and professional behavior	Analyze the roles and responsibilities of school social workers in diverse K–12 settings and uphold professional standards.
SLO 2	Competency 2: Engage diversity and difference in practice	Develop culturally responsive, trauma-informed, and evidence-based approaches tailored to the needs of school-aged children and adolescents.
SLO 3	Competency 3: Advance human rights and social, economic, and environmental justice	Address systemic barriers including poverty, trauma, and discrimination impacting student well-being and academic success.
SLO 4	Competency 4: Engage in practice-informed research and research-informed practice	Apply research and evidence-based knowledge to assessment and intervention strategies in school social work.
SLO 5	Competency 5: Engage in policy practice	Navigate relevant laws, policies, and ethical frameworks guiding school social work practice, and advocate for equitable policy changes.
SLO 6	Competency 6: Engage with individuals, families, groups, organizations, and communities	Collaborate effectively with families, educators, administrators, and community resources to support students.
SLO 7	Competency 7: Assess individuals, families, groups, organizations, and communities	Apply biopsychosocial assessment tools and develop intervention strategies tailored to school-aged children and adolescents.
SLO 8	Competency 8: Intervene with individuals, families, groups, organizations, and communities	Implement trauma-informed, culturally responsive, and evidence-based intervention strategies in school settings.

Major Teaching Methods

Major teaching methods for this course include asynchronous online lectures, interactive discussion forums, and applied learning through case studies and multimedia content. Students will engage in collaborative assignments, reflective writing, and structured peer feedback to deepen their understanding of course material. Emphasis is placed on experiential learning, including the analysis of real-world scenarios and policy applications relevant to school social work practice, focusing on challenges and opportunities within K–12 educational settings such as student diversity, family engagement, systemic barriers, and the creation of safe and inclusive learning environments.

Special Instructional Platform/Materials

This course will be delivered fully online using iLearn. Students are expected to log in regularly to access weekly modules, participate in discussions, complete assignments, and review course announcements. All instructional materials—including readings, recorded lectures, case studies, and assessments—will be organized within the iLearn platform. Students must have access to a reliable internet connection and a compatible device to engage fully with course content. Technical support for iLearn is available through the university's Center for Innovation in Teaching and Learning (CITL).

Topics to be Covered
- Introduction to School Social Work: History, roles, and professional identity
- Educational Systems and Structures: Understanding K–12 environments
- Relevant Laws and Policies: IDEA, FERPA, Section 504, and special education regulations
- Biopsychosocial Assessment in Schools: Tools and techniques for children and adolescents
- Mental Health Issues in School Settings: Identification and intervention strategies
- Addressing Trauma and Adverse Childhood Experiences (ACEs)
- Behavioral Challenges and Classroom Management Support
- Bullying Prevention and Intervention
- Family Engagement and Collaboration with Caregivers
- Cultural Humility and Diversity in Schools
- Ethical Decision-Making and Confidentiality in School Social Work
- Interdisciplinary Collaboration: Working with teachers, administrators, counselors, and community partners
- School-Based Prevention and Intervention Programs
- Advocacy and Policy Practice in Education
- Supporting Students with Disabilities and Special Education Needs
- Crisis Intervention and Safety Planning in Schools
- Promoting Equity and Social Justice in Educational Settings
- Program Development and Evaluation in School Social Work
- Use of Data and Research to Inform Practice
- Contemporary Issues and Future Trends in School Social Work

Course Schedule

Week	Topic	Key Activities/Assignments
1	Introduction to School Social Work: History, Roles, and Educational Systems	Introductory discussion forum; reflective journal on professional identity and educational environments
2	Relevant Laws and Policies (IDEA, FERPA, Section 504)	Policy brief assignment; group discussion on legal and ethical implications
3	Biopsychosocial Assessment in Schools	Applied assessment exercise; peer review of assessment tools
4	Mental Health Issues and Trauma-Informed Practice in Schools	Multimedia case study analysis; trauma-informed intervention plan; discussion post
5	Behavioral Challenges and Classroom Management Support	Role play simulation; collaborative problem-solving activity
6	Bullying Prevention and Intervention	Research paper on bullying policies; online quiz
7	Family Engagement and Collaboration with Caregivers	Family collaboration project; discussion forum
8	Cultural Humility, Diversity, and Ethical Decision-Making	Reflective writing on cultural competence; ethical dilemma case analysis; peer feedback session
9	Midterm Exam and Course Review	Midterm exam; course content review session
10	Interdisciplinary Collaboration and School-Based Programs	Group presentation on teamwork strategies; program design proposal
11	Advocacy and Policy Practice in Education	Advocacy project & policy brief assignment
12	Supporting Students with Disabilities and Special Education	Case study analysis; role play reflection
13	Crisis Intervention and Safety Planning	Crisis response plan; discussion forum

Week	Topic	Key Activities/Assignments
14	Promoting Equity, Social Justice, and Use of Data in Schools	Research-based policy analysis; data interpretation exercise; reflection journal
15	Contemporary Issues, Future Trends, and Final Project Presentations	Final project presentations; course wrap-up discussion

Grading and Evaluation Procedures

Assignment/Assessment	Weight
1. Discussion Forums & Reflection Journals	15%
2. Policy Review Assignment	10%
3. Applied Assessment Activity	10%
4. Case Study Analysis Papers (2 total)	15%
5. Role Play & Practice Reflections	10%
6. Midterm Exam	15%
7. Advocacy Project	15%
8. Final Project Presentation	10%

1.   Discussion Forums & Reflection Journals (15%)
Description:
Students will participate in online or in-class discussions and complete short reflective journal entries (1–2 pages) throughout the semester. Discussion posts and journals will focus on course topics such as school social work roles, diversity, ethics, and professional communication.

Purpose:
Encourages consistent engagement, helps students connect course material to real-world practice, and supports development of self-awareness and communication skills. **CSWE Competencies:** C1, C2, C6, C8

2.   Policy Review Assignment (10%) Description:
Students will select one policy or law that impacts children, families, or schools and write a 2–3 page summary describing the policy's purpose, populations affected, and how it relates to social work practice in educational settings.

Purpose:
Introduces students to policy analysis by connecting social issues to real-world laws and systems affecting schools and families.

CSWE Competencies: C1, C3, C5

3.   Applied Assessment Activity (10%) Description:
Students will complete a guided activity using a simplified biopsychosocial assessment framework for a school-aged child or adolescent based on a short case scenario.

Purpose:

Develops foundational skills in assessment and helps students understand the holistic factors that influence student well-being and behavior.

CSWE Competencies: C7, C8

4.   Case Study Analysis Papers (2 total) (15%)
Description:
Students will complete two short (3–4 page) case analysis papers examining school-based scenarios related to issues such as trauma, family stress, or behavioral challenges. Each paper will include identification of key issues, possible interventions, and relevant ethical considerations.

Purpose:
Builds students' ability to think critically about real-world social work problems and apply basic intervention frameworks.

CSWE Competencies: C2, C7, C8

5.   Role Play & Practice Reflections (10%)
Description:
Students will participate in or observe brief role play exercises demonstrating communication, collaboration, and problem-solving in school social work contexts. Afterward, they will complete a short (2-page) reflection on what they learned.

Purpose:
Promotes hands-on learning and the development of professional communication and ethical decision-making skills.

CSWE Competencies: C1, C6, C8

6.   Midterm Exam (15%) Description:
A written or online exam covering course content related to school social work practice, policy, ethics, and assessment.

Purpose:
Assesses comprehension of foundational course concepts and ability to apply them to practice scenarios.

CSWE Competencies: C1, C2, C3, C5, C7

7.   Advocacy Project (15%) Description:
Students will identify an issue affecting students or schools (e.g., bullying prevention, mental health supports, attendance barriers) and develop a short advocacy plan (4–5 pages). The plan will outline the issue, its impact, and steps social workers can take to promote change.

Purpose:
Introduces advocacy as a key role in social work practice and develops students' understanding of how to promote equity and justice within school systems.

CSWE Competencies: C3, C5, C6

8.   Final Project Presentation (10%)
Description:
Students will present a brief (5–7 minute) overview of a school-based social work issue or project, summarizing their findings and recommendations. A short written summary (2–3 pages) will accompany the presentation.

Purpose:
Allows students to synthesize and apply course concepts, practice professional presentation skills, and demonstrate understanding of evidence-informed approaches. **CSWE Competencies:** C1, C2, C6, C8

Grading Scale

Letter Grade	Grade Range
A	89.5-100
B	79.5-89.4
C	69.5-79.4
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Tennessee Tech University
Department of Sociology & Political Science
Master of Social Work Program
SW 4015: Medical Social Work (3 Credit Hours, Online)
Semester, Year

Instructor Information
Instructor's Name
Office
Telephone Number
Campus Email

Course Information

Prerequisites
SW 1800: Introduction to Social Work
SW 2010: Human Behavior in the Social Environment I (HBSE I)

Texts and Resources
Gehlert, S., & Browne, T. (Eds.). (2019). Handbook of Health Social Work (3rd ed.). Wiley. Additional readings on iLearn

Course Welcome and Description
This course examines the role of social workers in healthcare settings, focusing on the integration of psychosocial care with medical treatment. Students will explore the impact of illness, disability, and health disparities on individuals and families, and learn to provide assessment, intervention, and advocacy within interdisciplinary healthcare teams. Emphasis is placed on culturally responsive and trauma-informed practice, ethical decision-making, and addressing barriers to care such as poverty, stigma, and systemic inequities. Topics include chronic illness, end-of-life care, mental health in medical settings, patient and family support, and healthcare policy and reform. Through case studies, role plays, and applied assignments, students will develop competencies in patient advocacy, care coordination, crisis intervention, and linking clients with community resources. The course prepares students to practice effectively in hospitals, clinics, long-term care facilities, and other health-related environments.

Course Objectives/Student Learning Outcomes
By the end of this course, students will be able to analyze the role of social workers within interdisciplinary healthcare teams across a variety of medical settings, including hospitals, clinics, and long-term care facilities. They will develop the skills to conduct comprehensive biopsychosocial assessments and create care plans that are responsive to the complex medical, psychological, and social needs of patients and their families. Students will apply traumainformed, culturally responsive, and ethically sound practices in their interventions, ensuring that care is both person-centered and contextually appropriate. They will also examine and address systemic barriers and health disparities that impact access to quality healthcare, particularly among

marginalized and underserved populations. Additionally, students will learn to coordinate care and facilitate connections to appropriate medical, behavioral health, and community resources. Through this course, students will strengthen their ability to advocate for patients' rights, autonomy, and equitable treatment, while also interpreting and applying healthcare policy, legislation, and reform efforts. Emphasis will be placed on fostering effective interdisciplinary collaboration and professional communication in complex and dynamic healthcare environments.

Outcome	CSWE Competency Alignment	Students Will Be Able To...
SLO 1	Competency 1: Demonstrate Ethical and Professional Behavior	Demonstrate ethical decision-making and maintain professional behavior in complex medical settings.
SLO 2	Competency 2: Engage Diversity and Difference in Practice	Provide culturally responsive care in diverse healthcare environments.
SLO 3	Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Identify and challenge systemic barriers and inequities in healthcare delivery.
SLO 4	Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	Integrate evidence-based interventions to improve health and psychosocial outcomes.
SLO 5	Competency 5: Engage in Policy Practice	Analyze healthcare policy and advocate for reform that promotes access, equity, and quality of care.
SLO 6	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Build therapeutic relationships and work collaboratively with patients, families, and care teams.
SLO 7	Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Conduct biopsychosocial-spiritual assessments within medical contexts.
SLO 8	Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Implement trauma-informed, strengths-based interventions and facilitate care coordination.

Major Teaching Methods

Major teaching methods for this course include asynchronous online lectures, interactive discussion forums, and applied learning through case studies and multimedia content. Students will engage in collaborative assignments, reflective writing, and structured peer feedback to deepen their understanding of course material. Emphasis is placed on experiential learning, including the analysis of real-world scenarios and policy applications relevant to medical social work practice in healthcare settings such as hospitals, clinics, long-term care facilities, and community health programs.

Special Instructional Platform/Materials

This course will be delivered fully online using iLearn. Students are expected to log in regularly to access weekly modules, participate in discussions, complete assignments, and review course announcements. All instructional materials—including readings, recorded lectures, case studies, and assessments—will be organized within the iLearn platform. Students must have access to a reliable internet connection and a compatible device to engage fully with course content. Technical support for iLearn is available through the university's Center for Innovation in Teaching and Learning (CITL).

Topics to be Covered

- Introduction to Medical Social Work Practice
- Interdisciplinary Healthcare Teams
- Psychosocial Impact of Illness and Disability
- Biopsychosocial-Spiritual Assessments
- Cultural Humility and Diversity in Healthcare
- Trauma-Informed Practice in Medical Settings
- Healthcare Ethics and End-of-Life Decision-Making
- Social Determinants of Health & Health Equity
- Mental Health and Chronic Illness
- Crisis Intervention in Acute Care
- Patient Advocacy and Advance Care Planning
- Healthcare Policy, Insurance, and the Affordable Care Act
- Long-Term Care, Rehabilitation, and Hospice
- Palliative Care and Grief Counseling
- Professional Boundaries, Burnout, and Self-Care in Healthcare

Course Schedule

Week	Topic	Key Readings	Assignments/Activities	SLOs / Competencies
1	Introduction to Medical Social Work	Gehlert & Browne, Ch. 1 & 2	Intro Discussion Post: Your experiences/views of health and illness	SLO 1, 6 / C1, C6
2	Roles of Social Workers in Healthcare Settings	Gehlert & Browne, Ch. 3	Discussion: Interdisciplinary teams and the role of MSWs	SLO 1, 8 / C1, C6, C8
3	Biopsychosocial-Spiritual Assessment	Gehlert & Browne, Ch. 5	Practice assessment activity (posted case vignette)	SLO 2, 7 / C7
4	Ethical Issues in Medical Social Work	NASW Code of Ethics; Reamer (iLearn)	Quiz #1: Roles, Ethics, Assessment	SLO 3 / C1
5	Trauma-Informed Practice in Medical Settings	Gehlert & Browne, Ch. 11; SAMHSA Brief (iLearn)	Reflective Journal: Trauma-informed care in practice	SLO 3, 8 / C8
6	Diversity, Equity & Cultural Humility in Healthcare	Gehlert & Browne, Ch. 6; Article on cultural competence (iLearn)	Discussion: Barriers to care and cultural humility	SLO 3 / C2, C3
7	Chronic Illness & Disability	Gehlert & Browne, Ch. 8	Case Study Analysis Paper Due	SLO 2, 4 / C4, C7
8	End-of-Life, Palliative, and Hospice Care	Gehlert & Browne, Ch. 13	Group Discussion: Advance care planning & ethics	SLO 3, 6 / C1, C3, C6
9	Crisis Intervention in Acute Care Settings	Gehlert & Browne, Ch. 12	Scenario response activity	SLO 2, 8 / C6, C8
10	Mental Health in Medical Settings	Gehlert & Browne, Ch. 10	Discussion: Integration of physical and mental health	SLO 2, 4 / C4, C6
11	Health Disparities and Social Determinants of Health	Article packet (iLearn)	Advocacy Blog Post: Barriers to equitable care	SLO 3, 5 / C3, C5
12	Health Insurance & Healthcare Access	Readings on ACA and Medicaid (iLearn)	Quiz #2: Policy, disparities, ethics	SLO 4, 5 / C5
13	Interdisciplinary Collaboration and Communication	Gehlert & Browne, Ch. 4	Interdisciplinary Team Role Play Reflection Due	SLO 1, 8 / C6, C8
14	Healthcare Policy & Reform	NASW Health Policy Agenda (iLearn)	Policy Brief & Advocacy Memo Due	SLO 5 / C5

15	Future Directions in Medical Social Work & Final Project	No assigned reading	Final Project: Patient-Centered Portfolio Due	All SLOs / All Competencies

Grading and Evaluation Procedures

Assignment/Assessment	Weight
1. Weekly Discussion Posts & Peer Responses	15%
2. Case Study Analysis Paper 15%	
3. Applied Biopsychosocial Assessment Activity	15%
4. Health Policy Review & Advocacy Statement	15%
5. Interdisciplinary Team Role Play Reflection	10%
6. Quizzes (2 total)	10%
7. Final Project: Patient Care & Professional Growth Portfolio	20%
Total	**100%**

1. Weekly Discussion Posts & Peer Responses (15%) Description:
Each week, students will respond to discussion prompts related to course readings, case studies, or current healthcare issues in posts of **200–300 words**. Students will also reply to at least two peers (100–150 words each).

Purpose:
Promotes engagement with course material, peer collaboration, and the ability to apply social work concepts to healthcare settings.

CSWE Competencies: C1, C2, C3, C4

2. Case Study Analysis Paper (15%) Length: 4–5 pages **Description:**
Students will analyze a healthcare-related case involving a patient or family facing medical and psychosocial challenges. The paper will identify main issues, discuss ethical or cultural considerations, and propose appropriate social work interventions.

Purpose:
Builds critical thinking, problem-solving, and understanding of social work roles in healthcare.

CSWE Competencies: C1, C2, C3, C6, C7, C8

3. Applied Biopsychosocial Assessment Activity (15%) Description:
Students will complete a guided assessment of a mock client scenario using a simplified **biopsychosocial model.** The activity will include identifying client strengths, needs, and possible support strategies.

Purpose:
Develops foundational assessment skills and understanding of how social, emotional, and health factors influence client well-being.

CSWE Competencies: C6, C7, C8

4. Health Policy Review & Advocacy Statement (15%) Length: 2–3 page review + 1-page statement **Description:**
Students will research a healthcare-related policy (e.g., access to care, mental health services, elder care) and summarize its purpose, impact, and relevance to social work. Students will then write a short advocacy statement (e.g., letter or email draft) to a policymaker or organization representative.

Purpose:
Introduces policy awareness and advocacy skills while connecting classroom learning to realworld healthcare issues.

CSWE Competencies: C3, C5

5. Interdisciplinary Team Role Play Reflection (10%) Length: 2 pages
    Description:
After participating in or observing a simulated healthcare team meeting, students will write a short reflection describing team communication, collaboration, and the social worker's role in promoting holistic, ethical care.

Purpose:
Encourages experiential learning and understanding of professional teamwork in healthcare environments.

CSWE Competencies: C1, C6, C8

6. Quizzes (2 total) (10%)
Format: Multiple-choice and short-answer questions

- **Quiz 1:** Covers social work roles, ethics, assessment, and team collaboration (Week 4)
- **Quiz 2:** Covers trauma-informed care, health disparities, and healthcare systems (Week 12) **Purpose:**
Evaluates comprehension of foundational concepts and professional knowledge for practice in healthcare social work.

CSWE Competencies: C1, C4, C5, C7

7. Final Project: Patient Care & Professional Growth Portfolio (20%)
    Format: Written or digital submission **Description:**
Students will compile a portfolio demonstrating their understanding of healthcare social work.

Components include:

- A revised biopsychosocial assessment and short care plan
- A summary of a healthcare policy and advocacy statement
- A reflection on personal growth, values, and professional goals **Purpose:**

Encourages integration of course concepts, reflection on professional development, and demonstration of readiness for practice in healthcare or related social work settings.

CSWE Competencies: C1–C9

Grading Scale

Letter Grade	Grade Range
A	89.5-100
B	79.5-89.4
C	69.5-79.4
D	59.5-69.4
F	59.4 & below

Course Policies

Student Academic Integrity Policy

Maintaining high standards of academic integrity in every class is critical to the reputation of Tennessee Tech, its students, faculty, alumni, and the employers of Tennessee Tech graduates.

Academic integrity is at the foundation of the educational process and the key to student success. Students with academic integrity are committed to honesty, ethical behavior, and avoiding violations of academic integrity. All students are required to read and understand Policy 216: Student Academic Integrity. Please see the Academic Integrity website (https://www.tntech.edu/provost/academicintegrity/) for more information.

Attendance Policy

Students who are unable to attend class for an extended period due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact the Office of the Vice President for Student Affairs at studentaffairs@tntech.edu to request an absence notification.

Class Participation

Active participation is essential in this graduate-level online course and is a critical component of your professional development as a social worker. Students are expected to engage meaningfully in weekly discussion boards, respond to peers, and contribute thoughtful, evidence-based reflections that connect course content to real-world practice. Consistent participation demonstrates your commitment to collaborative learning, critical thinking, and respectful dialogue—core values of

ethical social work practice. Failure to regularly participate may significantly impact your final grade and your ability to meet CSWE competencies.

Assignments and Related Policy

All assignments must be submitted through the course's online learning management system by the specified deadlines. Late submissions will incur a grade penalty of 10% per day unless prior arrangements are made with the instructor due to extenuating circumstances. Assignments are designed to reinforce key course concepts and contribute to 55% of the final grade, with clear guidelines and grading rubrics provided for each. Timed quizzes and the final comprehensive exam must be completed within the designated time frames and are weighted accordingly. Students are responsible for ensuring their submissions are complete and properly uploaded; technical issues should be reported promptly to avoid penalties.

AI policy statement: Not Permitted in this Course

In this course, Generative AI resources are not permitted. Students are expected to do all coursework themselves, as an individual or collectively, as designated by the instructor per assignment. The use of a Generative AI Tool to complete coursework constitutes academic misconduct for this course.

Disability Accommodation

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – services for students with disabilities at policy central.

Additional Resources

Technical Help

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If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed here)visit the Center for Innovation in Teaching and Learning (CITL) website or call 931-372-3675 for assistance.

Tutoring

The university provides free tutoring to all Tennessee Tech students through the Learning Center within the Volpe Library. Tutoring is available for any class or subject, as well as writing, test prep,

study skills, and resume support. Appointments are scheduled, so contact the [Learning Center website](#) for more information.

Counseling and Health Services

Tennessee Tech offers support for student well-being through two key services. The Center for Counseling and Mental Health Wellness provides brief, solution-focused therapy to help students navigate personal and social challenges. Health Services delivers accessible, high-quality, and affordable medical care to promote overall wellness. Visit their respective websites to learn more or schedule an appointment.

