University Curriculum Committee

March 15, 2018 Meeting Minutes

The University Curriculum Committee met on **Thursday, March 15** at 3:00 p.m. in the Deans' Conference Room, Derryberry 200.

Members Present:

Melinda Anderson	Jeff Boles	Kristine Craven	Edith Duvier
Kurt Eisen	Ahmed Elsawy	Steve Frye	Dennis Duncan
Martin Sheehan	Brandi Hill	Sharon Huo	Christy Killman
Robert Kissell	Allan Mills	Wendy Mullen	Richard Rand
Lori Maxwell	Jeff Roberts	Joe Roberts	Barry Stein
Mark Stephens	Thomas Timmerman	Kim Hanna	Janet Whiteaker
Brenda Wilson	Kim Winkle	Brittany Copley	Lisa Zagumny
Cayley Tuck– student	Zach Grainger– student	Ellie Fetzer– student	

Members Absent:

Pedro Arce	Julie Baker	Rita Barnes	Doug Bates
Mike Gotcher	Leslie Crickenberger	Julie Galloway	Adam Grimm
Mike Harrison	Darrell Hoy	Steve Isbell	Hayden Mattingly
Thomas Payne	Mohan Rao	Stephen Robinson	Liz Self-Mullens
Paul Semmes	Jennifer Shank	Tea Phillips– student	James Carter– student
Courtney Fowler– student	Whitley Battles– student		

Official Representative(s):

Melinda Anderson	**For:**	Jeremy Wendt (as chair)		Jessica Oswalt	**For:**	Ben Mohr	
Lee Ann Shipley	**For:**	Melinda Anderson (HEC rep)		Martha Kosa	**For:**	Gerald Gannod	

Guest(s):

Cari Williams	Mary McCaskey	Ann Carrick– Chemistry	Elizabeth Owens– bookstore

Outline of Proceedings:

1. Approval of agenda
2. Approval of February 15, 2018 minutes
3. Agriculture & Human Ecology (A—H)
4. Political Science
5. Communication
6. School of Art, Craft, & Design (A—D)
7. Curriculum & Instruction (A—B; 1 info item)
8. Psychology
9. Accounting
10. Decision Sciences
11. Exercise Sci., Phys. Education, & Wellness
12. Interdisciplinary Studies (A—B)
13. Chemistry (A—C)
14. Civil and Environmental Engineering
15. Computer Science (A—B)
16. Manufacturing Engineering Technology
17. Grading-Scale Subcommittee
18. Program of Study Subcommittee
19. Election of 2018—2019 Committee Chair
20. Announcement from Bookstore

Proceedings:

Perceiving a quorum, Dr. Anderson called the meeting to order at **3:04.**

1. Approval of agenda

Motion to approve. Joe Roberts
Second. Dennis Duncan
Vote. Motion carried.

2. Approval of minutes, February 15, 2018

Motion to approve.
Second.
Vote. Motion carried.

3. Agriculture & Human Ecology

A. ***Memo– January 4, 2018, Course Addition; Memo– January 4, 2018, Course Addition; Memo– February 22, 2018, Course Addition; Memo– February 22, 2018, Course Addition***

I. New Courses.

a) **AGHE 4600/5600** Global Food Systems: Sustainability and Insecurity. Lec. 3. Credit 3. summer semesters .

Students will be required to research, study, debate, and formulate solutions to real-world case studies on organic, GM and commercial food production – both locally and globally, and discover the issues linked to global food insecurity.

b) **AGRN 3400** Crop Pests and Diseases. Lec. 2. Lab 2. Credit 3.

Introduction to the common insect pests and diseases of agricultural crops.

c) **AGET 4520/5520** Agricultural Spatial Technologies II. Lec. 2. Lab 2. Credit 3.

This course is the second in a series, AGET 3520 being the first, which will equip students with the necessary skill set(s) to compete in the ever-changing world of production agriculture. The students will be able to demonstrate a competency in writing site-specific fertilizer, variable-rate spray applications, yield monitor calibration, etc. upon completion of the course.

d) **AGET 4540/5540** Advanced GIS for Agriculture and Natural Resources. Lec. 2. Lab 2. Credit 3.