Emergency Preparedness Protocols

Each student must take personal responsibility for following any University protocol related to pandemics, natural disasters, and other public health and safety events. Students are expected to follow all directives published by Tennessee Tech on its [Environmental Health & Safety webpage](#).

Tennessee Tech University
Department of Sociology & Political Science
Master of Social Work Program
SW 4020 Forensic Social Work (3 Credit Hours, Online)
Semester, Year

Instructor Information
Instructor's Name
Office
Telephone Number
Campus Email
Course Information

Prerequisites
SW 1800: Introduction to Social Work
SW 2010: Human Behavior in the Social Environment I (HBSE I)

Texts and Resources
Dolan, M., & Scott, D. (2017). Forensic Social Work: Psychological and Legal Issues. Routledge.

Course Welcome and Description
This course explores the intersection of social work and the legal system, preparing students for practice in forensic settings. Students will examine the roles of social workers in criminal justice, child welfare, mental health courts, corrections, and related environments where legal and clinical issues converge. Emphasis is placed on assessment, intervention, case management, and expert testimony in cases involving abuse, neglect, trauma, substance use, and violence. Students will also study relevant laws, ethical dilemmas, and the impact of systemic inequality, racism, and oppression within legal systems. The course highlights evidence-based and trauma-informed practices that promote rehabilitation, human rights, and restorative justice. Through case studies, applied exercises, and critical analysis, students will develop competencies in working with justice-involved individuals, families, and communities, while advocating for equitable and humane policies.

Course Objectives/Student Learning Outcomes
By the end of this course, students will be able to analyze the roles and responsibilities of social workers within various forensic settings, including criminal justice, child welfare, mental health courts, and correctional systems. They will apply assessment and intervention techniques tailored to the unique needs of forensic populations, with a focus on evidence-based and trauma-informed approaches. Students will learn to navigate complex ethical dilemmas and adhere to legal requirements inherent in forensic social work practice. They will critically evaluate the impact of systemic inequalities, racism, and oppression within legal contexts, and develop strategies to address these injustices through culturally competent and client-centered practice. Additionally, students will be equipped to advocate effectively for individuals and communities involved in the legal system, promoting policies that support justice, human rights, and social change. They will

also gain practical skills in preparing and delivering expert testimony, ensuring their professional contributions are both informed and impactful. Through this course, students will strengthen their capacity to serve diverse, justice-involved clients with integrity, competence, and a commitment to equity.

Outcome CSWE Competency Alignment Students Will Be Able To…

SLO 1	Competency 1: Demonstrate Ethical and Professional Behavior	Navigate ethical dilemmas and apply social work ethical principles in forensic settings, including confidentiality, dual relationships, and professional boundaries.
SLO 2	Competency 2: Engage Diversity and Difference in Practice	Demonstrate cultural humility and competence in working with justice-involved individuals from diverse backgrounds, including those impacted by systemic racism, poverty, and marginalization.
SLO 3	Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Analyze how legal systems perpetuate inequality and advocate for equitable, trauma-informed, and human rights-based practices in forensic settings.
SLO 4	Competency 4: Engage in Practice informed Research and Research informed Practice	Apply current research to inform forensic social work assessment and interventions, and evaluate the effectiveness of those practices.
SLO 5	Competency 5: Engage in Policy Practice	Examine and influence laws and policies that affect justice involved individuals, advocating for reforms that advance social justice and reduce disparities.
SLO 6	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Build collaborative, respectful, and empowering relationships with justice-involved clients and stakeholders in legal and correctional systems.
SLO 7	Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Conduct comprehensive assessments using appropriate tools and frameworks to understand the biopsychosocial needs of forensic clients.
SLO 8	Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Implement trauma-informed, evidence-based interventions and case management strategies that promote rehabilitation, recovery, and reintegration.
SLO 9	Competency 1, 3, 6, 8	Prepare and deliver expert testimony and legal documentation that uphold ethical standards and support client advocacy in judicial processes.

Major Teaching Methods

Major teaching methods for this course include asynchronous online lectures, interactive discussion forums, and applied learning through case studies and multimedia content. Students will engage in collaborative assignments, reflective writing, and structured peer feedback to deepen their understanding of course material. Emphasis is placed on experiential learning, including the analysis of real-world scenarios and policy applications relevant to forensic social work practice in legal, criminal justice, and correctional settings.

Special Instructional Platform/Materials

This course will be delivered fully online using iLearn. Students are expected to log in regularly to access weekly modules, participate in discussions, complete assignments, and review course announcements. All instructional materials—including readings, recorded lectures, case studies, and assessments—will be organized within the iLearn platform. Students must have access to a reliable internet connection and a compatible device to engage fully with course content. Technical support for iLearn is available through the university's Center for Innovation in Teaching and Learning (CITL).

Topics to be Covered

Introduction to Forensic Social Work
History, definitions, and scope of practice
Roles and settings (e.g., courts,
corrections, child welfare, mental health)
The U.S. Legal System and Social Work Interface
Civil vs. criminal law
Key legal concepts and terminology relevant
to social work practice
Ethical and Legal Considerations in Forensic Social Work
Confidentiality, informed consent,
and mandated reporting Navigating
dual roles and professional
boundaries
Forensic Assessment and Evaluation
Biopsychosocial and risk assessments in
legal contexts
Competency, risk of harm, and criminal
responsibility evaluations
Trauma-Informed Practice in Forensic Settings
Understanding complex trauma and its
legal implications
Vicarious trauma and practitioner self-
care
Substance Use Disorders and Co-occurring Diagnoses
Assessment and intervention within
justice systems
Drug courts and diversion programs
Mental Health Courts and Alternative Sentencing
Therapeutic jurisprudence
Treatment vs. incarceration models

Child Welfare and Family Court Involvement
Child abuse, neglect, custody, and
reunification
Forensic interviewing and child advocacy
Working in Correctional and Reentry Settings
Roles of social workers in jails, prisons,
and probation/parole
Reentry planning, housing, employment,
and stigma
Expert Testimony and Courtroom Skills Preparing
reports and affidavits
Providing expert witness testimony
Systemic Inequality and Structural Racism in Legal Systems
Racial disparities in policing, sentencing,
and incarceration
Disproportionate impacts on
marginalized
communities
Restorative Justice and Rehabilitation Models
Victim-offender mediation Community-
based alternatives to incarceration
Policy Practice in Forensic Social Work Analyzing
laws, policies, and reform movements
Advocacy strategies and coalition
building
Cultural Competence and Diversity in Forensic Settings
Working with justice-involved
populations across cultures
Addressing biases and promoting equity
Ethical Use of Technology and Digital Records in Legal Practice
Digital confidentiality and case
documentation
Telehealth in correctional and court
settings

Course Schedule

Week	Topics	Assignments
1	Introduction to Forensic Social Work: History, Roles, and Settings	Intro Discussion Board Post
2	Legal Systems, Laws, and Social Work Practice	Quiz: Legal Frameworks
3	Ethical Issues and Professional Boundaries in Forensic Practice	Case Study Analysis
4	Assessment in Forensic Settings: Tools and Techniques	Clinical Assessment Exercise
5	Trauma-Informed Care and Substance Use in Justice-Involved Populations	Reflective Journal Entry
6	Working with Child Welfare and Family Court Systems	Applied Intervention Assignment
7	Mental Health Courts and Diversion Programs	Group Discussion and Case Presentation
8	Corrections and Reentry: Challenges and Supports	Reentry Policy Analysis Paper
9	Expert Testimony and Documentation	Mock Testimony Video Submission
10	Systemic Inequality, Racism, and Oppression in the Legal System	Critical Analysis Paper
11	Restorative Justice and Rehabilitation Models	Restorative Justice Role Play
12	Advocacy and Policy Practice in Forensic Social Work	Legislative Advocacy Simulation
13	Emerging Issues: Technology, Privacy, and Digital Ethics	Final Project Proposal
14	Student Presentations and Course Review	Final Project Presentation
15	Course Wrap-up and Evaluation	Course Evaluation

Grading and Evaluation Procedures

Assignment / Assessment	Weight
1. Weekly Discussion Posts & Peer Responses	15%
2. Case Study Analysis Paper	15%
3. Policy Review & Advocacy Statement	15%
4. Forensic Assessment & Service Plan	15%
5. Courtroom Role Play Reflection	10%
6. Quizzes (2 total)	10%
7. Final Project: Applied Forensic Practice Portfolio	20%
Total	**100%**

1. Weekly Discussion Posts & Peer Responses (15%)
   Description:
Students will participate in weekly online discussions related to course readings, videos, or case examples. Each week, students will post one original response (**200–300 words**) and reply to at least two classmates (**100–150 words each**). Topics include ethics, justice systems, rehabilitation, and social work values in forensic settings.

Purpose:
Encourages active engagement with course materials, application of concepts, and respectful peer dialogue.

CSWE Competencies: C1, C2, C3, C6

2. Case Study Analysis Paper (15%) Length: 4–5 pages
  Description:
Students will review a provided forensic case (e.g., juvenile justice, domestic violence, or reentry services) and analyze it from a social work perspective. The paper will include a summary of the client's situation, key social and ethical issues, and a proposed intervention plan.

Purpose:
Develops critical thinking, ethical reasoning, and application of assessment and intervention skills.

CSWE Competencies: C1, C2, C4, C6, C7

3. Policy Review & Advocacy Statement (15%) Length: 2–3
  page review + 1-page statement **Description:**
Students will identify a justice-related policy (e.g., juvenile sentencing, bail reform, or access to reentry services) and write a short policy review explaining its purpose, impact, and implications for social workers. Students will also write a brief advocacy statement directed to a community organization or policymaker.

Purpose:
Introduces policy analysis and advocacy skills while promoting social justice awareness in forensic practice.

CSWE Competencies: C3, C5

4. Forensic Assessment & Service Plan (15%) Description:
Using a provided client vignette, students will complete a **forensic assessment** identifying social, psychological, and environmental risk factors. They will then create a short **service plan** outlining intervention goals, referral options, and follow-up strategies.

Purpose:
Builds foundational assessment and planning skills relevant to correctional, court, or child welfare settings.

CSWE Competencies: C6, C7, C8

5. Courtroom Role Play Reflection (10%) Length: 2 pages
  Description:
After participating in or viewing a simulated courtroom scenario, students will write a reflection discussing the social worker's role, courtroom communication, and ethical considerations when testifying or collaborating with legal professionals.

Purpose:

Encourages professional communication, self-awareness, and understanding of social work functions in legal contexts.

CSWE Competencies: C1, C6, C8

6. Quizzes (2 Total) (10%)
Format: Multiple-choice and short-answer questions

- **Quiz 1:** Legal systems, ethics, and social work roles in forensic settings
- **Quiz 2:** Assessment tools, trauma-informed practice, and justice policy **Purpose:**
Assesses foundational understanding of forensic systems, ethical frameworks, and intervention models.

CSWE Competencies: C1, C4, C5, C7

7. Final Project: Applied Forensic Practice Portfolio (20%)
   Format: Written or digital portfolio **Description:**
Students will compile a portfolio demonstrating their learning and skill development throughout the course. Components include:

- A revised forensic case analysis or service plan
- A short policy reflection or advocacy statement
- A self-assessment of professional growth and understanding of ethical practice in forensic settings

Purpose:
Demonstrates integration of course concepts, applied practice knowledge, and professional development in forensic social work.

CSWE Competencies: C1–C9

Grading Scale

Letter Grade	Grade Range
A	89.5-100
B	79.5-89.4
C	69.5-79.4
D	59.5-69.4
F	59.4 & below

Course Policies

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Tennessee Tech University
Department of Sociology & Political Science
Master of Social Work Program
SW 4025: Social Work with Children & Youth (3 Credit Hours, Online)
Semester, Year

Instructor Information
Instructor's Name
Office
Telephone Number
Campus Email
Course Information

Prerequisites
SW 1800: Introduction to Social Work
SW 2010: Human Behavior in the Social Environment I (HBSE I)

Texts and Resources
Title: *Social Work Practice with Children, Fourth Edition*
Author: Nancy Boyd Webb
Publisher: The Guilford Press ISBN-13:
978-146253

Course Welcome and Description
This course examines theories, practices, and policies relevant to social work with children and adolescents in diverse settings. Using developmental, ecological, and trauma-informed frameworks, students explore the unique needs and strengths of young people. The course emphasizes assessment, engagement, and intervention strategies promoting safety, resilience, and well-being across child welfare, schools, juvenile justice, and community-based contexts. Students will learn to apply evidence-based models, address challenges related to poverty, abuse, neglect, and systemic inequities, and collaborate with families, caregivers, and interdisciplinary teams. Advocacy and policy practice for improving outcomes are integral. Through case studies, applied projects, and reflective exercises, students will develop competencies in direct practice and systems-level intervention with young populations.
Course Objectives/Student Learning Outcomes
This course is designed to prepare MSW students to competently engage in ethical, evidence informed, and culturally responsive social work practice with children and adolescents in a variety of settings. By the end of the course, students will be able to assess and intervene using developmentally appropriate, trauma-informed, and ecological approaches; apply research-based strategies to address challenges such as abuse, neglect, poverty, and mental health; critically analyze and advocate for policies impacting children and families; and collaborate effectively with caregivers, interdisciplinary teams, and community systems. Students will also demonstrate professional judgment and adherence to social work values in navigating complex ethical

dilemmas, with a particular focus on the needs of children and youth in rural and underserved communities such as the Upper Cumberland region.

Outcome	CSWE Competency Alignment	Students Will Be Able To…
SLO 1	Competency 1: Ethical & Professional Behavior	Exhibit ethical professionalism in all course activities.
SLO 2	Competency 2: Diversity & Difference	Apply culturally responsive, inclusive practices with children and youth.
SLO 3	Competency 4: Practice-Informed Research	Integrate research into designing evidence based interventions.
SLO 4	Competencies 6–8: Engage, Assess, Intervene & Evaluate	Engage with and assess children and systems; plan and evaluate interventions.
SLO 5	Competencies 3 & 5: Justice & Policy Practice	Analyze systemic oppression and advocate for supportive policy solutions.

Major Teaching Methods

Major teaching methods for this course include asynchronous online lectures, interactive discussion forums, and applied learning through case studies and multimedia content. Students will engage in collaborative assignments, reflective writing, and structured peer feedback to deepen their understanding of course material. Emphasis is placed on experiential learning, including the analysis of real-world scenarios and policy applications relevant to social work with children and youth.

Special Instructional Platform/Materials [e.g. laptop, etc.]

This course will be delivered fully online using iLearn. Students are expected to log in regularly to access weekly modules, participate in discussions, complete assignments, and review course announcements. All instructional materials—including readings, recorded lectures, case studies, and assessments—will be organized within the iLearn platform. Students must have access to a reliable internet connection and a compatible device to engage fully with course content. Technical support for iLearn is available through the university's Center for Innovation in Teaching and Learning (CITL).

Topics to be Covered
Introduction to Social Work with Children and Youth
Developmental and Ecological Frameworks
Trauma-Informed Practice with Children and Adolescents
Cultural Humility and Intersectionality in Youth Practice
Child Welfare Systems and Family Engagement
Assessment and Intervention with Abused and Neglected Children
School Social Work and Educational Settings
Mental Health and Behavioral Challenges in Children and Youth
Substance Use and Risk Behaviors among Adolescents

Juvenile Justice and Youth Involved in Legal Systems
Working with LGBTQ+ and Gender Diverse Youth
Community-Based and Preventative Programs for Youth Policy
and Advocacy for Child and Youth Well-being
Interdisciplinary Collaboration and Team-Based Practice
Ethical Considerations and Professional Boundaries in Youth Work
Final Reflections and Applications to Rural and Underserved Settings

Course Schedule

Week	Topic	Key Focus Areas
1	Introduction to Social Work with Children and Youth	Overview of course expectations; the role of social work in child and youth settings; introduction to relevant CSWE competencies
2	Developmental and Ecological Frameworks	Child and adolescent development; ecological systems theory; risk and protective factors
3	Trauma-Informed Practice	Impact of trauma on youth; trauma-responsive engagement; ACEs and resilience
4	Cultural Humility and Intersectionality	Diversity, equity, and inclusion; working with youth from marginalized backgrounds
5	Child Welfare Systems	History and structure of child welfare; family preservation vs. removal; permanency planning
6	Assessment and Intervention in Child Welfare	Safety planning; mandated reporting; strengths-based assessments
7	Social Work in Schools	Educational equity; addressing barriers to academic success; school-based interventions
8	Mental Health in Children and Youth	Common diagnoses; behavioral health assessment; coordinated care planning
9	Youth Substance Use and Risk Behaviors	Prevention and intervention models; adolescent brain development and decision-making
10	Juvenile Justice Systems	Youth justice policy; diversion and rehabilitation; school-to-prison pipeline
11	Working with LGBTQ+ and Gender Diverse Youth	Affirming practice; understanding identity development; advocacy and support services
12	Community-Based Practice with Youth	Youth programs and prevention; out-of-school supports; rural service models
13	Policy and Advocacy for Youth and Families	Child-focused policies; macro practice in advocacy and reform; local and federal programs
14	Interdisciplinary Practice and Collaboration	Working with families, schools, courts, and healthcare systems; effective communication across systems
15	Ethics, Boundaries, and Rural Practice	Ethical dilemmas; boundary-setting; applying course content to underserved areas like the Upper Cumberland

Grading and Evaluation Procedures

Assignment / Assessment	Weight
1. Weekly Reading Quizzes (Weeks 2–13)	15%
2. Weekly Discussion Board Participation	15%
3. Case Study Analysis – Trauma-Informed Practice	15%
4. Cultural Humility Reflection Paper	10%
5. Field Interview and System Mapping Project	15%
6. Youth Advocacy Policy Brief	15%
7. Comprehensive Final Exam (Week 15)	15%
Total	**100%**

1. Weekly Reading Quizzes (Weeks 2–13) — 15%

Description:
Students will complete short weekly quizzes (5–10 questions) covering assigned readings, lectures, and media.

Purpose:
To assess understanding of key concepts, ensure consistent engagement with materials, and reinforce foundational knowledge.

Format:
Multiple-choice and short-answer questions completed in iLearn.

CSWE Competencies: C1, C4

2. Weekly Discussion Board Participation — 15%

Description:
Each week, students will respond to a discussion prompt (200–300 words) and reply to at least two peers (100–150 words each). Prompts connect course content to real-world examples of social work with children and youth.

Purpose:
Encourages reflection, peer dialogue, and application of course concepts to professional practice.

CSWE Competencies: C1, C2, C6

3. Case Study Analysis – Trauma-Informed Practice (Due Week 4) — 15%
Length: 4–5 pages **Description:**
Students will complete a written analysis of a case involving a child or youth affected by trauma. The analysis should include a summary of the situation, assessment of needs, and identification of trauma-informed engagement and intervention strategies.

Purpose:
To demonstrate understanding of trauma theory and the ability to apply trauma-informed principles in practice.

CSWE Competencies: C7

4. Cultural Humility Reflection Paper (Due Week 5) — 10%

Length: 3–4 pages **Description:**
Students will write a personal reflection exploring their own cultural background, biases, and responsibilities as emerging social work professionals. The paper should include strategies for practicing cultural humility and self-awareness in diverse settings.

Purpose:
To promote self-reflection, cultural awareness, and ethical engagement with diverse populations.

CSWE Competencies: C2

5. Field Interview and System Mapping Project (Due Week 8) — 15%

Format: Written summary (3–4 pages) and visual map (chart, graphic, or digital tool) **Description:**

Students will conduct an interview with a social worker or related professional who works with children or youth. They will then create a "system map" showing services, gaps, and collaboration opportunities in the local or regional context (especially in rural or Upper Cumberland areas).

Purpose:
To develop systems thinking, connect classroom knowledge with real-world practice, and understand mezzo and macro-level service networks.

CSWE Competencies: C1, C5, C6

6. Youth Advocacy Policy Brief (Due Week 13) — 15%

Length: 3–4 pages **Description:**
Students will select a current policy issue affecting children or youth (e.g., education access, juvenile justice, child welfare) and write a short policy brief recommending changes or improvements.

Purpose:
To strengthen policy awareness, advocacy skills, and understanding of how social workers influence change.

CSWE Competencies: C3, C5

7. Comprehensive Final Exam (Week 15) — 15%

Format: Combination of multiple-choice, case-based, and short essay questions.

Description:
A cumulative, proctored exam assessing mastery of key course content, including theories, practice models, ethics, and application of CSWE competencies.

Purpose:
To evaluate overall comprehension and ability to apply social work knowledge and ethical reasoning to real-world scenarios.

CSWE Competencies: All (C1–C9)

Grading Scale

Letter Grade	Grade Range
A	89.5-100
B	79.5-89.4
C	69.5-79.4
D	59.5-69.4
F	59.4 & below

Course Policies

Student Academic Integrity Policy

Maintaining high standards of academic integrity in every class is critical to the reputation of Tennessee Tech, its students, faculty, alumni, and the employers of Tennessee Tech graduates.

Academic integrity is at the foundation of the educational process and the key to student success. Students with academic integrity are committed to honesty, ethical behavior, and avoiding violations of academic integrity. All students are required to read and understand Policy 216:

Student Academic Integrity. Please see the Academic Integrity website (https://www.tntech.edu/provost/academicintegrity/) for more information.

Attendance Policy

Students who are unable to attend class for an extended period due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact the Office of the Vice President for Student Affairs at studentaffairs@tntech.edu to request an absence notification.

Class Participation

Active participation is essential in this graduate-level online course and is a critical component of your professional development as a social worker. Students are expected to engage meaningfully in weekly discussion boards, respond to peers, and contribute thoughtful, evidence-based reflections that connect course content to real-world practice. Consistent participation demonstrates your commitment to collaborative learning, critical thinking, and respectful dialogue—core values of ethical social work practice. Failure to regularly participate may significantly impact your final grade and your ability to meet CSWE competencies.