The key to realizing the promise of a dynamic GIS in a 21st century agriculture production system is the development of connections between a relational database (input layers) and the decision support system (output layers).

Motion to approve. Dennis Duncan
Second. Joe Roberts
Vote. Motion carried.

B. Memo– February 28, 2018, New Agricultural Science and Management Concentration.

This concentration was not only designed to meet industry needs, but to also create a path for students seeking a more diverse curriculum that could potentially generate more career opportunities. Additionally, School of Agriculture faculty believe this concentration will be appealing to students who don't want a concentration that is so heavily focused on one facet of agriculture.

Friendly Amendment: On the curriculum comparison table, for Ag Science and Management under the Concentration block, the number of Directed Electives– Science should total 10 instead of 9. The number of Directed Electives– Social Science should also total 10 instead of 9.

Motion to approve. Dennis Duncan
Second. Lisa Zagumny
Vote. Motion carried with Friendly Amendment

C. Memo– February 28, 2018, Curriculum and Course Changes

I. Course Additions.

a) **AGHE 3900, 3901, 3902, 3903** Leadership for Ambassadors. Lec. 1. Credit 1.
Prerequisite: Consent of Instructor.
Application of Leadership skills while serving as Ambassador for the College of Agriculture and Human Ecology.

b) **AGHE 2022** Professionalism in Agriculture and Human Ecology. Lec. 1. Credit 1.
Appropriate social and professional standards of behavior as applied to the community and workplace environments.

c) **AGHE 3275** Research in Agriculture and Human Ecology. Lec. 3. Credit 3.
Prerequisite: Sophomore standing, AGHE 2022.
Comprehensive introduction to research methodologies, proposal and grant writing, and applications of research to practice. Research presentation techniques.

d) **AGHE 3200** Study Abroad Exploration. Credit 1-6.
Prerequisites: Sophomore standing and/or 30 credit hours toward degree program.
This study abroad program would provide students an avenue to explore global cultures, build sustainable, service learning projects, engage in global dialogues directly related to their degree programs, and hone their communication and critical thinking skills via a plethora of learning opportunities. This course may be repeated.

e) **HEC 4315** Global Social Responsibility. Lec 3. Credit 3.
Introspective examination of current issues of social responsibility in a global economy, with an emphasis placed on fair labor practices, child labor laws, and sustainability.

f) **HEC 2365** Social Media in the Workplace. Lec. 1. Credit 1.
Practical exploration of social media principles and practices, towards developing meaningful results and marketing strategies for business applications. Examination of the implications of using social media in the workplace and how it may be separated from personal communication.

g) **HEC 4325** Sustainable Apparel. Lec. 1, Lab 4. Credit 3.

Prerequisites: HEC 2355 or Consent of Instructor.

Design and construction of sustainable apparel and textile products with focus on sustainability, construction techniques, designers, and manufacturers of sustainable textile products.

Motion to approve. Leeann Shipley
Second. Lori Maxwell
Vote. Motion carried.

II. Course Changes.

a) **From:**

AGHE 4500 Senior Seminar. Lec. 2. Credit 2.

Prerequisite: Senior standing, ~~department approval.~~

Leadership in Agriculture and Human Ecology. Global interdependence, resource sustainability, use of technology, public policy and advocacy for the professions of Agriculture and Human Ecology through the completion of a Capstone Project.

To:

AGHE 4500 Senior Seminar. Lec. 1. Credit 1.

Prerequisites: Senior Standing. Application of leadership and professional skills in Agriculture and Human Ecology. Public policy and advocacy guidelines for the professions of Agriculture and Human Ecology.

b) **From:**

HEC 4300 Draping. Lec. 1. Lab. 4. Credit 3.

Discovery and application of draping techniques for apparel design and pattern making.

To:

HEC 4300 Draping. Lec. 1. Lab. 4. Credit 3.