Assignments and Related Policy

All assignments must be submitted through the course's online learning management system by the specified deadlines. Late submissions will incur a grade penalty of 10% per day unless prior arrangements are made with the instructor due to extenuating circumstances. Assignments are designed to reinforce key course concepts and contribute to 55% of the final grade, with clear guidelines and grading rubrics provided for each. Timed quizzes and the final comprehensive exam must be completed within the designated time frames and are weighted accordingly. Students are responsible for ensuring their submissions are complete and properly uploaded; technical issues should be reported promptly to avoid penalties.

AI policy statement: Not Permitted in this Course

In this course, Generative AI resources are not permitted. Students are expected to do all coursework themselves, as an individual or collectively, as designated by the instructor per assignment. The use of a Generative AI Tool to complete coursework constitutes academic misconduct for this course. Disability Accommodation

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – [services for students with disabilities at policy central](#).

Additional Resources

Technical Help

If you are experiencing technical problems, visit the [myTech IT Helpdesk](#) for assistance.

If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed [here](#))visit the [Center for Innovation in Teaching and Learning](#) (CITL) website or call 931-372-3675 for assistance.

Tutoring

The university provides free tutoring to all Tennessee Tech students through the Learning Center within the Volpe Library. Tutoring is available for any class or subject, as well as writing, test prep, study skills, and resume support. Appointments are scheduled, so contact the [Learning Center website](#) for more information.

Counseling and Health Services

Tennessee Tech offers support for student well-being through two key services. The Center for Counseling and Mental Health Wellness provides brief, solution-focused therapy to help students navigate personal and social challenges. Health Services delivers accessible, high-quality, and affordable medical care to promote overall wellness. Visit their respective websites to learn more or schedule an appointment.

Emergency Preparedness Protocols

Each student must take personal responsibility for following any University protocol related to pandemics, natural disasters, and other public health and safety events. Students are expected to follow all directives published by Tennessee Tech on its [Environmental Health & Safety](#) [webpage](#).

Motion to approve: Julie Baker
Second: Stacey Browning
Vote: Motion Carried.

7. **Computer Science**

   Changes in Degree Maps to satisfy Flight Foundation requirements.

   Course Additions: Financial and Digital Literacy course (3 credits)

   Course Deletions: English Literature course (3 credits)

   Justification: This change is needed to satisfy the new Flight foundation general education curriculum as detailed in ttps://www.tntech.edu/strategic/flight-foundations.php. The new curriculum requires addition of a 3 to 4 credit course under "Financial and Digital literacy" category. Given the new requirements, we are proposing to remove a 3-credit English Literature course under "Humanities/Fine Arts" category (i.e. proposing a total of 6 credits instead of 9 currently), and adding a "Financial and Digital Literacy" 3 credit course in the first semester of the program. (Attached degree map with highlighted changes)

   Financial Impact: None.

   Effective Date: Fall 2026

College of Engineering
TENNESSEE TECH

CATALOG YEAR: 2026-2027   **Degree:** BS   **MAJOR:** Computer Science

The major map illustrates one path to completing your major, based on faculty members' advice on course sequence and course schedule. This document provides general direction.

Course	Cr. Hrs.		Course	Cr. Hrs.
FIRST YEAR				
Semester: Fall Total Credit Hours: 15			Semester: Spring Total Credit Hours: 17	
CSC 1020 Connections to Computing[1]	1		CSC 1310 Data Structures & Algorithms	4
CSC 1300 Into to Programming	4		MATH 1920 Calculus II	4
MATH 1910 Calculus I	4		ENGL 1020 Writing Composition II	3
ENGL 1010 Writing Composition I	3		HIST 2010 Early US History	3
Financial and Digital Literacy	3		Social/Behavioral Science Elective	3
Course	**Cr. Hrs.**		**Course**	**Cr. Hrs.**
SOPHOMORE YEAR				
Semester: Fall Total Credit Hours: 17			Semester: Spring Total Credit Hours: 16	
CSC 2310 Object Oriented Programming	4		CSC 2400 Design of Algorithms	3
CSC 2510 Intro to DevOps with Unix	3		CSC 2700 Discrete Structure for CompSci	3
MATH 2010 Intro to Linear Algebra	3		CSC Lower Division Elective[4]	3
HIST 2020 Modern US History	3		COMM 2025/PC 2500 Communications	3
Science Sequence[2]	4		Science Sequence[2]	4
Course	**Cr. Hrs.**		**Course**	**Cr. Hrs.**
JUNIOR YEAR				
Semester: Fall Total Credit Hours: 15			Semester: Spring Total Credit Hours: 15	
CSC 3300 Database Management Sys	3		CSC 3040 Prfess, Comm, and Research	3
CSC 3410 Comp Org and Assembly	3		CSC 4320 Comp Architecture	3
CSC 3710 Found of Comp Science	3		CSC Upper Division Elective[3]	3
MATH 3070 or MATH 3470	3		CSC Lower Division Elective[4]	3
Humanities/Fine Arts Elective	3		Humanities/Fine Arts Elective	3
Course	**Cr. Hrs.**		**Course**	**Cr. Hrs.**
SENIOR YEAR				
Semester: Fall Total Credit Hours: 12			Semester: Spring Total Credit Hours: 13	
CSC 4100 Operating Systems	3		CSC 4200 Comp Networks	3
CSC 4610 Software Engineering I	3		CSC 4615 Software Engineering II	2
CSC Upper Division Elective[3]	3		Elective	5
Social/Behavioral Science Elective	3		CSC Upper-Division Elective[3]	3

Notes:

1. Not required for transfer students with more than 12 hours; transfer students take 1 credit hour free elective
2. Science: Take one science sequence
   - BIOL 1113 and BIOL 1123 OR BIOL 1113 and BIOL 2310 OR
   - CHEM 1110 and CHEM 1120 OR
   - GEOL 1040 and GEOL 1045 OR
   - PHYS 2010 and PHYS 2020 OR PHYS 2110 and PHYS 2120
3. CSC Upper-Division Electives: Any additional 3000 or 4000 level CSC course
4. CSC Lower-Division Electives: Two of the three Concentration gateway courses (Cyber, DS-AI, HPC: CSC 2220, CSC 2570, CSC 2770)

College of Engineering
TENNESSEE TECH

Degree Map

CATALOG YEAR: 2026-2027	Degree: BS	MAJOR: Computer Science
		Concentration: Cyber Security

The major map illustrates one path to completing your major, based on faculty members' advice on course sequence and course schedule. This document provides general direction.

Course	Cr. Hrs.		Course	Cr. Hrs.
FIRST YEAR				
Semester: Fall Total Credit Hours: 15			Semester: Spring Total Credit Hours: 17	
CSC 1020 Connections to Computing[1]	1		CSC 1310 Data Structures & Algorithms	4
CSC 1300 Into to Programming	4		MATH 1920 Calculus II	4
MATH 1910 Calculus I	4		COMM 2025 or PC 2500-Communication	3
ENGL 1010 Writing Composition I	3		ENGL 1020 Writing Composition II	3
Financial and Digital Literacy	3		HIST 2010 Early US History	3
Course	**Cr. Hrs.**		**Course**	**Cr. Hrs.**
SOPHOMORE YEAR				
Semester: Fall Total Credit Hours: 16			Semester: Spring Total Credit Hours: 16	
CSC 2310 Object Oriented Programming	4		CSC 2570 Intro to Cyber and Privacy	3
CSC 2400 Design of Algorithms	3		CSC 2770 Intro to Systems & Networking	3
CSC 2510 Intro to DevOps with Unix	3		CSC 3710 Found of Comp Science	3
CSC 2700 Discrete Structure for Comp Sci	3		Science Sequence[2]	4
HIST 2020 Modern US History	3		Social/Behavioral Science Elective	3
Course	**Cr. Hrs.**		**Course**	**Cr. Hrs.**
JUNIOR YEAR				
Semester: Fall Total Credit Hours: 15			Semester: Spring Total Credit Hours: 14	
CSC 3300 Database Management Sys	3		CSC 3040 Profess, Comm, and Research	3
CSC 3410 Comp Org and Assembly	3		CSC 4320 Comp Architecture	3
CSC 3570 IT Security **FALL**	3		CSC 4575 Cryptography & Network Sec **SPRING**	3
MATH 2010 Intro to Linear Algebra	3		Elective	2
Humanities/Fine Arts Elective	3		Humanities/Fine Arts Elective	3
Course	**Cr. Hrs.**		**Course**	**Cr. Hrs.**
SENIOR YEAR				
Semester: Fall Total Credit Hours: 15			Semester: Spring Total Credit Hours: 12	
CSC 4200 Comp Networks	3		CSC 4100 Operating Systems	3
CSC 4585 Software and Systems Security **FALL**	3		CSC 4615 Software Engineering II	2
CSC 4610 Software Engineering I	3		CSC Elective[3]	3
MATH 3070 or MATH 3470	3		Science Sequence[2]	4
Social/Behavioral Science Elective	3			

Notes:

1. Not required for transfer students with more than 12 hours; transfer students take 1 credit hour free elective
2. Science Sequence: One science sequence
   - BIOL 1113 and BIOL 1123 OR BIOL 1113 and BIOL 2310 OR
   - CHEM 1110 and CHEM 1120 OR
   - GEOL 1040 and GEOL 1045 OR
   - PHYS 2010 and PHYS 2020 OR PHYS 2110 and PHYS 2120
3. CSC Elective: Any additional 2000 or above level CSC course

College of Engineering
TENNESSEE TECH

Degree Map

The major map illustrates one path to completing your major, based on faculty members' advice on course sequence and course schedule. This document provides general direction.

Course	Cr. Hrs.	Course	Cr. Hrs.
FIRST YEAR			
Semester: Fall Total Credit Hours: 15		Semester: Spring Total Credit Hours: 14	
CSC 1020 Connections to Computing[1]	1	CSC 1310 Data Structures & Algorithms	4
CSC 1300 Into to Programming	4	MATH 1920 Calculus II	4
MATH 1910 Calculus I	4	ENGL 1020 Writing Composition II	3
ENGL 1010 Writing Composition I	3	Social/Behavioral Science Elective	3
Financial and Digital Literacy	3		
Course	**Cr. Hrs.**	**Course**	**Cr. Hrs.**
SOPHOMORE YEAR			
Semester: Fall Total Credit Hours: 17		Semester: Spring Total Credit Hours: 16	
CSC 2310 Object Oriented Programming	3	CSC 2400 Design of Algorithms	3
CSC 2510 Intro to DevOps with Unix	3	CSC 2700 Discrete Structure for CompSci	3
MATH 2010 Intro to Linear Algebra	3	CSC 2770 Intro to Systems & Networking	3
Science Sequence[3]	4	Science Sequence[2]	4
HIST 2010 Early US History	3	COMM 2025 or PC 2500-Communication	3
Course	**Cr. Hrs.**	**Course**	**Cr. Hrs.**
JUNIOR YEAR			
Semester: Fall Total Credit Hours: 15		Semester: Spring Total Credit Hours: 15	
CSC 3300 Database Management Sys	3	CSC 3040 Prfess, Comm, and Research	3
CSC 3410 Comp Org and Assembly	3	CSC 3710 Found of Comp Science	3
CSC Elective[3]	3	CSC 4200 Computer Networks	3
MATH 3070 or MATH 3470	3	CSC 4760 Parallel Programming **SPRING**	3
Humanities/Fine Arts Elective	3	Humanities/Fine Arts Elective	3
Course	**Cr. Hrs.**	**Course**	**Cr. Hrs.**
SENIOR YEAR			
Semester: Fall Total Credit Hours: 14		Semester: Spring Total Credit Hours: 14	
CSC 4100 Operating Systems	3	CSC 4615 Software Engineering II	2
CSC 4320 Computer Architecture	3	CSC 4780 Adv. Net. & Sec. SPRING even years	3
CSC 4610 Software Engineering I	3	CSC HPC Elective[4] **SPRING**	3
CSC 4770 Dist. & Cloud Computing **FALL**	3	HIST 2020 Modern US History	3
Elective	2	Social/Behavioral Science Elective	3

Note:

1. Not required for transfer students with more than 12 hours; transfer students take 1 credit hour free elective
2. Science Sequence: One science sequence
   - BIOL 1113 and BIOL 1123 OR BIOL 1113 and BIOL 2310 or
   - CHEM 1110 and CHEM 1120 or
   - GEOL 1040 and GEOL 1045 or
   - PHYS 2010 and PHYS 2020 OR PHYS 2110 and PHYS 2120
3. CSC Elective: Any additional 2000 or above level CSC course
4. CSC HPC Electives: Any one of the following CSC courses: CSC 4040, CSC 4220, CSC 4400, CSC 4575, CSC 4710

Motion to approve: Julie Baker
Second: Stacey Browning
Vote: Motion Carried.

8. **BIOLOGY**
   a. Course Addition:

      BIOL 4050/5050 Virology**:** Lecture 2, Lab 3, Credit 3

      Course Description: Prerequisite: BIOL 1113. An introduction to the biology of viruses, focusing on viral structure, classification, host-virus interactions, and viral transmission. Also discusses how viruses can be used for gene therapy and vaccine development.

   b. CURRICULUM CHANGES: Addition of BIOL 4050 to the list of directed electives for the following three concentrations: Cellular and Molecular Biology, Health Sciences, and Microbiology.

   FROM:

   Cellular and Molecular Biology Concentration
   Directed Electives: Choose any one of the following courses (3 hours):
   BIOL 4040 – Immunology (3 credits)
   BIOL 4060 – Hormones & Chemical Communication (3 credits)
   BIOL 4190 – Molecular Signal Integration (3 credits)
   BIOL 4850 – Applied Microbiology (3 credits)

   Health Sciences Concentration
   Directed Electives: Choose any 4 of the following courses (12 – 16 hours):
   BIOL 3010 – Principles of Evolution (3 credits)
   BIOL 3040 – Comparative Vertebrate Anatomy (4 credits)
   BIOL 4000 – General Parasitology (4 credits)
   BIOL 4060 – Hormones & Chemical Communication (3 credits)
   BIOL 4070 – Vertebrate Development (4 credits)
   BIOL 4140 – Pathogenic Bacteriology (3 credits)
   BIOL 4150 – Molecular Genetics (3 credits)
   BIOL 4750 – Medical Microbiology (4 credits)
   BIOL 4860 – Disease Prevention (3 credits)
   BIOL 4880 – Bioethics (3 credits)
   BIOL 4890 – Histology (3 credits)
   CHEM 3020 – Organic Chemistry II (3 credits)
   CHEM 4500 – Nutritional Biochemistry (3 credits) OR CHEM 4610 – General Biochemistry I (3 credits)

   Microbiology Concentration
   Directed Electives: Choose any 3 of the following courses (8 – 11 hours):

BIOL 4000 – General Parasitology (4 credits)
BIOL 4040 – Immunology (3 credits)
BIOL 4120 – Protozoology (4 credits)
BIOL 4140 – Pathogenic Bacteriology (3 credits)
BIOL 4160 – Genetic Engineering Lab (2 credits)
BIOL 4770 – Mycology (3 credits)
BIOL 4780 – Phycology (3 credits)
BIOL 4850 – Applied Microbiology (3 credits) BIOL
4860 – Disease Prevention (3 credits)
BIOL 4870 – Microbiomes (3 credits)

TO:

Cellular and Molecular Biology Concentration
Directed Electives: Choose any one of the following courses (3 hours):
BIOL 4040 – Immunology (3 credits)
BIOL 4050 – Virology (3 credits)
BIOL 4060 – Hormones & Chemical Communication (3 credits)
BIOL 4190 – Molecular Signal Integration (3 credits)
BIOL 4850 – Applied Microbiology (3 credits)

Health Sciences Concentration
Directed Electives: Choose any 4 of the following courses (12 – 16 hours):
BIOL 3010 – Principles of Evolution (3 credits)
BIOL 3040 – Comparative Vertebrate Anatomy (4 credits)
BIOL 4000 – General Parasitology (4 credits)
BIOL 4050 – Virology (3 credits)
BIOL 4060 – Hormones & Chemical Communication (3 credits)
BIOL 4070 – Vertebrate Development (4 credits)
BIOL 4140 – Pathogenic Bacteriology (3 credits)
BIOL 4150 – Molecular Genetics (3 credits)
BIOL 4750 – Medical Microbiology (4 credits) BIOL
4860 – Disease Prevention (3 credits)
BIOL 4880 – Bioethics (3 credits)
BIOL 4890 – Histology (3 credits)
CHEM 3020 – Organic Chemistry II (3 credits)
CHEM 4500 – Nutritional Biochemistry (3 credits) OR CHEM 4610 – General Biochemistry I
(3 credits)

Microbiology Concentration
Directed Electives: Choose any 3 of the following courses (8 – 11 hours):
BIOL 4000 – General Parasitology (4 credits)

BIOL 4040 – Immunology (3 credits) BIOL 4050 – Virology (3 credits)
BIOL 4120 – Protozoology (4 credits)
BIOL 4140 – Pathogenic Bacteriology (3 credits)
BIOL 4160 – Genetic Engineering Lab (2 credits)
BIOL 4770 – Mycology (3 credits)
BIOL 4780 – Phycology (3 credits)
BIOL 4850 – Applied Microbiology (3 credits) BIOL 4860 – Disease Prevention (3 credits)
BIOL 4870 – Microbiomes (3 credits)

JUSTIFICATION: Viruses are an important group of organisms in their own right and also interact in a variety of critical ways with bacteria, plants, fungi, and humans and other animals. They are also strongly tied to human health issues, both as disease-causing agents and in disease treatment (via their use in gene therapy and vaccine development). Current departmental offerings are only able to superficially touch on the biology of viruses, and this will be a strong addition to our health science/cellular/molecular course offerings. Adding Virology as a directed elective to the three concentrations (Cellular and Molecular Biology, Health Sciences, and Microbiology) will provide students with an additional option to choose from in selecting their upper-division courses.

EFFECTIVE DATE: Fall 2026

FINANCIAL IMPACT: This course will be taught as part of the normal load by one of the department's new faculty, Dr. Alba Frias-De-Diego, so that no financial impact is anticipated.

Tennessee Tech University
Department of Biology
BIOL 4050/5050 - Virology

Date & Time TBD, Classroom TBD, 3 credit hours, Spring

Instructor Information

Instructor's Name: Alba Frias-De-Diego

Office: LSC 2304

Lab: LSC 2312

Telephone Number: 931-372-3250

Campus Email: afrias@tntech.edu

Course Information

Prerequisites: General Biology I (BIOL 1113)

Texts and Resources: No Textbook is required for this class. However, two general biology textbooks are recommended:

- *Principles of Virology, 5th Edition* (2-volume set), (2020). S. J. Flint, V. R. Racaniello, G. F. Rall, A. M. Skalka, and T. Hatziioannou.

- *Molecular and cellular biology of viruses, 1st edition*. (2024). Lostroh, P.

Course Welcome and Description

Welcome to Virology! In this course, we'll start to explore the most abundant biological entities on Earth. Are they alive or dead? How can something so small shape the evolution of life?

To learn about this, in this course we will talk about viral structure and classification, viral-host interactions, and viral spread and transmission, getting a deep molecular understanding of what viruses are and how they work. Additionally, we will cover how viruses can be used as tools for gene therapy and vaccine development.

Get ready to be challenged, intrigued, and to see the world around you in a completely new way.

Course Objectives/Student Learning Outcomes

This course will provide a comprehensive introduction to the principles of virology. Students who successfully complete this course will be able to:

- Describe virus structure and differentiate major virus families.
- Compare and identify different viral replication strategies from a molecular standpoint, including gene expression and genome replication in both DNA and RNA viruses.
- Explain different stages of virus-host interactions and outline immune responses against viral infections.
- Apply epidemiological concepts to evaluate emerging viral threats, including genetic, ecological and social factors that may contribute to the emergence and transmission of viral pathogens.
- Understand and apply modern virology techniques.

Major Teaching Methods

This course will be taught in person.

Special Instructional Platform/Materials

Slides and topic handbooks will be available via iLearn. Laptop or other form of note-taking is strongly recommended but not required.

Topics to be Covered

- The fundamentals of Molecular and Cellular Virology
- Viral nomenclature and genetic variability.
- The Virus Replication Cycle.
- Viral gene expression and genome replication in different viral groups.
- Viral protein synthesis and intracellular trafficking.
- Virus-host interactions.
- Host immune response to virus.
- Introduction to epidemiology and mechanisms of spread.
- Emerging infections.
- Viral therapy and other viral applications
- Main viral families to be discussed through the course: Picornaviruses, Togaviruses, Alphaviruses, Flaviviruses, Infectious clones, Orthomyxoviruses, Retroviruses, Polyomaviruses, Herpesviruses, Bacteriophages.

Tentative Laboratory activities

- Cell culture.
- Cytopathic effect of virus infection in tissue culture.
- Quantification of virus using TCID50.
- Detection of positive samples using ELISA.
- Detection of positive samples using qPCR.
- Phage isolation and Plaque assay
- Hemagglutination &HAI simulation
- Bioinformatics – Viral evolution

Course Schedule

TBD

Grading and Evaluation Procedures

Student grades will be awarded based on the following point-earned system. Subjective grade adjustments to individual students' grades will **not** be made.

This class will utilize four lecture exams to test students' knowledge of the material discussed. Exams will be based on material discussed in class.

Exams are **non-accumulative**. However, students will have the opportunity to re-take any of the first three exams along with the final. From the two grades, the highest one will be used to calculate the final grade. See the "Missed Exams" section for policy concerning missed exams.

Graded Item	Total Points of Final Grade
Lecture Exam 1	17.5% (175 pts)
Lecture Exam 2	17.5% (175 pts)
Lecture Exam 3	17.5% (175 pts)
Final Exam 4	17.5% (175 pts)
Laboratory	30% (300 pts)

Five **non-mandatory** assignments will be scheduled through the course. The points obtained on these assignments will be added to the final grade, regardless of the grade on the exams. Each assignment will provide a maximum of 35pts, giving the five assignments combined the same weight as one of the four exams (175pts).