Prerequisites: HEC 2355 and Instructor approval. Discovery and application of draping techniques for apparel design and pattern making.

c) **FROM:**

HEC 4301 Computer Aided Apparel Design. Lec. 1. Lab. 4. Credit 3.

Development and application of garment design and construction techniques using CAD software.

TO:

HEC 4301 Computer Aided Apparel Design. Lec. 1. Lab. 4. Credit 3.

Prerequisites: HEC 2355 and Instructor approval. Development and application of garment design and construction techniques using CAD software.

d) **From:**

HEC 3565 End of Life Applications for Children and Families. Lec. 3. Credit 3.

Prerequisite: HEC 2065 and HEC 2200; Junior or Senior standing. ~~End of life~~ topics including loss, death, grief, and bereavement with focused application on children and families. Developmentally based psychosocial care.

To:

HEC 3565 Loss and Bereavement for Children and Families. Lec. 3. Credit 3.

Prerequisite: HEC 2065 and HEC 2200; Junior or Senior standing. Topics including loss, death, grief, and bereavement with focused application on children and families. Developmentally-based psychosocial care provision will be integrated.

III. Curriculum Changes.

a) Child Development and Family Relations Curriculum:

Freshman Year
Remove HEC 1020
Replace HEC 2200 with HEC 1010
Total Credits from 28 to 27

Sophomore Year
Replace HEC Core Credit with HEC 2200
Add AGHE 2022
Total Credits from 33 to 31

Junior Year
Add HEC 3100
Add AGHE 3000 OR AGHE 3200 OR AGHE 3275
Total Credits from 29 to 35

Senior Year
Update AGHE 4500 Credit 1
Upper Division Elective Credit 3
Elective Credit 2
Total Credits 27

b) Child Life Curriculum:

Freshman Year
Add COMM 2025 OR PC 2500
Total Credits from 29 to 32

Sophomore Year
Add AGHE 2022
Total Credits from 30 to 31

Junior Year
Move COMM 2025 OR PC 2500 to Freshman Year
Add AGHE 3275 (CL students will not have a choice in this sequence)
Add NURS 3050
Change HEC 3591 to HEC 3590
Total Credits 32 (no change)

Senior Year
Update AGHE 4500 Credit 1
Move NURS 3050 to Junior Year
Remove Elective Credit 2
Total Credits from 29 to 25

c) Merchandising and Design Curriculum:

Sophomore Year
Remove HEC Elective Credit 3 AND
Replace with Apparel Course (note 3) Credit 3
Add AGHE 2022
Total Credits from 31 to 32

Senior Year
Update AGHE 4500 Credit 1
Add HEC 4315
Total Credits from 29 to 28

Junior Year
Move 'Select Two' section to 'Notes' section and number as Note 3
Add Apparel Course (note 3) Credit 3
Add AGHE 3000 OR AGHE 3200 OR AGHE 3275
Elective Credits 6

d) Family and Consumer Sciences Education Curriculum:

Freshman Year
Add HIST 2010
Replace HEC 1300 with AGHE 2022
Total Credits from 31 to 32

Sophomore Year
Remove HIST 2010
Add HEC 2355
Total Credits 36 (no change)

Junior Year
Update AGHE 4500 Credit 1
Total Credits from 28 to 27

Notes Section
Update Note 1: AGHE 4500 Credit 1
Update Note 3: As a junior, complete Benchmarks and paperwork for Residency I requirements; take Praxis II exam ~~PLT grades 7-12 and~~ FACS content, and apply for graduation.

e) Housing and Design Curriculum:

Sophomore Year
Add AGHE 2022
Total Credits from 28 to 29

Senior Year
Update AGHE 4500 Credit 1
Total Credits from 32 to 31

Junior Year
Add AGHE 3000 OR AGHE 3200 OR AGHE 3275
Total Credits from 29 to 32

f) Nutrition and Dietetics Curriculum:

Freshman Year
Remove HEC 1020
Total Credits from 29 to 28

Sophomore Year
Add AGHE 2022
Total Credits from 28 to 29

Junior Year
Add AGHE 3000 OR AGHE 3200 OR AGHE 3275
Total Credits from 32 to 35

Senior Year
Update AGHE 4500 Credit 1
Elective Credits from 3 to 1
Total Credits from 25 to 28

g) Food Systems Administration Curriculum:

Freshman Year
Remove HEC 1020
Total Credits from 32 to 31

Sophomore Year
Add AGHE 2022
Total Credits from 30 to 31

Senior Year
Update AGHE 4500 Credit 1
Change to HEC 3201 OR HEC 3290
Add AGHE 3000 OR AGHE 3200 OR AGHE 3275
Total Credits from 28 to 27

Motion to approve. Lee Ann Shipley
Second. Dennis Duncan
Vote. Motion carried.

D. Memo– March 1, 2018, Curriculum and Course Changes

I. Course Deletions.

AGR 4930 Senior Seminar in Ag . Credit 2.

II. Course Additions.

AGHE 4500 Senior Seminar. Lec. 1. Credit 1.

Prerequisites: Senior standing.

Application of leadership and professional skills in Agriculture and Human Ecology. Public policy and advocacy guidelines for the professions of Ag and Human Ecology.

Motion to approve. Dennis Duncan
Second. Jeff Boles
Vote. Motion carried.

E. Memo– February 19, 2018, New Certificate Program

uLEAD Certificate in Leadership and Service

Provides an interdisciplinary approach to leadership. Open to all majors.

Courses:

LIST 3500, MS 1020, MS 2010, MS 3010, MS 4010, ECED 4260, ENTR 1810, BMGT 3510, LIST 3030, LIST 2300, LISST 2091, LIST 2093, NURS 4450, NURS 4451, PSY 3410

Motion to approve. Dennis Duncan
Second. Lisa Zagumny
Vote. Motion carried.

4. <u>Political Science</u>

A. Memo– February 21, 2018, Concentration Deletions in Political Science Major

a) Political Science (POLS/IRCG) Concentration in International Relations and Comparative Government.

b) Political Science (POLS/IRCG) Concentration in International Relations and Comparative Government: International Focus Option

Motion to approve. Lori Maxwell
Second. Joe Roberts
Vote. Motion carried.

5. <u>Communication</u>

A. Memo– February 6, 2018, JOUR 2100, Media Literacy and Society Course Proposal

JOUR 2100 Media Literacy and Society. Lec. 3. Credit 3.

Prerequisite: None. This course will explore the historical development and current status of mass media from a consumer's point of view with the goal of improving media literacy skills. Topics relate to the construction and deconstruction of media messages and how they influence individuals, specialized and mass audiences, and society as a whole. Students develop global perspectives by encountering issues dealing with the relationship of the media to government, education, society, politics, economics, religion, culture, family, and the individual as well as the role and responsibility of a free press in a democratic society.

Motion to approve. Brenda Wilson
Second. Allan Mills
Vote. Motion carried.

6. School of Art, Craft, & Design

A. Memo– March 1, 2018, Course and Editorial Changes

I. Course Changes.

a) **From:** ART 2099 Professional Practices of the Artist. Lec. 3. Credit 3.
To: ART 3099 Professional Practices of the Artist. Lec. 3. Credit 3.

b) **From:** ART 4040 Seminar. Lec. 3. Credit 3.
To: ART 4040 Art Criticism and Aesthetic Understanding. Lec. 3. Credit 3.

II. Catalog Changes.

It should be noted in the catalog that students pursuing the craft certificate in concentrations in Clay, Fibers, Glass, Metals, and Wood must earn a C or above in all art courses to fulfill the requirements for the certificate. Art courses must also have the grade of C or above in order to serve as prerequisites for other art courses.

Motion to approve. Kim Winkle
Second. Dennis Duncan
Vote. Motion carried.

B. Memo– February 14, 2018, Course and Curriculum Changes: BFA Art Education Concentration

I. New Courses.

a) **ARED 1250**. Digital Technologies in Art Education. Stu.6. Credit 3.
Exploration of the role of computers and digital technologies as a tool for art-making, inquiry, and teaching in the field of art education.

b) **ARED 2050**. STEAM Studio. Stu.4. Credit 2.
Prerequisites: ARED 2020: Art Education Theory. Exploration and defining STEAM through experiencing the intersections of art and science through historical connections, campus collaborations, and studio projects.