Grading Scale

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

Course Policies

Student Academic Integrity Policy

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Student Academic Integrity. Please see the Academic Integrity website (https://www.tntech.edu/provost/academicintegrity/) for more information.

Attendance Policy

TNTECH Attendance Statement: Regular class attendance is an important part of a student's total performance required for the satisfactory completion of any course, and an unsatisfactory attendance record may adversely affect a student's final grade recorded for the course. Policy Central

- A student is expected to attend each meeting of every class for which he/she is registered.
- Each instructor is responsible for explaining, in writing, the practice in treating absences at the beginning of each course.

Students who are unable to attend class for an extended period due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact the Office of the Vice President for Student Affairs at studentaffairs@tntech.edu to request an absence notification.

Virology Attendance Policy: Attendance for this class is highly recommended. Students who attend class regularly tend to do better in this course than students who miss/skip constantly.

Class Participation

Student Academic Integrity Policy: Maintaining high standards of academic integrity in every class is critical to the reputation of Tennessee Tech, its students, faculty, alumni, and the employers of Tennessee Tech graduates. Academic integrity is at the foundation of the educational process and key to student success. Students with academic integrity are committed to honesty, ethical behavior, and avoiding academic integrity violations. All students must read and understand Policy 216: Student Academic Integrity. Please see the Academic Integrity website

(https://www.tntech.edu/provost/academicintegrity/) for more information.

Virology Academic Dishonesty Policy: Cheating, plagiarism, or other forms of academic dishonesty will not be tolerated and will result in a grade of zero for the assignment in question, as well as administrative disciplinary action.

Exam Policy: The use of any electronic device (cell phones, calculators, headphones, watches, smart glasses, or any other electronic device) is **strictly prohibited** during any exam (this includes both the lecture and laboratory sections of this course). A zero-tolerance policy will be strictly enforced. If you use these devices during an exam, you will receive a zero on that assignment, as well as further administrative actions. No exceptions.

Classroom etiquette: Please silence or turn off any electronic devices. If the class is interrupted by your cell phone or other devices, you may be asked to leave class for the remainder of the day. Any disruptive behavior will not be tolerated, and you will be asked to leave class. If talking, wandering eyes or use of electronic devices is observed during exams, you will receive an automatic zero on that exam, as well as administrative disciplinary action.

Assignments and Related Policy

Missed Exams: Students who miss an exam must contact the professor within 48 hours of the original exam date to schedule a make-up exam. You must take the make-up exam within one week of the original exam date. The make-up exam will differ from the original exam. Make-up exams will only be given with an appropriate excuse or advanced notice (and an appropriate reason for needing to be absent - i.e. wanting to go to the beach early for spring break does not count).

See below for excused absences.

Excused Absences:

- Medical (with appropriate documentation from TTU)

- TTU issued (with proper documentation and prior communication)
- Family emergency (with proper documentation)

Instructional and Assignment Use of Artificial Intelligence

AI is allowed to be used throughout the course so long as it is done so with proper citations and with attribution.

In this course, Generative AI resources are encouraged to be used by students with the purpose of supporting their work. To ensure academic integrity, students must openly disclose any AI generated material they utilize and provide proper attribution. This includes in-text citations, quotations, and references.

To indicate the use of Generative AI resources, a student should include the following statement in their assignments: "The author(s) acknowledge the utilization of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment.

The [Generative AI Tool Name] was employed in the following manner(s) within this assignment [e.g., brainstorming, grammatical correction, citation, specific section of the assignment]."

Proper citation guidelines can be found on the CITL website. in accordance with [University Policy 220](#): Instructional and Assignment Use of Artificial Intelligence.]

Disability Accommodation

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – [services](#) [for students with disabilities at policy central](#).

Additional Resources

Technical Help

If you are experiencing technical problems, visit the [myTech IT Helpdesk](#) for assistance.

If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed [here](#))visit the [Center for Innovation in Teaching and Learning](#) (CITL) website or call 931-372-3675 for assistance.

Tutoring

The university provides free tutoring to all Tennessee Tech students through the Learning Center within the Volpe Library. Tutoring is available for any class or subject, as well as writing, test prep,

study skills, and resume support. Appointments are scheduled, so contact the [Learning Center website](#) for more information.

Counseling and Health Services

Tennessee Tech offers support for student well-being through two key services. The Center for Counseling and Mental Health Wellness provides brief, solution-focused therapy to help students navigate personal and social challenges. Health Services delivers accessible, high-quality, and affordable medical care to promote overall wellness. Visit their respective websites to learn more or schedule an appointment.

Emergency Preparedness Protocols

Each student must take personal responsibility for following any University protocol related to pandemics, natural disasters, and other public health and safety events. Students are expected to follow all directives published by Tennessee Tech on its [Environmental Health & Safety webpage](#).

Motion to approve: Julie Baker
Second: Stacey Browning
Vote: Motion Carried.

9. **MECHANICAL AND NUCLEAR ENGINEERING**

COURSE ADDITIONS, DELETIONS, AND CHANGES A. COURSE CHANGES
   a. ME 1020: ME Fundamentals II
      Lec. 2. Lab 2. Cr. 3.

      Current Prerequisites: ME 1010.

      Proposed Prerequisites: None.

      Advance knowledge, skill, and ability in analysis thinking, design, thinking, teaming, and engineering communication through project-based learning. Introduce and develop parametric solid modeling and graphics knowledge and skill with Solidworks.

      JUSTIFICATION
      The materials covered in ME 1010 are not needed in ME 1020. The change will given students more flexibility in course scheduling.

      IMPACT ON FACULTY: NONE

EFFECTIVE DATE: Spring 2026

b. ME 2210: Thermodynamics
Lec. 3. Cr. 3.
Current Prerequisites: CHEM 1110; C or better in MATH 2110.
Proposed Prerequisites: CHEM 1110; C or better in MATH 1920.

Concepts, models, and laws; energy and the first law; properties and state; energy analysis of thermodynamic systems; entropy and the second law; conventional power and refrigeration cycles.

JUSTIFICATION: The prerequisites were reviewed by the faculty, and it was determined that MATH 1920 was more appropriate for students in the course.

IMPACT ON FACULTY: NONE

EFFECTIVE DATE: Spring 2026

c. ME 3050: System Dynamics

Lec. 3. Cr. 3.
Current Prerequisites: ME 2330, ME 3023 or VE 3500 and ME 3001. Co-requisite: ME3060

Proposed Prerequisites: ME 2330, ME 3023 or VE 3500 or ME 3310, and ME 3001.

Modeling and simulation of lumped parameter systems, mechanical, electrical, thermal, fluid, and/or mixed; time and frequency response; vibration applications; control algorithms.

JUSTIFICATION: ME 3023 is being replaced with ME 3310, and the content of ME 3060 is moved to ME 3320.

IMPACT ON FACULTY: NONE

EFFECTIVE DATE: Fall 2026

d. VE 3500: Sensors, Transducers, Instrmn

Lec. 2. Lab 2. Cr. 3.
Current Prerequisites: ECE 2850 or ECE 2050, PHYS 2120.

Proposed Prerequisites: ECE 2050 or ECE 2850, Prerequisite or Co-requisite: PHYS 2120.

Introduction to sensors used in vehicles, including: oxygen, tire pressure, emission, temperature, blind spot monitoring, etc. Focus on principles of measurements, theory of instruments, and sensors for measuring typical physical quantities in mechanical and electrical systems. Calibration, measurement uncertainty, and noise.

JUSTIFICATION: Changes to reflect the prerequisite changes in the ME equivalent course.

IMPACT ON FACULTY: NONE

EFFECTIVE DATE: Fall 2026

e. ME 3310: Experimental Methods 1

Lec. 2. Lab 2. Cr. 3.
Current Prerequisites: ECE 2050.

Proposed Prerequisites: ECE 2050 or ECE 2850, Prerequisite or Co-requisite: PHYS 2120.

Introduce and develop experimental methods; sensors and data acquisition techniques for measurement in mechanical systems, structural, and fluid applications.

JUSTIFICATION

When the course was set up, it should have included PHYS 2120 to be consistent with the course it replaced and the VE course that is equivalent.

IMPACT ON FACULTY: NONE

EFFECTIVE DATE: Fall 2026

f. ME 3320: Experimental Methods 2

Lec. 2. Lab 2. Cr. 3.
Current Prerequisites: ME 3310.

Proposed Prerequisites: ME 3310 or VE 3500.

Advanced experimental methods and develop design of experiments, sensors, and measurement techniques for structural and thermal mechanical systems.

JUSTIFICATION: Need to include VE 3500 so that VE concentration can take course.

IMPACT ON FACULTY: NONE

EFFECTIVE DATE: Fall 2026

g.   ME 4020: Applied Machine Design

Lec. 2. Lab 2. Cr. 3.
Current Prerequisites: ME 3610 and ME 4010.

Proposed Prerequisites: ME 3610 and ME 4010 or ME 3020.

Design for strength and rigidity under dynamic loads; shaft design; design of joints (threaded fasteners, welds, springs, keys, etc.); design of gear trains; lubrication and bearing design; finite element analysis; and optimization, and statistical consideration in design.

JUSTIFICATION: ME 4010 has been re-numbered to ME 3020 as of Fall 2026.

IMPACT ON FACULTY: NONE

EFFECTIVE DATE: Fall 2026

h.   ME 4210: Refrigeration & A/C

Lec. 3. Cr. 3.
Current Prerequisites: ME 3220, ME 3710 and ME 3720.

Proposed Prerequisites: ME 3710 and ME 3720.

Refrigeration systems and HVAC design concepts; air-conditioning systems, principles of psychometrics, human comfort, and principles of building load calculations and annual energy use simulations.

JUSTIFICATION: ME 3220 is no longer a required course in the ME curriculum as of Fall2024.

IMPACT ON FACULTY: NONE

EFFECTIVE DATE: Fall 2026

i.   ME 4220: Air Conditioning Design

Lec. 3. Cr. 3.
Current Prerequisites: ME 3220, ME 3710 and ME 3720.

Proposed Prerequisites: ME 3710 and ME 3720.

Design of heating, cooling, and ventilating systems for buildings. Duct system design, pipe system layout and equipment selection.

JUSTIFICATION: ME 3220 is no longer a required course in the ME curriculum as of Fall2024.

IMPACT ON FACULTY: NONE

EFFECTIVE DATE: Fall 2026

j. ME 4260: Energy Conversion/Conservation

Lec. 3. Cr. 3.
Current Prerequisites: ME 3220 and ME 3710.

Proposed Prerequisites: ME 3710.

An in-depth study of industrial steam, pumping and compressed air systems in terms of how to reduce system energy consumption.

JUSTIFICATION: ME 3220 is no longer a required course in the ME curriculum as of Fall2024.

IMPACT ON FACULTY: NONE

EFFECTIVE DATE: Fall 2026

k. ME 4310: Gas Dynamics

Lec. 3. Cr. 3.
Current Prerequisites: ME 3220 and ME 3720.

Proposed Prerequisites: ME 2210 or ME 3210 and ME 3720.

Balance laws, shock waves, Prandtl/Meyer expansion, flow through ducts and nozzles, unsteady wave motion, linearized supersonic thin airfoil theory.

JUSTIFICATION: ME 3220 is no longer a required course in the ME curriculum as of Fall2024.

IMPACT ON FACULTY: NONE

EFFECTIVE DATE: Fall 2026

l.   ME 4410: Senior Design Project 1

Lec. 2. Lab 2. Cr. 3.
Current Prerequisites: ME 3001, ME 3023, ME 3050, ME 3060, ME 3220, ME 3610, ME 3710, ME 3720, ME 4010, and ME 2910. ME 3050, ME 3060, and ME 2910 may all be taken concurrently.
Proposed Prerequisites: ME 2910, ME 3001, ME 3610, ME 3710, ME 3720, ME 4010 or ME 3020. Prerequisite or Co-requisite: ME 3050, ME 3060 or ME 3320, ME 4020 or ME 4720.

Principles of engineering design with emphasis on contemporary industrial design processes and engineering economics with applications in product design. Development phase for capstone team design project in mechanical engineering: preliminary design, supporting analyses and drawings with bill of materials.

JUSTIFICATION: The changes reflect the curriculum changes that went into effect Fall 2024. Consistent format for prerequisites across all senior design courses.

IMPACT ON FACULTY: NONE

EFFECTIVE DATE: Fall 2026

m. ME 4414: Senior Design Project 1 - Aerospace

Lec. 2. Lab 2. Cr. 3.
Current Prerequisites: ME 2910, ME 3001, ME 3023, ME 3220, ME 3610, ME 3710, ME 3720, ME 4010. Prerequisite or Co-requisite: ME 3050 or ME 3060 or ME 4020 or ME 4720

Proposed Prerequisites: ME 2910, ME 3001, ME 3610, ME 3710, ME 3720, ME 4010 or ME 3020. Prerequisite or Co-requisite: ME 3050, ME 3060 or ME 3320, ME 4020 or ME 4720.

Principles of engineering design with emphasis on contemporary aerospace industrial design processes and engineering economics with applications in product design. Development phase for capstone team design project in mechanical engineering: preliminary design, supporting analysis and drawings with bill of materials.

JUSTIFICATION: The changes reflect the curriculum changes that went into effect Fall 2024. Consistent format for prerequisites across all senior design courses.

IMPACT ON FACULTY: NONE

EFFECTIVE DATE: Fall 2026

n. ME 4416: Senior Design Project 1 – Mech & Robot

Lec. 2. Lab 2. Cr. 3.
Current Prerequisites: Completion of required 3000-level ME courses; ME 4010; Corequisite: ME 3050.

Proposed Prerequisites: ME 2910, ME 3001, ME 3610, ME 3710, ME 3720, ME 4010 or ME 3020. Prerequisite or Co-requisite: ME 3050, ME 3060 or ME 3320.

Prerequisites: Principles of engineering design principles with emphasis on contemporary mechatronics and robotics industrial practice. Product cost economics analysis with underlying principles related to cost of money and breakeven analysis. Project proposal writing, preliminary design, supporting analyses and drawings with bill of materials ready to fabricate the following semester.

JUSTIFICATION: The changes reflect the curriculum changes that went into effect Fall 2024. Consistent format for prerequisites across all senior design courses.

IMPACT ON FACULTY: NONE

EFFECTIVE DATE: Fall 2026

o. ME 4610: Steam Power Plants

Lec. 3. Cr. 3.
Current Prerequisites: ME 3220, ME 3710 and ME 3720.

Proposed Prerequisites: ME 3710 and ME 3720.

Energy sources, fuels, firing methods, boilers, turbine characteristics, cooling water and cooling towers, dust collection, new developments in energy generation, plant trip.

JUSTIFICATION: ME 3220 is no longer a required course in the ME curriculum as of Fall2024.

IMPACT ON FACULTY: NONE

EFFECTIVE DATE: Fall 2026

p. ME 4630: Internal Combustion Engines

Lec. 3. Cr. 3.
Current Prerequisites: ME 3220, ME 3710 and ME 3720.
Proposed Prerequisites: ME 3710 and ME 3720.

Ideal fuel/air cycles, heat loss, friction, combustion and detonation, carburetion and fuel injection; air flow, normal overall performance, and extreme performance.

JUSTIFICATION: ME 3220 is no longer a required course in the ME curriculum as of Fall 2024.

IMPACT ON FACULTY: NONE

EFFECTIVE DATE: Fall 2026

q. ME 4710: Propulsion

Lec. 3. Cr. 3.
Current Prerequisites: ME 3220 and ME 3720.

Proposed Prerequisites: ME 3710 and ME 3720.

This course presents aerospace propulsive devices as systems, with functional requirements and engineering and environmental limitations along with requirements and limitations that constrain design choices. both air-breathing and rocket engines are covered, at a level which enables rational integration of the propulsive system into an overall vehicle design. Mission analysis, fundamental performance relations, and exemplary design solutions are presented.

JUSTIFICATION: ME 3220 is no longer a required course in the ME curriculum as of Fall 2024.

IMPACT ON FACULTY: NONE

EFFECTIVE DATE: Fall 2026

r. ME 4720: Thermal Design

Lec. 3. Cr. 3.
Current Prerequisites: ME 3220, ME 3710 and ME 3720.

Proposed Prerequisites: ME 3710 and ME 3720.

Introduction to the design of thermofluidic devices and systems; general design methodology, modeling, simulation, and optimization; and heat exchangers and prime movers in systems.

JUSTIFICATION: ME 3220 is no longer a required course in the ME curriculum as of Fall 2024.

IMPACT ON FACULTY: NONE

EFFECTIVE DATE: Fall 2026

s. ME 4751: Energy Systems Laboratory

Lec. 1. Lab 2. Cr. 2.
Current Prerequisites: ME 3023, ME 3710 and ME 3720.

Proposed Prerequisites: ME 3023 or ME 3310, ME 3710 and ME 3720.

Basic instrumentation and principles of measuring pressure, temperature, fluid velocity, and fluid flow rate; demonstrations, measurements, and evaluations of heat transfer and fluid flow processes.

JUSTIFICATION: ME 3023 will change to ME 3310 in the ME curriculum as of Fall 2024.

IMPACT ON FACULTY: NONE

EFFECTIVE DATE: Fall 2026

t. VE 4100: Senior Design Project 1 - ME

Lec. 2. Lab 2. Cr. 3.
Current Prerequisites: VE 3500, ME 3220, ME 3610, ME 4010, ME 3710, ME 3050. ME 3050 can be taken concurrently.
Proposed Prerequisites: ME 2910, ME 3001, ME 3610, ME 3710, ME 3720, ME 4010 or ME 3020, VE 3500. Prerequisite or Co-requisite: ME 3050, ME 3060 or ME 3320, ME 4020 or ME 4720.

Principles of vehicle engineering design with emphasis on contemporary industrial design processes and engineering economics with applications in product design. Development phase for capstone team design project in vehicle engineering: preliminary design, supporting analyses and drawings with bill of materials.

JUSTIFICATION: The changes reflect the curriculum changes that went into effect Fall 2024. Consistent format for prerequisites across all senior design courses.

IMPACT ON FACULTY: NONE

EFFECTIVE DATE: Fall 2026

Motion to approve: Julie Baker
Second: Stacey Browning
Vote: Motion Carried.

10. **Decision Sciences**
   a. Course changes
      i. DS 4330 – Management Information System Analysis and Design

         Change the name of the course to Information Systems Analysis and Design Remove the prerequisite or corequisite of DS 3865. Instead, it should list DS 3860 as a prerequisite and DS 3870 as a prerequisite or corequisite.

         Justification: The name change is to be consistent with the revised name of the major. In Fall 2024, we removed DS 3865 from the major and replaced it with a DS elective. Since we no longer teach the course, DS 3865 should be removed as a requirement for DS 4330. We still need DS 3860 as a prerequisite for DS 4330.

         Financial Impact: None

         Effective: Spring 2026

TENNESSEE TECH UNIVERSITY
DEPARTMENT OF DECISION SCIENCES AND MANAGEMENT
DS 4330-001 INFO SYSTEMS ANALYSIS & DESIGN
M/W/F 10:00-10:50, FOUNDATION 322, FALL 2025

INSTRUCTOR INFORMATION

Instructor's Name: Dr. Susan G. Wells
Email: swells2@tntech.edu
Office: FNDH 114
Phone: (931)372-3176 (office) or (931) 261-6538(cell). I prefer that you text me, and that is the method of contact that will get you the quickest response. I also have my email on my phone and watch but sometimes I will see it on my watch during a class or meeting but forget to respond, so if you have emailed and not received a response in 48 hours please email again.

Office Hours: Monday and Wednesdays 8:30 to 10 and Thursdays 10:20 to 12
Appointments can be made other times as well via email and you are always welcome to stop by Foundation 114 and see if I am there.
Student Assistant: Sophie Wells sewells43@tntech.edu

COURSE INFORMATION:

PREREQUISITES: DS 3860
PREREQUISITE OR COREQUISITE: DS 3870

OPTIONAL TEXTBOOK: *Systems Analysis and Design by Scott Tilley* - 9781305494602

COURSE DESCRIPTION:

This course will cover how to design, plan, and implement an information system in a business environment. This course will teach project management, documentation, data flow, entity relationship diagrams, and many other components of planning an information system.

COURSE OBJECTIVES:

After completing this course students should be able to demonstrate an ability to plan and design an information system using business technologies. – Learning Objective 1.1

Students will analyze systems from multiple viewpoints, planning and evaluating the prospective system to meet the business's needs. – Learning Objective 2.1

Students will produce multiple items of documentation – data flow diagrams, entity relationship diagrams, contracts, scope of work, and statement of work – Learning Objective 3.1

Students will meet with businesses and propose solutions to the respective business about how the group can meet their technological needs. Students will also present their project to the class – Learning Objective 3.2

Students will work together in groups to meet the needs of the business and their environment. – Learning Objective 3.3

Students will be exposed to business and trade secrets, leadership strategies, confidential information, and much more. Students will learn how this information is used in ethical implications of business decisions – Learning Objective 3.4

TEACHING METHOD:
This course is fully in person and will be taught via lectures and one major class project.

GRADING:	Documentation & Diagrams	15% of course grade
	Attendance	10% of course grade
	Teammate Review	20% of course grade
	Professor Review	25% of course grade
	Project Involvement/Participation	30% of course grade

The Teammate Review will be based on reviews from each of your fellow classmates. I will administer the evaluations twice a semester – once at midterm and once during dead week.

Documents required will include:

Current Situation Analysis

Feasibility Study

Scope of Work

Timeline/Gantt Chart

Data Flow Diagram

Entity Relationship Diagram (if necessary)

Minimum Viable Product (MVP)

Project Involvement/Participation will consist of a numeric review by your professor as well as other professors in the department that are involved in the project. Other individuals, such as employees of the company students are working for, will also be consulted.

The Professor review will be conducted by me and consist of the following rubric:

Criteria	25 pts	12.5 pts	1 point
Involvement	Student has been highly involved; involved in class, meetings, and work.	Student has missed some classes, hasn't spoken up in class or meetings, or hasn't been very involved in work. Needs improvement.	Student has missed a significant portion of classes, hasn't spoken up in class or meetings, and hasn't been very involved in work. Significant improvement is needed.
Project Input	Student has contributed a substantial amount of work to the project.	Student has contributed some to the project but needs to up their input.	Student is severely lacking in how much they contribute to the project.
Attitude & Preparation	Student always comes to classes and meetings with a positive attitude and is prepared.	Student needs to work on their attitude and be more prepared.	Student needs significant improvement in both areas.
Critical Thinking & Problem Solving	Student is always ready to solve problems and thinks critically about the project and technologies.	Student needs to work on their problem solving skills, think outside the box, and think critically about the project.	Student is severely lacking in critical thinking and problem-solving skills. Significant improvement is needed.
Professionalism	Student is always professional in dress, attitude, actions and conduct with others, including teammates, professors and clients.	Student needs to work on their professionalism in dress, attitude, and conduct with others	Student is unprofessional.

Documentation & Diagrams: There are multiple documents and diagrams that will be due throughout the semester, including but not limited to, the following: contract with business, business case, SWOT analysis, data flow diagram, entity relationship diagram, scope of work, statement of work, deliverables to client, definition of done, project success factors, and a communications plan.

ETHICS CONTENT:

Ethics is a crucial, yet oftentimes overlooked, aspect of business education. We will discuss historical instances of ethics violations in industry and if relevant, instances that present themselves during the semester. I expect all students to adhere to the College honor code and submit their own work at all times.

ATTENDANCE:

Class attendance, participation and preparation is mandatory. Students should be prepared to be called upon at any time to answer questions or explain concepts. Attendance will be taken **DAILY** via QR code. You are allowed three (3) Personal Days (PTO) to be used at your discretion. PTO absences will affect your grade after your three (3) days. Suppose you are absent due to a university-sponsored event, athletic travel, or University notified quarantine due to illness. In that case, you will not be charged toward your three days, but you will be responsible for all work missed. **Activities are frequently done during class time with points applied to them, so attendance is essential. If you are absent from class and an in-class activity, you will miss both attendance and activity points.**

Every student is also required to be in a weekly meeting with their customer(s). These meetings can be in person or virtual. Meetings will be short in nature, approximately 10-15 minutes, and will cover what has happened in the past week and what is coming up in the next week of work. Meetings will take place during class time unless the group finds a time outside of class that **ALL** group members and the customer(s) agree on.

PROJECT INVOLVEMENT/PARTICIPATION:

Every student is expected to be involved in their project(s) and carry their fair share of the work required. Each group member will log the work completed on a daily basis in a shared, collaborative platform such as Google Docs. The tasks performed should be listed as well as the student's initials of who completed the work.

MAKE-UP POLICY:

All work, homework and documents are due on the due date. There will be a 20% deduction on any late assignments unless the instructor is contacted beforehand and approves an alternate time or assignment to be completed. I will NOT accept late assignments after November 22nd.

GRADING SCALE:

Examination dates will be announced on-line via your calendar as well as in class. Absences for quizzes and exams will be recorded as zeros.
Make-up exams will rarely be given, and only for valid, documented absences with prior approval.
A=90 to 100%
B=80 to 89.9%
C=70 to 79.9%
D=60 to 69.9%
F= < 60%

ACADEMIC MISCONDUCT:

Maintaining high standards of academic integrity in every class is critical to the reputation of Tennessee Tech, its students, faculty, alumni, and the employers of Tennessee Tech graduates. Academic integrity is at the foundation of the educational process and key to student success. Students with academic integrity are committed to honesty, ethical behavior, and avoiding academic integrity violations. All students must read and understand Policy 216: Student Academic Integrity. Please see the Academic Integrity website (https://www.tntech.edu/provost/academicintegrity/) for more information.

MAKE-UP POLICY:

All work, homework and exams, are due at the due date. There will be a 20% deduction on any late assignments unless the instructor is contacted beforehand and approves an alternate time or assignment to be completed. I will NOT accept late assignments after November 22nd

DISABILITY ACCOMMODATION

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – services for students with disabilities at policy central.

ARTIFICIAL INTELLIGENCE USE

AI policy statement: Permitted when Assigned in this Course with Attribution.

In this course, Generative AI resources are allowed to be used for specific assignments or within set parameters, as designated by the instructor.

To ensure academic integrity, students must openly disclose any AI-generated material they utilize and provide proper attribution. This includes in-text citations, quotations, and references.

To indicate the use of a Generative AI resource, a student should include the following statement in their assignments: "The author(s) acknowledge the utilization of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was employed in the following manner(s) within this assignment [e.g., brainstorming, grammatical correction, citation, specific section of the assignment]."

Proper citation guidelines can be found on the **CITL website**.

ADDITIONAL RESOURCES

TECHNICAL HELP

If you are experiencing technical problems, visit the myTech IT Helpdesk for assistance.

If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed here)visit the Center for Innovation in Teaching and Learning (CITL) website or call 931-372-3675 for assistance.

For accessibility information and statements for our instructional technologies, visit the CITL's Learner Success Resource page.

ii. DS 4230 – Advanced Business Analytics 2

Change name: Principles of Generative AI

Change prerequisites: DS 3810 and Junior or Senior standing

Change description: An analytical approach to the principles and applications of generative artificial intelligence. Students will use modern AI tools and prompt engineering to solve problems while analyzing the technology's societal and ethical impacts.

Justification: This course was originally created to support the Business Intelligence and Analytics concentration, but we were not able to offer it due to limitations in teaching capacity. The course will now be used to support the proposal to elevate the concentration to a major in Business AI & Analytics.

Tennessee Tech University
Decision Sciences and Management
DS 4230 – 001: Principles of GAI

Dates, Times, Classroom, 3 Credit Hours, Semester

Instructor Information

Instructor's Name – Dr. Grant Clary

Office

931-372-3160

gclary@tntech.edu

Course Information

Prerequisites: DS 3810, Junior or Senior Standing

Texts and Resources

No primary textbook is required.

All required readings, articles, and resources will be provided through the Tennessee Tech Learning Management System (D2L/iLearn).

Students will be required to create and use free-tier accounts for foundational AI models (e.g., ChatGPT, Google Gemini) for assignments.

Students might be asked to purchase short-term subscriptions for AI tools from providers such as OpenAI, Google, or other providers.

Course Welcome and Description

Welcome to Principles of Generative AI! This course introduces students to the history, fundamental concepts, and practical applications of generative artificial intelligence (GAI). We will explore the history of AI and computing, focusing on the recent boom driven by big data and increased computing power. The course will introduce the fundamental concepts behind Large Language Models (LLMs) and other generative models. Students will learn the basics of machine learning to understand how these models are trained and run, which will clarify their capabilities, limitations, and future direction. We will then transition to practical applications, focusing on using basic AI tools (like ChatGPT and Gemini) and developing effective prompt engineering skills. Finally, the course will conclude with a critical examination of the ethical considerations surrounding modern AI, including training bias, societal impacts, misinformation, and intellectual property.

Course Objectives/Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- Explain the historical context of AI and the key factors (big data, computing power) driving the generative AI revolution.

- Describe the fundamental concepts of machine learning and how it is used to train and run generative models like LLMs.

- Analyze the capabilities and limitations of current foundational AI models.

- Apply prompt engineering techniques to effectively utilize generative AI tools for various tasks.

- Evaluate the ethical considerations and societal impacts of GAI, including bias, misinformation, and intellectual property.

Major Teaching Methods

This course will be delivered on-ground and will include lectures, in-class discussions, hands-on lab exercises, and a final project.

Special Instructional Platform/Materials

Students will require a laptop with internet access to use D2L/iLearn and web-based AI tools.

Topics to be Covered

- History of AI and Computing: From Turing to Transformers
- Drivers of the GAI Boom: Big Data and Compute Power
- Fundamentals of Machine Learning for GAI
- Introduction to Large Language Models (LLMs): How they are trained and run
- Overview of other Generative Models (e.g., Image Generation)
- Using Foundational AI Tools (ChatGPT, Gemini, etc.)
- Prompt Engineering: Principles and Techniques
- Ethical Considerations: Bias, Misinformation, and Societal Impacts
- Ethical Use, Intellectual Property, and AI Governance

Course Schedule

Part 1: Foundations – How Did We Get Here? (Approx. 4-5 Weeks) The first module of the course provides the essential context for generative AI, focusing on how and why these tools exist. We will begin with a brief history of AI and computing, tracing the line from early concepts and "AI winters" to the modern day. This historical context will flow directly into a discussion of the primary drivers of the recent GAI boom: the emergence of "Big Data" and the parallel processing revolution powered by GPUs. Once this foundation is set, we will transition to the technical fundamentals, covering the core concepts of machine learning, such as

supervised and unsupervised learning, and then focusing on what makes GAI and LLMs unique, including tokens and Transformer architecture. This module will conclude with a Module 1 Exam to assess understanding of these historical and technical concepts.

Part 2: Application – How Do We Use This? (Approx. 5-6 Weeks) This second module is the practical, hands-on portion of the course where students move from theory to application. We will start with a "tour" of the current foundational models, like those from Google, OpenAI, and Anthropic, to understand their different strengths. The content will then flow into the core skill of the course: the science of prompt engineering. Students will first learn basic principles, such as zero-shot prompting and role-playing, before progressing to more advanced techniques like chain-of-thought prompting and Retrieval-Augmented Generation (RAG). We will also briefly explore GAI beyond text, introducing image and audio generation. This module's assessment will be a practical Prompt Engineering Portfolio, where students will apply these skills to solve a variety of defined problems and document their results.

Part 3: Implications – What Does This Mean? (Approx. 4-5 Weeks) In the final module, students will use their knowledge from Parts 1 and 2 to critically analyze the impact of GAI. The content will flow from immediate technical challenges to broader societal questions. We will begin by addressing model limitations, including bias, "hallucinations," and the resulting challenges of misinformation and deepfakes. This will lead into a discussion of the wider societal and economic impacts, such as job displacement versus augmentation. Finally, we will cover the complex ethical, legal, and governance issues, including intellectual property, copyright, and data privacy, concluding with a look at the future of the field. This module will be assessed through two components: an Ethical Analysis Paper or Final Project for a deep dive into a specific topic, and a Cumulative Final Exam.

Grading and Evaluation Procedures

Your final course grade will be determined by your performance across the three main modules of the course, which are weighted to equal 100%. The breakdown is as follows: Part 1 (Foundations) will constitute 33% of your final grade, Part 2 (Application) will account for 33%, and Part 3 (Implications) will make up the remaining 34%.

Within each of these three modules, your grade will be calculated using a points-based system. You will earn points from a variety of assignments—which may include homework, in-class activities, or quizzes—as well as from a major assessment for that module (e.g., the Module 1 Exam in Part 1, the Prompt Engineering Portfolio in Part 2, and the Final Project/Exam in Part 3). At the end of the semester, the total points you have earned within each part will be converted to their respective percentage weighting (33%, 33%, or 34%) and combined to determine your final letter grade for the course.

Grading Scale

Table 1: Overview of grade range

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

Course Policies

Student Academic Integrity Policy

Maintaining high standards of academic integrity in every class is critical to the reputation of Tennessee Tech, its students, faculty, alumni, and the employers of Tennessee Tech graduates. Academic integrity is at the foundation of the educational process and the key to student success. Students with academic integrity are committed to honesty, ethical behavior, and avoiding violations of academic integrity. All students are required to read and understand Policy 216: Student Academic Integrity. Please see the Academic Integrity website (https://www.tntech.edu/provost/academicintegrity/) for more information.

Attendance Policy

Students who are unable to attend class for an extended period due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact the Office of the Vice President for Student Affairs at studentaffairs@tntech.edu to request an absence notification.

Instructional and Assignment Use of Artificial Intelligence

In this course, Generative AI resources are encouraged to be used by students with the purpose of supporting their work. To ensure academic integrity, students must openly disclose any AI-generated material they utilize and provide proper attribution. This includes in-text citations, quotations, and references.

Disability Accommodation

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – services for students with disabilities at policy central.

Additional Resources

Technical Help

If you are experiencing technical problems, visit the myTech IT Helpdesk for assistance.

If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed here) visit the Center for Innovation in Teaching and Learning (CITL) website or call 931-372-3675 for assistance.

Tutoring

The university provides free tutoring to all Tennessee Tech students through the Learning Center within the Volpe Library. Tutoring is available for any class or subject, as well as writing, test prep, study skills, and resume support. Appointments are scheduled, so contact the Learning Center website for more information.

Counseling and Health Services

Tennessee Tech offers support for student well-being through two key services. The Center for Counseling and Mental Health Wellness provides brief, solution-focused therapy to help students navigate personal and social challenges. Health Services delivers accessible, high-quality, and affordable medical care to promote overall wellness. Visit their respective websites to learn more or schedule an appointment.

Emergency Preparedness Protocols

Each student must take personal responsibility for following any University protocol related to pandemics, natural disasters, and other public health and safety events. Students are expected to follow all directives published by Tennessee Tech on its Environmental Health & Safety webpage..

iii. DS 4510 – Business Intelligence and Analytics Capstone

Change name: Business AI & Analytics Capstone

Change prerequisites: DS 4210, DS 4220, and DS 4240

Change description: This course brings together the foundations of business AI and analytics using a wide array of techniques to solve real-world business problems and support business decision-making.

Justification: This course is the updated version of the capstone for the major in Business AI & Analytics.

Financial Impact: None

Effective Date

DS 4510 – Business AI & Analytics Capstone
Tennessee Tech University
Department of Decision Sciences and Management

Class Information
• DS 4510 (Tuesdays & Thursdays: 1:30PM-2:45PM)   • Three (3) Credit Hours, Spring Semester 2025

Instructor Information	
Instructor	Edwin Baidoo, PhD
Office	Foundation Hall (FDH) – Room 227-2
Office phone	931-372-6250
Email	ebaidoo@tntech.edu

Course Information	
Prerequisites	DS 4210, DS 4220, and DS 4240
Recommended Textbook	• Data Mining for Business Analytics (Concepts, Techniques, and Applications in Python) by Galit Shmueli, Peter C. Bruce, Peter Gedeck and Nitin R. Patel • Pandas for Everyone – Python Data Analysis by Daniel Y. Chen
Course Description	The purpose of this course is to bring together the concepts from the AI and data analytics courses. The purpose is to prepare students to help businesses navigate the complexities of AI and data analytics in order to be more efficient and competitive. It will also cover data analytics using Python. We will discuss data manipulation and cleaning techniques using the Pandas library and other data structures such as Series and DataFrame.
Course Objectives	To conduct data analysis by taking advantage of the following open-source tools: Jupyter Notebooks, Pandas, numpy, matplotlib, Scikit learn, and Seaborn. Students will also use various forms of AI platforms
Topics	Application of AI and data analytics. Fundamentals of python, exploratory data analysis, regression and classification techniques in machine learning.

General Policies	
Teaching methods	The major teaching methods for this class are lectures. • Lectures will introduce new concepts but will incorporate python codes. • Students are expected to practice coding along with the instructor.

Attendance	The topics in the capstone class are best learned by doing. Therefore, attendance is REQUIRED for this course. Please note that you are responsible for knowing the material when you're absent. If you plan to miss multiple class sessions, I recommend that you take the course when you can dedicate the time to it.
Class cancelation	If a class is canceled, the instructor will record the session and upload it to iLearn. It is the student's responsibility to watch the video and meet any class-related deadlines.
Office hours	Office hours are Tuesdays and Thursdays from 11:00 AM to 12:00 PM at FDH 227-2. Office hours are a time to receive help. Therefore, I encourage EVERYONE to come. Students should be prepared to ask *targeted* questions. For example, asking the instructor to "go over the lecture" is not a targeted question. Note that office hours are not a separate teaching or tutoring session for students who missed a class session – regardless of reason.

Policies on Class Behavior
Students are expected to behave professionally in class, as distractions are NOT tolerated. Distractions block the learning process and prevent the ENTIRE class from progressing smoothly. Therefore, the instructor will always request your full attention and cooperation, especially during lab sessions. The following activities cause distractions: • Using your computer or phone to engage in non-class-related activities such as reading emails, visiting social media sites, general web surfing, gaming, or working on assignments for other classes. • Sleeping in class. • Talking to other students during class. • Texting in class. • Tardiness and frequent exiting. If a student consistently engages in any of the activities listed above, the instructor may do any of the following: • Speak privately to the student about their behavior. • Ask the student to change their seating arrangement. • Give the student a zero for the next presentation. A guiding principle is to consider the effect of your actions on the ENTIRE class.

	Policies on Communication

Announcements and any developments in the course will be made on the course page on iLearn. It is the student's responsibility to check the course page regularly.

The best form of communication with the instructor is through email, not iLearn. Here are some suggested email etiquettes:

Subject	LastName, FirstName – DS4510
	Do not send an email without a subject line. I may think it's spam and not respond
Salutation	"Hi Dr. Baidoo" or "Hello Professor Baidoo" is fine
	A standalone "hey" is unacceptable and unprofessional. You will not address your boss that way
Body	Describe the issue. Include assignment names, not "the assignment due tonight." Attach jupyter notebooks
	Do not use your personal email address. I may think it's spam and not respond
	Check your spelling before you send an email

I try to respond to emails within 24 hours. However, if I take longer, please remind me. Historically, I receive most questions within 24 hours of the due date. I do not encourage you to do that, as it does not afford me enough time to investigate and help you properly.

	Policies on Grade Distribution		

The final course grade will be determined by class presentations. There is no extra credit work at the end of the semester. Therefore, please keep in mind your graduation plans and scholarship requirements. Grades will be calculated using the following rubric and scale.

Component	Weight	Range	Letter
Client Presentation 1	25%	90 – 100	A
Client Presentation 2	25%	80 – 89.99	B
Client Presentation 3	25%	70 – 79.99	C
Client Presentation 4	25%	60 – 69.99	D
		Below 60	F

	Policies on presentation
Presentations	To make compelling presentations, students must find data that they are passionate about. Students are expected to dress professionally for the presentations. Presentations should not be more than one slide and should include the following: • Executive summary (a brief overview of the key findings, recommendations and implications for decision making) • Business context (Explain why the analysis is important. Include outside statistics)

	• Data overview (describe the data source and any relevant cleaning process, highlight key variables and their definition) • Data visualization and methodology (Use appropriate charts, hypothesis tests, descriptive statistics or models to frame a narrative) • Key insights (Highlight the most important findings from the data analysis. Explain the meaning and implications of these insights within the business context) • Actionable recommendations (Translate insights into concrete recommendations for decision-making. Prioritize recommendations based on their potential impact) • Limitations and considerations (Discuss any limitations or potential biases in the data or analysis. Mention any assumptions made during the analysis) • Conclusion (Summarize the key takeaways and reiterate the most important findings. Reinforce the value of the analysis for the business)
Groups	Students are allowed to form groups of 4. Each group will have a leader, who's responsible for overseeing the presentation, from start to finish.
Presentation Dates	Presentation dates do not change because ALL students must present on that date. If the presentation date does not work for you, notify the instructor at least a week before the exam. Otherwise, you will be subjected to the make-up policy. Late submissions will NOT be accepted
Make-up	Presentations have no make-ups EXCEPT for medically related events, unforeseen emergencies, etc. In such cases, the instructor will need an authentic document as proof.
Plagiarism	You may not copy someone else's work and pass it off as your own. If you do this, you will be guilty of plagiarism, resulting in an F for the work and possibly an F for the course. Academic policies from the TTU Student Handbook.

Disability Accommodations
Students with disabilities requiring academic adjustments and accommodations must contact the Accessible Education Center (AES). AES is in the Roaden University Center, Room 112; phone 372-6119. For more information, see TTU Policy 340 (Services for Students with Disabilities) at TTU Policy 340.

b. New Course:
   i. DS 4240 – Applied AI
      Prerequisites: DS 4230 and Junior or Senior standing

      Description: A project-based approach to business applications of generative artificial intelligence. Foundational models, workflow automation tools, and AI agents are used to build applications and automate organizational tasks.

      Justification: This course will guide students on how to help businesses navigate the complexities of AI and data analytics in order to be more efficient and competitive. This is a key component of the proposed Business AI & Analytics major.

      Financial Impact: None

      Effective Date: Fall 2026

Tennessee Tech University
Decision Sciences and Management
DS 4240 – 001: Applied AI
Dates, Times, Classroom, 3 Credit Hours, Semester

Instructor Information
Instructor's Name – Dr. Grant Clary

Office

931-372-3160

gclary@tntech.edu

Course Information
Prerequisites – DS 4230, Junior and Senior Standing

Texts and Resources

No primary textbook is required.

All required readings, articles, and resources will be provided through the Tennessee Tech Learning Management System (D2L/iLearn).

Students will be required to create and use free-tier accounts for foundational AI models (e.g., ChatGPT, Google Gemini) for assignments.

Students will be asked to purchase short-term subscriptions for AI tools from providers such as OpenAI, Google, or other providers. Please budget for approximately $100 for subscription costs.

Course Objectives/Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- Apply advanced prompt engineering techniques using foundational models (e.g., ChatGPT, Gemini) to solve complex, multi-step problems.
- Design and construct basic AI-powered applications (e.g., web-based applications) to create functional tools.
- Differentiate between structured and unstructured data and apply AI-driven methods for processing and analysis.
- Develop and implement AI-driven workflow automations to streamline business processes and connect disparate systems.
- Analyze the capabilities and limitations of autonomous AI agents for task completion.

- Synthesize course concepts to build, document, and present a comprehensive, functional applied AI project that addresses a specific organizational need.

Major Teaching Methods

This course will be delivered on-ground and will include lectures, in-class discussions, hands-on lab exercises, and a final project.

Special Instructional Platform/Materials

Students will require a laptop with internet access to use D2L/iLearn and web-based AI tools.

Grading and Evaluation Procedures

Your final course grade will be determined by your performance across the three main modules of the course, which are weighted to equal 100%. The breakdown is as follows: Part 1 (Foundations) will constitute 33% of your final grade, Part 2 (Application) will account for 33%, and Part 3 (Implications) will make up the remaining 34%.

Within each of these three modules, your grade will be calculated using a points-based system. You will earn points from a variety of assignments—which may include homework, in-class activities, or quizzes—as well as from a major assessment for that module. At the end of the semester, the total points you have earned within each part will be converted to their respective percentage weighting (33%, 33%, or 34%) and combined to determine your final letter grade for the course.

Grading Scale

Table 1: Overview of grade range

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A	90-100
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F	59 and below

Course Policies

Student Academic Integrity Policy

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Student Academic Integrity. Please see the Academic Integrity website (https://www.tntech.edu/provost/academicintegrity/) for more information.

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Instructional and Assignment Use of Artificial Intelligence

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Disability Accommodation

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If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed here) visit the Center for Innovation in Teaching and Learning (CITL) website or call 931-372-3675 for assistance.

Tutoring
The university provides free tutoring to all Tennessee Tech students through the Learning Center within the Volpe Library. Tutoring is available for any class or subject, as well as writing, test prep, study skills, and resume support. Appointments are scheduled, so contact the Learning Center website for more information.

Motion to approve: Julie Baker
Second: Stacey Browning
Vote: Motion Carried.

c. Concentration elevation:
The faculty of the Department of Decision Sciences and Management would like to elevate the Business Intelligence and Analytics concentration to a major called Business AI & Analytics.

The Business Intelligence and Analytics Concentration started in 2015. This was in response to the TTU Strategic Plan to identify itself as a premier technological university. To further that goal, we wish to elevate the Business Intelligence and Analytics Concentration to a major, providing greater visibility, attracting students and faculty, and establishing the College of Business as a primary provider of high-quality Business AI & Analytics graduates.

Justification: The Business AI & Analytics major will supply a workforce prepared to guide businesses on the effective application of AI and data analytics for their workflows. The goal is to help businesses navigate the complexities of AI and data analytics in order to be more efficient and competitive. The need for these employees is increasing nationwide and within Tennessee. Elevating the concentration to a major will increase the visibility of the program and help us better meet the needs of the workforce.

Financial Impact: None

Effective Date: Fall 2026

Dr. Gannod wanted it on record that the University needs a collaborative strategy to promote the various AI degree programs.

THEC

Academic Program Modifications (APM) Checklist
Policy A1.1 Academic Program Modifications

Per Tennessee Higher Education Commission (THEC) Academic Policy A1.1 - Academic Program Modifications (APM). APMs are approved by the THEC Executive Director after review by THEC staff and apply to modifications of active programs on the THEC Academic Program Inventory (API). If an APM is deemed by the Executive Director to be more appropriately evaluated via Academic Policy A1.0 - New Academic Programs: Approval Process the campus will be notified.

Academic Program Modification requests are limited to the following changes:
- Adding an academic program degree designation to an existing program (e.g., adding a B.A. to an Existing B.S.).
- Changing an academic program degree designation (e.g., B.A. to B.F.A; M.A. to M.F.A.; Ed.D. to Ph.D.
- Changing the six-digit Classification of Instructional Program (CIP) code for an approved academic program.
- **Establishing a free-standing academic program from an existing concentration that has demonstrated steady enrollment and graduation numbers for a period of at least three (3) years.**
- Consolidating two (2) or more existing academic programs into a single academic program.
- Creating a joint degree program consisting of academic programs that are already approved at each participating institution.

In order to submit an APM request, all parts of the appropriate checklist (as delineated below) must be submitted through Formstack. Completed requests will be reviewed on a rolling basis.

Academic Program Modification Checklist

The following items must be included in all APM submissions, regardless of type. Please note, incomplete APM submissions will be returned without evaluation.

Cover letter from the Chief Academic Officer
Provide a cover letter from the Chief Academic Officer verifying the proposed academic program modification has gone through all necessary institutional approval channels.

Cover letter included

Academic program modification liaison name and contact information
The academic program modification liaison will serve as the information resource for the proposed academic program at the institution.

Curtis Armstrong
Interim Department Chair - Decision Sciences and Management
931-372-3160
carmstrong@tntech.edu

Current program information
Provide the current academic program name, concentration(s), degree designation, and federal CIP code. Please note: This information must be aligned with the current THEC Academic Program Inventory.

Academic Program Name: Business and Information Technology
Concentration: Business Intelligence and Analytics
Degree Designation: BSBA
Federal CIP Code: 52.1201

Proposed program information
Provide the proposed academic program name, concentration(s), degree designation, and federal CIP code.

Academic Program Name: Business AI & Analytics
Concentration: None
Degree Designation: BSBA
Federal CIP Code: 11.0102

Background for proposed APM
Provide information regarding the circumstances that initiated the proposed academic program modification.

The Business Intelligence and Analytics concentration started in 2015. The program has seen solid growth, but as a concentration, it does not appear on the university's list of majors. Additionally, the original focus was on data analytics utilizing machine learning, a form of artificial intelligence (AI). The rapid expansion of AI in business activities beyond data analytics provides an opportunity to educate students to guide organizations on capturing its immense potential. Elevating the concentration to a major and expanding its focus to the effective use of AI in the business context will address the growing demand for the workforce, respond to student interests, provide greater visibility for the program, and establish the College of Business as a primary provider of graduates in the AI and data analytics field.

Proposed implementation date
The proposed implementation should reflect a realistic estimation of when the program will have gone through the entire approval process.

August 1, 2026

Anticipated delivery site
Identify where the program will be primarily delivered and any approved off-campus locations.

Tennessee Technological University, Cookeville, Tennessee

Delivery mode
Identify if the program will be delivered on-ground, online, or a combination of delivery modes.

Mostly On-Ground

Potential impact on existing programs

Detail how the proposed academic program modification will impact existing majors, concentrations, and similar programs at the institution.

The only program at Tennessee Tech related to this proposed major is the newly created B.S. in Artificial Intelligence offered by the Department of Computer Science. The focus of the Computer Science program is on the underlying technology that produces the AI functionality. The proposed Business AI & Analytics major is distinct because it focuses on applying AI and data analytics to enhance a business's ability to succeed. It is expected that the impact of this major will be minimal on the degree offered by the Computer Science program.

Existing programs offered at public and private Tennessee institutions
List all academic programs with the same or similar CIP code offered at public and private higher education institutions in Tennessee.

University	Degree	CIP
Tennessee State University	Data Science (BS)	21.30.7102.00
Tennessee Tech University	Artificial Intelligence (BS)	06.11.0102.00
University of Tennessee - Chattanooga	Artificial Intelligence for STEM (C3)	06.11.0102.00
University of Tennessee - Chattanooga	AI Knowledge Engineering (C4)	06.11.0102.00
University of Tennessee - Knoxville	Applied Artificial Intelligence (BS)	06.11.0102.00
University of Tennessee - Knoxville	Applied Artificial Intelligence (C3)	06.11.0102.00
University of Tennessee - Knoxville	Applied Artificial Intelligence (C4)	06.11.0102.00
University of Tennessee - Knoxville	AI Integration in Music (C3)	06.11.0102.01
University of Tennessee - Knoxville	AI and Medicine (C3)	06.11.0102.02
University of Tennessee - Knoxville	AI and Machine Learning (C4)	06.11.0102.11

Curriculum comparison

Provide a comparison of the current curriculum and the proposed curriculum for the entire program.

Current Business Intelligence and Analytics Concentration

Semester by Semester Curriculum Degree Map — Business Intelligence and Analytics				
CATALOG YEAR: 2026-2027				
The major map Illustrates one path to completing your major, based on faculty members' advice on course sequence and course schedule.				

Course	Cr. Hrs.	Course	Cr. Hrs.
FIRST YEAR			
Semester: Fall — Total Credit Hours: 14		Semester: Spring — Total Credit Hours: 16	
ENGL 1010 English Composition	3	ENGL 1020 English Composition II	3
MATH 1710 Pre-Calculus Algebra	3	MATH 1530 Introductory Statistics	3
UBUS 1020 Success Skills for Business Studies	1	DS 2810 Computer Applications in Business	3
Natural Sciences	4	Natural Sciences	4
Humanities/Fine Arts Elective	3	Humanities/Fine Arts Elective	3

Course	Cr. Hrs.	Course	Cr. Hrs.
SOPHOMORE YEAR			
Semester: Fall — Total Credit Hours: 15		Semester: Spring — Total Credit Hours: 15	
ENGL 2130, 2235, or 2330 Lit.	3	HIST 2020 Modern United States History	3
HIST 2010 Early United States History	3	ACCT 2120 Principles of Accounting II	3
ACCT 2110 Principles of Accounting I	3	ECON 2020 Principles of Macroeconomics	3
ECON 2010 Principles of Microeconomics	3	ECON 3610 Business Statistics	3
COMM 2025 or PC 2500	3	DS 3810 Program Logics and Analytical Thinking	3

Course	Cr. Hrs.	Course	Cr. Hrs.
JUNIOR YEAR			
Semester: Fall — Total Credit Hours: 15		Semester: Spring — Total Credit Hours: 15	
BMGT 3720 Business Communications I	3	MKT 3400 Principles of Marketing	3
DS 3620 Business Analytics	3	DS 3520 Operations & Supply Chain Management	3
DS 3850 Business Applications Development I	3	FIN 3210 Principles of Managerial Finance	3
DS 3860 Business Data Management	3	BMGT 3510 Management and Org. Behavior	3
DS 3841 Management Information Systems	3	LAW 2810 Business Legal Environment and Ethics	3

Course	Cr. Hrs.	Course	Cr. Hrs.
SENIOR YEAR			
Semester: Fall — Total Credit Hours: 15		Semester: Spring — Total Credit Hours: 15	
DS 4210 Business Intelligence	3	BMGT 4930 Business Strategy	3
DS 4220 Advanced Business Analytics	3	DS 4510 Business Intel and Analytics Capstone	3
Business Elective	3	DS Elective	3
Business Elective	3	Elective	3
Elective	3	Elective	3

New Major in Business AI & Analytics

Semester by Semester Curriculum Degree Map				
Business AI & Analytics				

CATALOG YEAR: 2026-2027

The major map Illustrates one path to completing your major, based on faculty members' advice on course sequence and course schedule.

Course	Cr. Hrs.	Course	Cr. Hrs.
FIRST YEAR			
Semester: Fall	Total Credit Hours: 14	Semester: Spring	Total Credit Hours: 16
ENGL 1010 English Composition	3	ENGL 1020 English Composition II	3
MATH 1710 Pre-Calculus Algebra	3	MATH 1530 Introductory Statistics	3
UBUS 1020 Success Skills for Business Studies	1	DS 2810 Computer Applications in Business	3
Natural Sciences	4	Natural Sciences	4
Humanities/Fine Arts Elective	3	Humanities/Fine Arts Elective	3

Course	Cr. Hrs.	Course	Cr. Hrs.
SOPHOMORE YEAR			
Semester: Fall	Total Credit Hours: 15	Semester: Spring	Total Credit Hours: 15
ENGL 2130, 2235, or 2330 Lit.	3	HIST 2020 Modern United States History	3
HIST 2010 Early United States History	3	ACCT 2120 Principles of Accounting II	3
ACCT 2110 Principles of Accounting I	3	ECON 2020 Principles of Macroeconomics	3
ECON 2010 Principles of Microeconomics	3	ECON 3610 Business Statistics	3
COMM 2025 or PC 2500	3	DS 3810 Program Logics and Analytical Thinking	3

Course	Cr. Hrs.	Course	Cr. Hrs.
JUNIOR YEAR			
Semester: Fall	Total Credit Hours: 15	Semester: Spring	Total Credit Hours: 15
BMGT 3720 Business Communications I	3	MKT 3400 Principles of Marketing	3
DS 3620 Business Analytics	3	DS 3520 Operations & Supply Chain Management	3
DS 3850 Business Applications Development I	3	FIN 3210 Principles of Managerial Finance	3
DS 3860 Business Data Management	3	BMGT 3510 Management and Org. Behavior	3
DS 3841 Management Information Systems	3	DS 4230 Principles of Generative AI	3

Course	Cr. Hrs.	Course	Cr. Hrs.
SENIOR YEAR			
Semester: Fall	Total Credit Hours: 15	Semester: Spring	Total Credit Hours: 15
DS 4210 Business Intelligence	3	BMGT 4930 Business Strategy	3
DS 4220 Advanced Business Analytics	3	DS 4510 Business AI & Analytics Capstone	3
DS 4240 Applied AI	3	Directed Business Elective (see note 1)	3
Directed Business Elective (see note 1)	3	Elective	3
LAW 2810 Business Legal Environment and Ethics	3	Elective	3

Note 1: Guided by department faculty based on area of focus chosen by the student

The cells in light blue are either new courses or modifications of existing courses or requirements for the new major.

New courses
List any new courses needed for the proposed academic program modification and the associated catalog description.

To more fully incorporate AI into the new major in Business AI & Analytics, we will need to modify two existing courses, add one new course, and provide the ability to direct the two business electives.

- DS 4230 - Principles of Generative AI (change)
- DS 4240 - Applied AI (new)
- DS 4510 - Business AI & Analytics Capstone (change)

With these adjustments and other existing machine learning courses, the program will provide a solid foundation for students to help businesses navigate the complexities of AI and data analytics, enabling them to be more efficient and competitive.

Accreditation
Identify any accreditation implications associated with the proposed change.

Programs within the College of Business are accredited by the Association to Advance Collegiate Schools of Business (AACSB). The university is regionally accredited by SACSCOC. Both accrediting bodies will be notified of the change as needed.

THEC Financial Projections Form and associated budget narrative - do not include if there are not anticipated new costs or revenues.
Provide a budget narrative that aligns with each entry on the THEC Financial Projections Form.

No anticipated additional costs

Additional requirements by type of Academic Program Modification

Establishing a free-standing academic program.

This program modification may be considered only if the current concentration has demonstrated steady enrollment and graduation numbers for a period of at least three (3) years; the establishment of the concentration as a free-standing academic program does not compromise the remaining academic program(s); and the request requires limited new resources.

Provide justification for the establishment of a free-standing program from an existing concentration.

The Business AI & Analytics major will produce a workforce prepared to guide businesses in the effective application of AI and data analytics to their processes. The goal is to help businesses navigate the complexities of AI and data analytics, enabling them to operate more efficiently and competitively. The need for these employees is increasing both nationwide and within Tennessee. The U.S. Bureau of Labor Statistics projects the field of data science will increase by 34% between 2024 and 2034 (https://www.bls.gov/ooh/math/data-scientists.htm). Due to the newness of the field, specific job growth projections for the application of AI in business are limited. However, given the rapidly expanding use of AI within businesses, the consensus is that the growth of this field will follow similar trends. Elevating the concentration to a major will increase the program's visibility, enabling us to better position it to meet workforce needs.

List termination dates for each existing concentration that will be established as a free-standing academic program.

August 1, 2029

Provide teach-out plans for students currently enrolled in any concentration that is to be terminated.

The required courses for the Business Intelligence and Analytics concentration are part of the proposed Business AI & Analytics major, allowing students in the concentration to complete the program without interruption.

Provide enrollment and degrees awarded for the current academic program and each concentration for the past three years.

	Enrollment (Fall)			Degrees Awarded		
Program	2023	2024	2025	2022-23	2023-24	2024-25
Business & IT (major - no concentration)	110	105	102	43	38	23
Business Intelligence and Analytics (conc.)	58	68	63	10	13	14

Elevating the Business Intelligence and Analytics concentration to the Business AI & Analytics major will have no impact on the existing Business & IT major.

Provide student learning outcomes for the proposed academic program modification. Outcomes should clearly state the specific and measurable outcomes students will display to verify learning has occurred and include information regarding how each student learning outcome will be assessed.

All undergraduate majors in the College of Business share the same learning goals.

BSBA Learning Goals and Objectives
- Learning Goal 1: Students will possess Broad Business Competencies (Business Core Skills and Knowledge)
  - Learning Objective 1.1: Students will demonstrate competency in each core business area (incorporating global awareness and use of business technologies).
    - Assessment: ETS® Major Field Test for the Bachelor's Degree in Business

- Learning Goal 2: Students will be able to apply critical reasoning skills.
  - Learning Objective 2.1: Students will demonstrate the ability for critical thinking in problem solving and analytical decision making.
    - Assessment: California Critical Thinking Skills Test (CCTST)

- Learning Goal 3: Students will possess professional business competencies.
  - Learning Objective 3.1: Written Communication Skills - Students will demonstrate proficiency in written communication skills.
    - Assessment: Assessed by student performance on a writing assignment. Evaluated based on a rubric.
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  - Learning Objective 3.3: Team Skills - Students will demonstrate skills necessary to work in teams in diverse group settings.
    - Assessment: Using *Capsim's TeamMATE* software, each student is assessed by peers multiple times during a group project.
  - Learning Objective 3.4: Business Ethics Awareness - students will demonstrate awareness of the ethical implications of business decisions
    - Assessment: Students are provided an ethical case and asked to identify the ethical dilemma, the stakeholders, and alternative courses of action. Evaluation based on a rubric..

- Learning Goal 4: Technological Agility - Students will be able to use current and emerging technologies
  - *Learning Objective 4.1*: Students will demonstrate their ability to effectively utilize current technologies and adapt to emerging technologies in the context of business
    - Assessment: Student responding to questions that provide business problems and identify the most appropriate technologies to address the problem

Provide an overview of how existing faculty and staff will support the proposed academic program modification.

Faculty Name	Highest Degree	Institution
Edwin Baidoo	Ph. D.	Kennesaw State University
Grant Clary	Ph. D.	Louisiana State University
Curtis Armstrong	Ph. D.	Florida State University
Susan Wells	MBA with MIS Concentration	Tennessee Tech University

All faculty members teach in the area of data analytics and/or AI. Dr. Baidoo conducts research in Data Science, and Drs. Clary and Armstrong conduct research in applied AI.

With these adjustments and other existing machine learning courses, the program will provide a solid foundation for students to help businesses navigate the complexities of AI and data analytics, enabling them to be more efficient and competitive.

Accreditation

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All faculty members teach in the area of data analytics and/or AI. Dr. Baidoo conducts research in Data Science, and Drs. Clary and Armstrong conduct research in applied AI.

Motion to approve: Julie Baker
Second: Kent Dollar
Vote: Motion Carried.

11. **Counseling and Psychology**
   a. Course additions
       i. PSY 4170 (5170)- Legal Psychology Lec 3. Credit 3.
          Introduction to representative areas of Legal Psychology. Applying knowledge and theories from social, cognitive, and developmental psychology to issues facing the legal system.
          Prerequisites: Minimum of 45 credit hours earned, and completion of PSY 1030.

          JUSTIFICATION:
          Provides an additional upper division PSY elective to growing undergraduate curriculum and a grad section for fast track and PSY master's students.

       ii. PSY 4180 (5180)- The Psychology of Emotion: Theory and Research. Lec 3. Credit 3.

          Examination of major theories and empirical research on emotion, including evolutionary theories, cognitive processes, and influence on behavior.

          Prerequisites: Minimum of 45 credit hours earned, junior or senior standing and completion of PSY 1030, minimum grade of C.

JUSTIFICATION: Provides an additional upper division PSY elective to growing undergraduate curriculum and a grad section for fast track and PSY master's students.

   iii. PSY 2020- Information Literacy
Lec 3.
 Credit 3.
This course introduces students to the critical skills needed to navigate, evaluate, and use information effectively in an increasingly digital world. Emphasis is placed on developing a healthy skepticism toward media sources, recognizing the influence of algorithms, and understanding how personal decisions shape perception.

Prerequisites: PSY 1030.

JUSTIFICATION:
Deleting old PSY 3020 course and creating PSY 2020 course to incorporate more digital literacy content into previous course content to satisfy new general education requirements.

b. Course deletions
   i. PSY 3020- Info Literacy in Psychology Lec 3. Credit 3.
Prerequisites: PSY 1030 and 3 additional PSY credits. The course emphasizes information literacy in reading, evaluating, and summarizing scientific literature in psychology. The course includes exposure to scientific writing (APA format) and basic research concepts and terminology in psychology.

JUSTIFICATION:
Changing this elective course to general education digital literacy course.

FINANCIAL IMPACT: These changes will require no additional funds.

EFFECTIVE DATE: Fall 2026

Tennessee Tech University
Counseling and Psychology
PSY-2020, Information Literacy

TTR, 12-1:15 PM, Matthews-Daniel 208, 3 Credit Hours, Spring 2026

Instructor Information

Feel free to email or stop in for the quickest response!

Instructor's Name

Office

Telephone Number

Campus Email

Course Information

Prerequisites

Completion of PSY 1030 (Introduction to Psychology).

Texts and Resources

Required

Bensley, D.A. (2017). *Critical thinking in psychology and everyday life* (1st ed.). Worth

Publishing. ISBN: 9781319063146

Lilienfeld, S.O., Lynn, S.J., Ruscio, J., & Beyerstein, B.L. (2010). 50 great myths of popular

psychology: Shattering widespread misconceptions about human behavior (1st ed.).

Wiley-Blackwell Publishing. ISBN: 9781405131124

Course Welcome and Description

Welcome to Info Lit! This course introduces students to the critical skills needed to navigate, evaluate, and use information effectively in an increasingly digital world. Emphasis is placed on developing a healthy skepticism toward media sources, recognizing the influence of algorithms, and understanding how personal biases shape perception. Students will explore the role of misinformation and learn strategies for critically assessing claims, data, and sources. A major focus will be on reading, evaluating, and summarizing peer-reviewed

scientific literature in psychology, with the goal of strengthening evidence-based thinking and communication skills.

The course includes exposure to scientific writing (APA format), and basic research concepts and terminology in Psychology.

Course Objectives/Student Learning Outcomes

- Understanding basic research concepts and terminology related to Psychology
- Reading, critically evaluating, and summarizing diverse sources of information, including scientific literature, media articles, etc.
- Locate, critically, evaluate, and demonstrate proficiency with various digital resources (including online information, apps, online learning, and other web-based tools).
- Demonstrate responsible use of software, databases, and/or online tools.
- Identify and evaluate ethical considerations related to data privacy, intellectual property, and the role of algorithms in mediating access to digital information.
- Understanding the impact of diverse perspectives on outlook, interpretation, and summarization of information
- Working together in a team to gather sources of information as well as collaborating to effectively communicate relevant information on a topic
- Communicating information in various formats, including oral and written presentations

Major Teaching Methods

This course is taught through a combination of lecture, discussion, reading, presentation of information, and written assignments. The course will be primarily delivered in person, although some content and assignments may be provided online via iLearn. Updates regarding the course will be announced during class as well as the announcements portion of iLearn and/or email. Special Instructional Platform/Materials

A laptop will be required for class.

Topics to be Covered

- Thinking Critically
- Evaluating Pseudoscientific Claims
- Evaluating News + Sources of Information
- Understanding Algorithms
- Using APA
- Presentation of Information (In various formats)
- Evaluating Myths + Common Beliefs
- Understanding Perspectives
- Effective Communication (Written + Oral)

Course Schedule

The following schedule is tentative and subject to change:

Week	Topic	Assignments
Week 0.5	Syllabus, Pre-CAT Test	
Week 1	Chapter One (Thinking Critically)	Identifying "fake news"
Week 2	Media Literacy	Tricks in the media assignment
Week 3	Chapter Five (Pseudoscience)	CRAAP test
Week 4	Reliability of the internet (web searching)	"Treating Depression" web search
Week 5	Chapter 4- Scientific reasoning	Thinking errors
Week 6	Perspectives and worldview	Bias in research
Week 7	Mythbusting, 5 second rule	Myths in Psychology presentation
Week 8	Myths, The Lunar Effect	Lunar effect activity
Week 9	Chapter Eight (The Internet + Critical Thinking)	Echo chamber activity
Week 10	Using journal resources (Eagle Search, Google Scholar)	Finding empirical articles
Week 11	Using keywords in research (and generative AI)	Finding keywords assignment
Week 12	Chapter 12, Superstition	Myth research assignment
Week 13	Introduction to research posters	Finding a research topic
Week 14	Poster preparation	
Week 15	Poster presentations	

Grading and Evaluation Procedures

Course Breakdown

Grading and Evaluation Procedures

Assignments   40% **Presentations**   30%

Final Poster Presentation   30%

Grading Scale

Table 1: Overview of grade range

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

Course Policies

Student Academic Integrity Policy

Maintaining high standards of academic integrity in every class is critical to the reputation of Tennessee Tech, its students, faculty, alumni, and the employers of Tennessee Tech graduates. Academic integrity is at the foundation of the educational process and the key to student success. Students with academic integrity are committed to honesty, ethical behavior, and avoiding violations of academic integrity. All students are required to read and understand Policy 216: Student Academic Integrity. Please see the Academic Integrity website (https://www.tntech.edu/provost/academicintegrity/) for more information.

Attendance Policy

Students are required to attend in-person classes unless otherwise specified. Missed exams/assignments will be counted as a "0" unless you present a valid written reason for your absence prior to or immediately upon returning to class.

Makeup work or recorded lectures may not be provided without a valid excusal letter or prior communication for missing class.

Students who are unable to attend class for an extended period of time due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact the Office of the Vice President for Student Affairs at studentaffairs@tntech.edu to request an absence notification.

Class Participation

This class requires classroom participation through active discussion and interaction among group members. Lack of participation may result in a "0" individual grade for the assignment, regardless to if the group receives a different grade. A lack of participation may also result in students being removed from the group at any point.

Group members will also provide insight on collaboration of each group member. This feedback will influence grades on group work and/or projects completed throughout the semester.

Assignments and Related Policy

There are no re-writes on assignments, quizzes, or exams, so be sure to ask any questions you may have in advance. Missed exams/assignments will be counted as a "0" unless you present a valid written reason for your absence prior to or immediately upon returning to class (in the case of an emergency). Late assignments may not receive credit without prior communication. There will be an opportunity to participate in various activities or projects throughout the course for extra credit. Additionally, ONE assignment grade will be dropped at the end of the semester.

Instructional and Assignment Use of Artificial Intelligence

In this course, Generative AI resources are allowed to be used for specific assignments or within set parameters, as designated by the instructor.

To ensure academic integrity, students must openly disclose any AI-generated material they utilize and provide proper attribution. This includes in-text citations, quotations, and references.

To indicate the use of a Generative AI resource, a student should include the following statement in their assignments: "The author(s) acknowledge the utilization of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was employed in the following manner(s) within this assignment [e.g., brainstorming, grammatical correction, citation, specific section of the assignment]."

Disability Accommodation

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – services for students with disabilities at policy central.

Additional Resources

Technical Help

If you are experiencing technical problems, visit the myTech IT Helpdesk for assistance.

If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed here)visit the Center for Innovation in Teaching and Learning (CITL) website or call 931-372-3675 for assistance.

Tutoring

The university provides free tutoring to all Tennessee Tech students through the Learning Center within the Volpe Library. Tutoring is available for any class or subject, as well as writing, test prep,

study skills, and resume support. Appointments are scheduled, so contact the [Learning Center website](#) for more information.

Counseling and Health Services

Tennessee Tech offers support for student well-being through two key services. The Center for Counseling and Mental Health Wellness provides brief, solution-focused therapy to help students navigate personal and social challenges. Health Services delivers accessible, high-quality, and affordable medical care to promote overall wellness. Visit their respective websites to learn more or schedule an appointment.

Emergency Preparedness Protocols

Each student must take personal responsibility for following any University protocol related to pandemics, natural disasters, and other public health and safety events. Students are expected to follow all directives published by Tennessee Tech on its [Environmental Health & Safety webpage](#).

Disclaimer Statement:

The professor reserves the right to make changes to the syllabus, including assignment, project, and presentation dates, when unforeseen circumstances occur. These changes will be announced as early as possible so that students can adjust their schedules.

Tennessee Tech University
Counseling and Education
PSY4170/5170 Legal Psychology

Dates, Times, Classroom, 3 Credits, Semester
Undergraduate and Graduate (key differences for graduate are highlighted)

Instructor Information

Instructor: Haley Dawson (she/her)

Email: hdawson@tntech.edu

Office Hours for Class in MattDan 231:

Course Information

This course is appropriate for students of sophomore level or higher (minimum 45 credit hours) who have already taken PSY 1030 (Introduction to Psychology) **Texts and Resources**

Costanzo, M., & Krauss, D. (2021). Forensic and Legal Psychology: Psychological Science Applied to the Law (4th edition). New York: Worth Publishers. ISBN: 978-1-319-35217-2 (epub).

> NOTE: The third edition of the book is acceptable to use, just note that some chapters may be in a different order. So be sure to check the chapter titles, not chapter numbers.

> NOTE: Other readings will be uploaded to iLearn as required (see reading assignments below)

Course Welcome and Description

Why do people falsely confess to crimes they didn't commit? Why are innocent people sometimes identified by eyewitnesses? How can investigators get the best evidence from eyewitnesses? How do juries—groups of 12 strangers—come to a decision during a trial? How do researchers communicate their findings to decision-makers AND the public effectively? These are some of the core questions that legal psychologists (and students like you) strive to answer. In this course, you will apply knowledge and theories from social, cognitive, and developmental psychology to issues facing the legal system.

The field of legal (or forensic) psychology is very broad and diverse. We cannot discuss EVERY topic studied in the field. The primary goal of this course is to introduce you to some representative areas of legal psychology.

Student Learning Outcomes

After taking this course, you will be able to:

- ❖ Understand relevant theory, empirical findings, and research methodology for the scientific study of psychology and law.
- ❖ Discuss key findings and issues related to psychology and the law (e.g., what are some of the concerns surrounding eyewitness memory or false confessions?).
- ❖ Describe the interaction between psychology and the law, and identify some inherent challenges of this interaction.
- ❖ Communicate complex research ideas to others.
- ❖ Improve verbal and written communication of ideas.
- ❖ Identify important elements of a topic and communicate those to others.

Major Teaching Methods

This course is taught through a combination of lecture, discussion, reading, presentation of information, and written assignments. The course will be primarily delivered in person, although some content and assignments may be provided online via iLearn. Updates regarding the course will be announced during class as well as the announcements portion of iLearn and/or email.

Topics to be Covered

- ❖ Introduction to Psychology and the Law
- ❖ Investigative Interviewing
- ❖ Eyewitnesses
- ❖ Children and the Law
- ❖ Interrogations and Confessions
- ❖ Lie Detection
- ❖ Forensic Science
- ❖ Jury Selection
- ❖ Insanity and Competency
- ❖ Criminal Profiling and Risk Assessment
- ❖ Death Penalty ❖ Wrongful Convictions

Date			Topic	To Read Before Class	Assignments Due in class or on iLean
Week 1	Tues	August 23	Syllabus Overview, Introduction	Syllabus, Chapter 1	

Week 2	Tues	August 30	Investigative Interviewing Part 1	Chapter 6 (Techniques for Refreshing Memories of Witnesses), Chapter 7 (Effective Interviewing of Children), Fisher & Geiselman, 2010	**Good/Bad Interviewing**
	Thurs	September 1	Investigative Interviewing Part 2 **(Quiz 2)**		
Week 3	Tues	September 6	Eyewitness Identification Part 1	Chapter 6	
	Thurs	September 8	Eyewitness Identification Part 2 **(Quiz 3)**		**Create a Lineup**
Week 4	Tues	September 13	Children and the Law Part 1	Chapter 7	**Jennifer Thompson Reflection**
	Thurs	September 15	Children and the Law Part 2 **(Quiz 4)**		
Week 5	Tues	September 20	Interrogations and Confessions Part 1	Chapter 3 (Evaluation of Interrogation Techniques, Inside the Modern Interrogation Room, Should Interrogators be allowed to lie?, Accusatorial to Information Gathering)	
	Thurs	September 22	Interrogations and Confessions Part 2 **(Quiz 5)**		
Week 6	Tues	September 27	Interrogations and Confessions Part 3	Chapter 3 (The Power of a Confession, The problem with false confessions, Potential Solutions)	**Who's a Liar?**
	Thurs	September 29	Article Discussion Day 1**(Quiz 6)**		**Presentation Feedback**
Week 7	Tues	October 4	Lie Detection Part 1	Chapter 2	**Critique an Interrogation**
	Thurs	October 6	Lie Detection Part 2 **(Quiz 7)**		
Week 8	Tues	October 11	Midterm Exam Review		
	Thurs	October 13	Midterm Exam		
Week 9	Tues	October 18	Forensics Part 1	Chapter 4	**Who Killed Barry?**
	Thurs	October 20	Forensics Part 2 **(Quiz 8)**		
Week 10	Tues	October 25	Jury Selection	Chapter 9 and parts of Chapter 12 (The Effects of Biasing Information; Jury Reform)	

					Jury Selection
	Thurs	October 27	Judges **(Quiz 9)**		
Week 11	Tues	November 1	The Insanity Defense	Parts of Chapter 10 (The Evolution of Insanity Law; Three Important Cases and Their Consequences; Common Misconceptions About the	
	Thurs	November 3	Compentency **(Quiz 10)**	Insanity Defense;Post-Hinckley Developments in Insanity Law), Parts of Chapter 8 (The Meaning of Competency to Stand Trial; CST Versus Competency to Plead Guilty and Competency to Waive an Attorney; How the Criminal Justice System Deals With Incompetent Defendants; CST Evaluations and Ultimate Issue Testimony by Experts; Adolescents and CST)	
Week 12	Tues	November 8	Criminal Profiling and Risk Assessment	Chapter 5 Part of Chapter 15 (Risk Assessment and the Law; Methods and Outcomes of Risk Assessment)	Predicting Crime using AI
	Thurs	November 10	Death Penalty**(Quiz 11)**		
Week 13	Tues	November 15	Corrections	Parts of Chapter 17 (Research on Capital Murder Trials; Racial Disparities and the Death Penalty; Is the Death Penalty a Deterrent to Murder?; Errors and Mistakes in Death Penalty Cases), Parts of Chapter 16 (Sentencing Decisions; The Goals of	
	Thurs	November 17	Wrongful Convictions Part 1 **(Quiz 12)**	Imprisonment; Prisoner Rights and the Role of the Courts; Basic Statistics on Prisons and Prisoners; Does Prison Work?; Alternatives to Prison)	Identify Issues
Week 14	Tues	November 22	Wrongful Convictions Part 2	Cumulative Disadvantage (Scherr et al., 2020)	
	Thurs	November 24	NO CLASS - Happy Thanksgiving		
Week 15	Tues	November 29	Article Discussion Day 2 **(Quiz 13)**		Presentation Feedback
	Thurs	December 1	Exam 2 Review		SONA Credits Due
Week 16	Tues	December 6	Final Exam Part 2		Complete IDEA

*All due dates are subject to change at the discretion of the instructor *TBD
Materials will be updated to iLearn at a later date

Grading and Evaluation Procedures

In this course, we will cover 13 different topics in Legal Psychology organized by the order in which they occur in the justice system. They are listed in the "Topic" column of the schedule. Your goal is to demonstrate to me that you understand the material for each topic.

There are four (five for graduate) primary areas that you will be graded on:
1. Section Understanding (130 points) (195 Graduate)
    a. Reading Quizzes (13 total)

i. Reading quizzes will be given at the end of each last day of the week lecture period IN CLASS.

ii. These quizzes will contain 5-8 questions primarily about the information from the topic of that week in the schedule (though it may be related to prior weeks). The information will be from both the assigned readings/chapters and covered in the lecture material from that week and previously in class.

- For example, if we are covering the topic of "Forensics" on October 18th and 20th, you are expected to read the assigned chapter (Ch. 4) BEFORE class.

  Then, in class on October 20th, we will review the main topics from the chapter and discuss. At the end of the Thursday class period, we will take the Reading Quiz for the "Forensics" Topic.

- Graduate students will have a slightly modified quiz that may contain 1-3 additional questions on each quiz

iii. There are 13 topics covered in the quizzes, the same 13 topics will also be on the midterm and final exam.

- If you are NOT happy with your grade on the quiz: you can make up that topic on the midterm/ final exam (e.g., "Investigative Interviewing", "The Insanity Defense and Competency")

- If you ARE happy with your grades on the quiz: you do not need to take that topic on the final exam.

iv. There will be no make-up quizzes due to the exam-replacement policy.

v. Reading Quizzes are worth 10 points each (15 for graduate).

b. Midterm and Final Exams

i. There will be 2 exams in class.

- The Midterm will cover the topics covered from Week 1 to Week 7.

- The Final will cover the topics covered from Week 9 to Week 15.

ii. Only some of the questions on the exams will be pulled directly from the Reading Quizzes. Questions will be taken from the book, other required reading, and the information covered in class

iii. If you are happy with your score on a specific Topic from the Reading Quizzes, you do NOT need to answer the questions in that Topic on the midterm/Final exam.

- For example, if you receive a 10/10 on the "Criminal Profiling and Risk Assessment" Reading Quiz, you DO NOT need to take the "Criminal Profiling and Risk Assessment" section on the Final.

- BUT, if you only got a 7/10 on the "Children and the Law" Reading Quiz, you may want to take that section on the Midterm.

- If you miss a quiz, you will receive a 0/10 on that assignment. HOWEVER, you can make up those points by taking that Topic on the final exam.

- There is NO WAY to get more points on a section that you have already gotten a 10/10. ONLY the highest score for each Topic will be taken for your final grade.

iv. It is your job to determine which Topics you want to take in the Midterm/Final exam.

2. Group Article Discussion (30 points total)
   a. There are two small group presentation discussions in this course: (more information provided on iLearn)
      i. Twice throughout the semester, you will choose an article related to a topic we've covered in the class. Working with a small group, you will present these articles and discuss how they relate to the course concepts.

3. Assignments (110 points)
   a. All assignments will be turned in on iLearn or completed in class as noted on iLearn b. There are 11 activitites
      i. Meet the Student
      ii. Good/Bad Interviewing
      iii. Create a Lineup
      iv. Jennifer Thompson Reflection
      v. Critique an Interrogation
      vi. Who's a Liar?
      vii. Who Killed Barry?
      viii. Jury Selection ix. Predicting Crime using AI
      x. Identify Issues
      xi. Lecture feedback to graduate students (and Reflection)

4. Graduate Lecture (35 points)
   a. Starting in Week 3, each graduate student will choose one topic in the class to create the second part of the lecture for the other students.
      i. e.g., If you choose "Forensics", Dr. Dawson will cover material on the first day of lecture that week, and you will lecture on the topic the second day of class that week. ii. You will be provided with a short list of topics that MUST be covered in your lecture.
   b. You will use the book, outside examples, and the above item list to structure a full 1 hour lecture.
      i. You must include at least 1 activity for students to complete
      ii. You may include a short video, discussion questions, case examples, etc.
   c. The other students in the class will provide positive and constructive feedback for your lecture. You will write a brief reflection considering your presentation and the feedback provided.
   d. A few days before your lecture, you will meet with Dr. Dawson to review your lecture, so plan to have a draft at this time. We will review any missing items, suggestions for additional ideas to include, slide structure, etc.
   e. Rubric with all requirements are on iLearn for review.

5. SONA Credits (10 points)
    a. To help you better learn about the research you will complete 5 SONA credits, 2 points for each credit.
        i. You must assign the credits to this class.
    b. If for some reason you cannot participate in experiments (i.e., under age 18), please inform me via email by DATE. You will receive an alternative assignment to complete.

Grading Scale

Table 1: Overview of grading scale and range

Course Requirements	UNDERGRADUATE	GRADUATE
Section Understanding (highest section score for each Topic from either Reading Quiz or Midterm/Final Exam 13 Topics, 10 points per Topic	130 Points	195 Points
Article Presentation x 2	30 Points	30 Points
Activities x 11	110 Points	110 Points
SONA (5 credits); 2 points per 1 credit	10 Points	10 Points
Graduate Lecture	-	35 POINTS
TOTAL	280 POINTS	380 POINTS
Letter Grade	PERCENT	
A	93% OR ABOVE	
A-	90% - 92.99%	
B+	87% - 89.99%	

B	83% - 86.99%	
B-	80% - 82.99%	
C+	77 %- 79.99%	
C	70% - 76.99%	
D	60% - 69.99%	
F	59% OR LESS	

Course Policies

Student Academic Integrity Policy

Maintaining high standards of academic integrity in every class is critical to the reputation of Tennessee Tech, its students, faculty, alumni, and the employers of Tennessee Tech graduates. Academic integrity is at the foundation of the educational process and the key to student success. Students with academic integrity are committed to honesty, ethical behavior, and avoiding violations of academic integrity. All students are required to read and understand Policy 216: Student Academic Integrity. Please see the Academic Integrity website (https://www.tntech.edu/provost/academicintegrity/) for more information.

Attendance Policy

Students are required to attend in-person classes unless otherwise specified. Missed assignments will be counted as a "0" unless you present a valid written reason for your absence prior to or immediately upon returning to class.

Makeup work or recorded lectures may not be provided without a valid excusal letter or prior communication for missing class.

Students who are unable to attend class for an extended period due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact the Office of the Vice President for Student Affairs at studentaffairs@tntech.edu to request an absence notification.

Class Participation

This class requires extensive classroom participation through active discussion and interaction among group members. Lack of participation may result in a "0" individual grade for the assignment for the day.

Assignments and Related Policy

Late assignments are accepted.

Instructional and Assignment Use of Artificial Intelligence

In this course, Generative AI resources are not permitted. Students are expected to do all coursework themselves, as an individual or collectively, as designated by the instructor per assignment. The use of a Generative AI Tool to complete coursework constitutes academic misconduct for this course.

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Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – services for students with disabilities at policy central.

Additional Resources

Technical Help

If you are experiencing technical problems, visit the myTech IT Helpdesk for assistance.

If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed here)visit the Center for Innovation in Teaching and Learning (CITL) website or call 931-372-3675 for assistance.

Tutoring

The university provides free tutoring to all Tennessee Tech students through the Learning Center within the Volpe Library. Tutoring is available for any class or subject, as well as writing, test prep, study skills, and resume support. Appointments are scheduled, so contact the Learning Center website for more information.

Counseling and Health Services

Tennessee Tech offers support for student well-being through two key services. The Center for Counseling and Mental Health Wellness provides brief, solution-focused therapy to help students navigate personal and social challenges. Health Services delivers accessible, high-quality, and affordable medical care to promote overall wellness. Visit their respective websites to learn more or schedule an appointment.

Emergency Preparedness Protocols

Each student must take personal responsibility for following any University protocol related to pandemics, natural disasters, and other public health and safety events. Students are expected to follow all directives published by Tennessee Tech on its [Environmental Health & Safety](#) [webpage](#).

Tennessee Tech University
Department of Counseling & Psychology
PSY 4180/5180-001
The Psychology of Emotion: Theory and Research

2:30-3:45pm Mondays and Wednesdays, TJ Farr 106
3.0 Credit Hours, Fall 2025
August 21-December 11, 2025

Instructor Information

Dr. Nicole Henniger
Office: Matthews Hall 260
Phone: (931) 371-7039
Email: nhenniger@tntech.edu

Email is a fast and easy way to contact me. I usually check my email regularly during workdays (8am-4pm, Monday-Friday) when I am not in class or meetings. Please allow me at least 48 hours to respond to your email, especially right before an exam or deadline. If you email on a Friday afternoon, I may not see it until Monday.

OFFICE HOURS
Open office hours in Matthews Hall 260: Tuesdays 1-2pm and by appointment.

My open office hours are a great way to get ahold of me at a time when you know I'll be available, whether you have a question or just want to say hi and chat. My door will be open, and anyone from my class can come meet with me without making an appointment.

If you cannot make my open office hours or you want to set up a time to talk with more privacy than my open office hours, please email me, and I will be happy to set up a meeting with you to talk about anything you'd like. Generally, I will have times free for appointments during work days when I am not teaching or in meetings.

Course Information

Prerequisites

- Junior or Senior standing

- PSY 1030, minimum grade of C, may not be taken concurrently

Texts and References

- Open Educational Resource: [Psychology of Human Emotion: An Open Access Textbook](#)
  Guthrie Yarwood, M. (2022). *Psychology of* h*uman emotion: An open access textbook*.
  Pressbooks.

- Required readings and website links will be posted on iLearn
- You will also need access to the movie Inside Out

Course Welcome and Description

Catalog description: Examination of major theories and empirical research on emotion, including evolutionary theories, cognitive processes, and influence on behavior.

What are emotions, and why do we have them? Emotions like anger, fear, and embarrassment might feel subjectively negative, but these negative feelings can motivate constructive behaviors that are beneficial for the individual. In this course, we will examine the functionality of emotions – when they lead to constructive motivations versus destructive motivations. We will also examine contrasting theoretical perspectives on how to define and measure emotions.

Course Objectives/Student Learning Outcomes (SLOs)

By the end of this course, you should be able to:

1. **Theories**: Explain, distinguish, and discuss contrasting theoretical models of emotion, as well as theories about specific emotions. Use the vocabulary of an expert in the field of emotion research. Describe the contributions that individual emotion theorists have made to the field.

2. **Evidence**: Describe the psychological research methods used in empirical tests of theoretical claims about emotion. Critically evaluate research studies on emotion, including research design and interpretations of findings. Compare and contrast between different measures of emotion in psychological research studies.

3. **Application**: Engage in meaningful discussion about the application of emotion theories to real-world problems and decisions in your own life, in your career, and in other social groups.

4. **Psychology Competencies**: Demonstrate personal competencies that are required in the field of psychology: intellectual autonomy, adaptability, professionalism, effective communication (both written and oral), and resource utilization (including time management).

Major Teaching Methods

This is an in-person lecture course. Class meetings will consist of lectures, discussions, and class activities. Outside of class, you will complete readings and homework assignments posted on iLearn. It is possible that you may be assigned readings, online lectures, online assignments, online videos, online class demonstrations, and online quizzes. You will also practice oral presentation skills and professionalism by presenting and discussing material in class. Special Instructional Platform/Materials

iLearn will be used to post readings, assignments, announcements, grades, and other course content. Check it regularly! You also should use the Microsoft Office suite (Word, Powerpoint, and Excel), which is provided free to Tech students (install instructions are here "Install Office from Office 365").

When you submit a written assignment on iLearn, please submit it as a Word document (.doc or .docx) or a pdf file (.pdf). For any assignment: do not submit a .pages document – I will not be able to grade it. Do not submit links to OneDrive, Sharepoint, Google docs, or other files in the cloud. If you submit a file or link that I cannot access, it will be counted as if you did not submit it. Sending accessible files is an important professional skill.

Topics to be Covered and Course Schedule

Due dates for readings and assignments will be posted on iLearn.

Unit 1: Basic Theories of Basic Emotions

Appraisal Theory, Evolutionary Theory, Basic Emotions Theory, and How to Measure Emotion

Weeks 1-6.5 (no class on Labor Day 9/1)

Exam 1: Monday, September 29

Unit 2: Specific Emotions & Functional Theories

Theories about the Functionality of Specific Emotions, and applications of theories to specific emotions: Positive Emotions, Disgust, Anger, Loneliness & Sadness, Embarrassment, Shame & Guilt

Weeks 6.5-11.5

Exam 2: Monday, November 3

Unit 3: Critical Thinking about Theories of Emotion

Emotion Regulation Theories, Dimensional Models, Cultural Variation, Constructivist Theories, James-Lange Theory, Two-Factor Theory, Emotion & Cognition

Weeks 11.5-15 and finals week (no class during Thanksgiving Break 11/26)

Exam 3: During the scheduled final exam period for this class: 1:00-2:15pm on Monday, December 8

University drop deadlines:

Deadline to drop course without a grade: **September 3, 2025**

Deadline to drop a course with the grade of 'W': **October 24, 2025**

Assignments should be submitted on iLearn. All deadlines will be posted at least one week in advance. As we progress throughout the course, this schedule may change. Changes will be announced in class.

What if the professor has an "excused absence"?
If I have to miss class (for example, if I am sick, attending a conference, or required to attend to other university business as part of my job duties), then I will post an announcement on iLearn and send an email to the class with the plan. Usually, instead of our class meeting, I would post a lecture video and participation activity for you to complete on iLearn. Other alternative course plans are possible, depending on what we had planned that day (for example, if it was a groupactivity day, then I might have one of my colleagues supervise you all while you still meet in person to talk in groups). If this happens, check the announcements and then let me know if you have questions or clarifications about the plan.

Course Breakdown and Grading Policies

Grade Components

Attendance/Participation: 14%
Homework (& Grad-Level Project): 20%
Exams: Exam 1: 22%
            Exam 2: 22%
            Exam 3: 22%

ATTENDANCE/PARTICIPATION:
Class attendance and participation are very important to succeeding in this class. I will take attendance every day and also will keep track of your participation. Participation consists of paying attention in class, asking and responding to questions, and engaging in class discussions, demonstrations, and activities. An important part of participation is also being prepared before the class meeting, including completing readings, preparatory assignments, and discussion questions. Sometimes I may ask quick preparation-check questions that will be graded on correctness. Prepared participation also can include coming prepared to class with some piece of information or preparation for an activity.

Attendance and participation show me that you are learning and practicing how to explain, distinguish, and discuss emotion theories (SLO 1), gives you experience critically evaluating research studies that test emotion theories by working through examples and demonstrations in

class (SLO 2), allows you to engage in meaningful discussions about the application of emotion theories to real-world problems and decisions through class discussions (SLO 3), and lets you practice the professional competencies of professionalism, effective communication, and resource utilization (SLO 4).

I understand that some people find it difficult to speak up in class, but I encourage you to challenge yourself and embrace the opportunity to engage with these ideas. Please let me know if you think that you will have difficulty participating, and we can work together to create a plan for success in this area.

See the attendance policy below for more information about late arrivals and excused absences. See the participation policy below for more information about the expectation for professional interactions with classmates.

HOMEWORK & PROJECTS:
Throughout the semester, you will complete homework assignments on the readings and topics discussed in class. Projects will also be assigned that might include both in-class and at-home work to be completed, both individually and in a group. These homework assignments will help you prepared for future classes or practice skills from previous classes. Instructions and guidelines will be provided when the homework is assigned. Assignments will be graded on quality, effort, critical thinking, and completion. For all assignments, I will be looking for your answers to show that you put in effort to engage with the course material. Try to actively use material that you have learned from the lecture and/or readings. Sometimes, there won't be a right or wrong answer, but I still will be looking for your answer to include information from the course that someone who had learned the course material would know.

A shorter homework assignment usually will be announced in the class before it is due (e.g., announced on Monday before it is due on Wednesday) and posted on iLearn immediately after class. If I expect the homework to take you more than an hour per day, I will give you more advance notice. Late work will be accepted at -20% per day (including if it is turned in after class on the due date); however, keep in mind that usually the homework will be the starting point for our class discussion, and if you don't complete it, then you will also be losing out on participation opportunities in class. This is especially true for projects that include working with others or reporting back to the class. Also, I am likely to take much longer to grade late work (possibly weeks later, depending on how much I have to spread my time across other students and classes), so submitting your work late might result in a delay in receiving feedback that would have been helpful on further assignments.

Please feel free to discuss the homework with anyone and reference any material that you like – but you must complete your homework by yourself and give credit to any ideas that are not your own. Any writing or wording that you did not come up with yourself should be attributed through APA-style citations.

Graduate-Level Students Only: If you are taking this class for graduate-level credit (5000level), then you will complete an additional paper and short in-class presentation about how material in this course relates to the focus of your graduate degree and/or intended career through the experiences of someone in that career path. You will conduct an informational interview in order to

inform this paper and presentation. Please contact me during the first week of the semester so that we can decide on your project topic together. This project will count towards half of the Homework & Projects category grade, ended up as 10% of your final grade. **End of graduate-students-only section.**

EXAMS:
Each exam will be a combination of multiple choice, short answer, fill-in the-blank, and essay. All exams are closed-book, closed-notes, and to be completed independently in class. Each exam will focus on new material since the last exam, but some ideas will be cumulative throughout the course. The study guides and class discussions will help you identify these ideas that repeat across units.

If you have a prescheduled reason miss an exam (e.g. scheduled TTU games, religious observances, surgery), please let me know at the beginning of the semester so that we can discuss make-up options. If you miss an exam due to unforeseen circumstances, get in touch with me as soon as possible. You may be able to take a make-up exam with a point penalty assigned.

Exams provide a summative assessment of whether you can describe the major theories of emotion using the vocabulary of an expert in the field (SLO 1), describe and critically evaluate research studies testing emotion theories (SLO 2), engage in meaningful discussion about the application of emotion theories (SLO 3), and demonstrate professional competencies such as intellectual autonomy, effective communication, and resource utilization (SLO 4).

Grading Scale

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

Course Policies

Student Academic Integrity Policy

Maintaining high standards of academic integrity in every class is critical to the reputation of Tennessee Tech, its students, faculty, alumni, and the employers of Tennessee Tech graduates. Academic integrity is at the foundation of the educational process and the key to student success. Students with academic integrity are committed to honesty, ethical behavior, and avoiding violations of academic integrity. All students are required to read and understand Policy 216:

Student Academic Integrity. Please see the Academic Integrity website (https://www.tntech.edu/provost/academicintegrity/) for more information.

Instructional and Assignment Use of Artificial Intelligence

Not Permitted in this Course

In this course, Generative AI resources are not permitted. Students are expected to do all coursework themselves, as an individual or collectively, as designated by the instructor per assignment. The use of a Generative AI Tool to complete coursework constitutes academic misconduct for this course.

Attendance Policy

Per Tech Policy 266, "Regular class attendance is an important part of a student's total performance required for satisfactory completion of any course," and, "A student is expected to attend each meeting of every class for which they are registered." Attendance will be taken at the beginning of class. If you are late to class, you may receive partial attendance credit for the day.

However, once I begin lecturing, I will not be able to mark your attendance; therefore, you a responsible for talking with me after class or during a break about receiving partial attendance credit for that day.

You are responsible for any material that you miss during any absence. I recommend borrowing a classmate's notes, reading the book, going through the slides posted on iLearn, and checking with me for any questions that you have.

Please do let me know if you plan on missing class, so that I don't worry about you! When you contact me, I will note the reason for your absence in iLearn so that I can keep track of your overall pattern of attendance.

If you miss multiple classes without contacting me, I will contact you and submit an alert to your advisor and the Dean of Students to make sure you're okay. Since there are freshman in this course, sometimes the Dean of Students asks me to report everyone's attendance in TechConnect so that advisors can easily see how these new students are doing (especially during the first half of the semester).

Students who are unable to attend class for an extended period of time due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact the Office of the Vice President for Student Affairs at studentaffairs@tntech.edu to request an absence notification.

In order to more effectively use my time for teaching instead of course administration, I have set iLearn to automatically drop your first two absences from your grade total in iLearn. These dropped absences are intended to be for excused reasons (i.e., emergency/extenuating circumstances like illness or military service obligations), but the drop will happen automatically in the iLearn system regardless of what you share with me about your reasons. You are all adults, and I believe that you deserve privacy and can make mature decisions about how to use these excused absences without sending me "official" documentation about why you are absent (i.e., you don't need to send me

your medical records or a funeral notice). If you tell me that you are sick, have a death in the family, etc. then I will believe you unless I am given a convincing reason to believe otherwise.

If you do have documentation from Tech about an excused absence, please send it to me. For example, Tech athletes and ROTC students will be given letters from coaches and officers about required absences that you should pass on to me. If you are submitting documentation to Student Affairs to notify all of your classes at once about an excused absence, please do have them notify me so that I can be kept in the loop about your situation.

If you have excused reasons to miss more than two classes (e.g., you are in long-term medical care for an ongoing condition), please contact me as soon as possible. Even for excused reasons, any more than two absences will not be automatically dropped because I need to make sure that you are still meeting the learning goals that the attendance/participation portion of your grade is intended to reflect. Long-term excused absences, with documentation and verification from Student Affairs, will be accommodated so as to make sure that you still are meeting the learning goals of the class. This accommodation often depends on which classes you miss, so we will make an individual plan for you. Sometimes, this plan would involve changing the weight given to other course components (for example, using your exam grade in place of your attendance grade, to reflect the extent to which you have met the student learning mastery outcomes that the attendance grade was meant to assess).

Sometimes, you might choose to be absent for unexcused reasons due to your personal priorities and circumstances. I can understand how you might have to choose between two sets of consequences (e.g., the consequence of being absent in this class vs. the consequence of missing work when you boss has scheduled you during class time), and sometimes you might end up choosing to miss class and accept the loss of one attendance point as the least-bad consequence. As explained in the Grading Policies above, attendance/participation contributes 14% towards your final grade. Broken down across 15 weeks, each absence ends up taking off approximately 0.5% from your final course grade, so any one absence will not significantly impact your final grade. However, if you repeatedly choose other priorities over class attendance, then those multiple weeks of absences will add up to have a noticeable effect on your final course grade.

Class Participation

Your participation will be assessed by your level of engagement with the lecture, preparation for the day, partner activities, small group work, and class discussion. If you attend class, pay attention to lecture, and do what is asked to engage throughout the lecture (e.g., talk with a partner, share with the class, venture a guess to a question, answer questions on a reading, give a thumbs-up or thumbs-down to example scenarios of a concept), you will receive full participation points for the day. Sometimes I may ask quick preparation-check questions that will be graded on correctness. If some particular action would affect your participation score, I would let you know.

Whether you are speaking with a partner, small group, or the entire class, you should behave professionally and follow the norms of respectful behavior. You can have fun with assignments and discussions and represent yourself, but your first priority is to be collegial and kind in order to foster a respectful learning environment for everyone. In this class, we will be having academic discussions in which people might have differences of opinion. You do not have to agree with your

classmates or me, but you should respect everyone and act in a way that contributes towards your classmates' ability to learn. Please come see me if you have concerns about professionalism (your own or another classmate's) or if you would like more information about what is expected in communication with colleagues in a professional setting.

In class activities and discussions, sometimes I will ask for you to reflect on your own experiences and for volunteers to share examples with the class. Please do not feel like you have to share more about yourself than you are comfortable with. My intention is to help you and your classmates engage in meaningful discussions about the application of emotion theories to realworld problems and decisions. You can do that while maintaining healthy boundaries for yourself and others.

Assignments and Related Policy

All assignments on iLearn should be submitted as .doc, .docx, or .pdf files. Documents that are .pages format cannot be read by iLearn and will not be accepted.

Late work policies are described in the grading policy above.

Disability Accommodation

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – services for students with disabilities at policy central.

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navigate personal and social challenges. Health Services delivers accessible, high-quality, and affordable medical care to promote overall wellness. Visit their respective websites to learn more or schedule an appointment.

Emergency Preparedness Protocols

Each student must take personal responsibility for following any University protocol related to pandemics, natural disasters, and other public health and safety events. Students are expected to follow all directives published by Tennessee Tech on its Environmental Health & Safety webpage.

Motion to approve: Julie Baker
Second: Curtis Armstrong
Vote: Stacey Browning.

12. **ECONOMICS, FINANCE & MARKETING**
Curriculum Change for Flight Foundations
Economics, Finance & Marketing would like to request the removal of FIN 2000 from required classes in the BSBA Finance program. These 3 credit hours will move to FIN electives, changing FIN electives from 12 credit hours to 15. At least six of the 15 FIN elective hours must be numbered 4000+.

Justification
These changes are in response to the new General Education requirements for Financial and/or Digital Literacy. FIN 2000 Personal Finance has been added to the Gen Ed as an option in the Financial Literacy area. Faculty feel there is no longer a need to require this course as a required part of the Finance degree since it is available in Gen Ed.

Financial Impact: None

Effective Date: Fall 2026

Degree Map - Finance, B.S.B.A.

Degree Map Narrative

Freshman Year

First Semester

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

14

Requirements

- DS2810 - Computer Applications/Business (3 cr)

  OR

  Humanities and/or Fine Arts (Course Set) (3 cr)
- ENGL1010 - English Composition I (3 cr)
- MATH1710 - Pre-Calculus Algebra (3 cr)
- Natural Sciences (Course Set) (4 cr)
- UBUS1020 - Success Skills-Bus Studies (1 cr)

Second Semester

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

16

Requirements

- COMM2025 - Fundamentals of Communication (3 cr)

  OR

  PC2500 - Communicating in the Profess. (3 cr)
- DS2810 - Computer Applications/Business (3 cr) **[Financial and Digital Literacy course]**

  OR

  Humanities and/or Fine Arts (Course Set) (3 cr)
- ENGL1020 - English Composition II (3 cr)
- MATH1530 - Introductory Statistics (3 cr)
- Natural Sciences (Course Set) (4 cr)

Sophomore Year

First Semester

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

15

Requirements

- ACCT2110 - Principles of Accounting I (3 cr)
- ECON2010 - Principles of Microeconomics (3 cr)
- ENGL2130 - Topics in American Literature (3 cr)

  OR

  ENGL2235 - Topics in British Literature (3 cr)

  OR

  ENGL2330 - Topics in World Literature (3 cr)
- ~~FIN2000 - Personal Finance (3 cr)~~ [remove]
- Business Elective (Generic) (3 cr)
- HIST2010 - Early United States History (3 cr)

Second Semester

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

15

Requirements

- ACCT2120 - Principles of Accounting II (3 cr)
- BMGT3720 - Business Communications I (3 cr)
- ECON2020 - Principles of Macroeconomics (3 cr)
- HIST2020 - Modern United States History (3 cr)
- Humanities and/or Fine Arts (Course Set) (3 cr)

Junior Year

First Semester

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

15

Requirements

- BMGT3510 - Mgmt/Organizational Behavior (3 cr)
- DS3841 - Mgmt Information Systems (3 cr)
- ECON3610 - Business Statistics I (3 cr)
- FIN3210 - Principles/Managerial Fin (3 cr)
- LAW2810 - Business Legal Env & Ethics (3 cr)

Second Semester

Total Degree Map Credits
120
Degree Map Effective Catalog Year
Spring Term 2023 -
Actual Credits
15

Requirements
- **FIN Elective (Generic) (3 cr) [add]**
- DS3520 - DS 3520: Operations and Supply Chain Management (3 cr)
- DS3620 - Bus Anyltcs:Data Drv Dec Makng (3 cr)
- FIN3220 - Intermediate Financial Mgmt (3 cr)
- FIN3830 - Fundamentals of Investment (3 cr)

Senior Year
First Semester
Total Degree Map Credits
120
Degree Map Effective Catalog Year
Spring Term 2023 -
Actual Credits
15

Requirements
- FIN Elective (Generic) (6 cr)
- FIN4230 - Adv Fin Decision Analysis (3 cr)
- Elective (Generic) (3 cr)
- MKT3400 - Principles of Marketing (3 cr)

Second Semester
Total Degree Map Credits
120
Degree Map Effective Catalog Year
Spring Term 2023 -
Actual Credits
15

Requirements
- Business Elective (Generic) (3 cr)
- BMGT4930 - Business Strategy (3 cr)
- Elective (Generic) (3 cr)
- FIN Electives (Generic) (6 cr)
- 1 Must pass course with a grade of C or higher. 2 Select two courses from the following: ASTR 1010 , ASTR 1020 ; BIOL 1010 , BIOL 1020 , BIOL 1123 , BIOL 2310 , BIOL 2010 , BIOL 2020 ; CHEM 1010 , CHEM 1020 , CHEM 1110 , CHEM 1120 ; GEOL 1040 , GEOL 1045 ; PHYS 2010 , PHYS 2020 , PHYS 2110 , PHYS 2120 . (NOTE: BIOL 1080, CHEM 1310, GEOL 1070 and PHYS 1310 are also

> university-approved science courses. However, they are better suited to other majors since they are 3-credit hour classes instead of 4-credits) (Generic)
> - 3 Select two courses from the University approved Humanities/Fine Arts Elective (Gen Ed) list. 4 At least one course must be a 4000-level course. Elective courses are to be selected in consultation with the academic advisor. (Generic)
> - **At least six of the 15 FIN elective hours must be numbered 4000+ [add]**

Motion to approve: Julie Baker
Second: Kent Dollar
Vote: Motion Carried.

13. **Other Such Matters**
    a. SACSCOC: Dr. Huo gave an update.
        i. SACSCOC will conduct an on campus visit March 23-26, 2026.
        ii. Only three minor findings from the off-site committee:
            1. The quorum for the Board of Trustees meetings was questioned and will be updated at the December 4, 2025, Board of Trustees meeting.
            2. The University is lacking a financial audit and it will be available in January.
            3. Stand 6.1 – we need to provide additional evidence that our faculty members are participating in committees, professional and public service. This should be no problem completed in plenty of time.
            4. A response/report will be sent to the off-site committee in February.
        iii. Dr. Huo praised everyone, especially Dr. Armstrong, because all faculty qualifications were compliant.
    b. Argos: Dr. Armstrong presented directions on creating a report that provides individual waitlists for courses in your department.

There being no other such matters, Dr. Wendt asked for a motion to adjourn.

Motion to adjourn: Stacey Browning
Second: Julie Baker
Vote: Motion Carried.

Meeting adjourned at 3:44 p.m.