II. Course Change.

From: ARED 2020 Art Education Theory. Lec. 1. Lab 1. Credit 2.
To: ARED 2020 Art Education Theory. Lec. 1. Lab 4. Credit 3.*

III. Curriculum Changes.

a) **From:** ART 1250 Introduction to Digital Imaging. Stu. 6. Credit 3.
To: ARED 1250 Digital Technologies in Art Education. Stu. 6. Credit 3.

b) **From:** ART 2060 Basic Photography. Stu. 4. Credit 2.
To: ARED 2050 STEAM Studio. Stu. 4. Credit 2.

Friendly Amendment: The memo for the Course Change originally listed ARED 2020 as Lec. 2. Lab 1. Credit 3. This was corrected to Lec . 1. Lab 4. Credit 3 during the meeting.

Motion to approve. Kim Winkle
Second. Dennis Duncan
Vote. Motion carried with Friendly Amendment.

C. Memo– February 14, 2018, Course and Curriculum Changes

I. New Course.

ART 2340 Computer Aided Drafting for the Artist. Stu. 6. Credit 3.

Using CAD software, students will learn processes for designing, modeling, and rendering three-dimensional art objects.

II. Curriculum Changes.

Glass, Metals, Clay, Fibers, and Design Concentrations:

From: Freshman Year

ART 2320 - Drawing II Credit: 3. or

ART 2330 - Technical Drawing Credit: 3.

To: Freshman Year

ART 2320 - Drawing II Credit: 3. or

ART 2330 - Technical Drawing Credit: 3 or

ART 2340 - Computer-Aided Drawing for the Artist Stu. 6. Credit 3.

Motion to approve. Kim Winkle
Second. Christy Killman
Vote. Motion carried.

D. Memo– March 13, 2018, Course and Curriculum Changes: Design Concentration

I. New Courses.

a) **ART 4231** - Design Portfolio I. Stu. 6. Credit 3.
Development and presentation of a professional quality portfolio of artwork and projects in digital media.

b) **ART 4232** - Design Portfolio II. Stu. 6. Credit 3.
Prerequisite: ART 4231* - Design Portfolio I. Continued development and presentation of professional quality portfolio of artwork and projects in digital media.

c) **ART 4211** - Design Practicum. Stu. 6. Credit 3.
Prerequisites: ART 3230 or permission of Instructor.

d) **ART 4221** - Design Internship. Stu. 6. Credit 3.
Prerequisite: ART 4211, ART 4231, or permission of Instructor.

II. Curriculum Changes.

a) Move:
ART 4210 - Design Practicum Credit: 4-8. or
ART 4220 - Design Internship Credit: 4-8
From Senior Year to Spring Junior Year

b) Add ART 4221 - Design Internship to Spring Senior Year

c) Add to Guided Electives:

JOUR 2220 - Mass Communication in a Changing Society
JOUR 3350 - Newspaper Production & Design
JOUR 3370 - Fundamentals: Photojournalism
COMM 3000 - Computer Mediated Communication
COMM 3120 - Visual Communications/Rhetoric
COMM 1010 - Intro to Mass Communications
COMM 1020 - Foundations of Communications
MKT 3200 - Entrepreneurial Mindset

Friendly Amendment: Under D.I.b. ART 4232 - the prerequisite was originally listed in the memo as ART 4230. Design Portfolio I. This was corrected to ART 4231.

Motion to approve. Kim Winkle
Second. Lori Maxwell
Vote. Motion carried with Friendly Amendment.

7. <u>Curriculum & Instruction</u>

A. Memo– February 6, 2018, Course/Catalog Change

I. New Course.

CUED 4900 (5900) - Study Abroad. Lec. 1-6. Credit 1-6.

This class should not have the Ready-to-Teach fees because of the nature of the class. It still should have the Education SACF fees.

Motion to approve. Lisa Zagumny
Second. Dennis Duncan
Vote. Motion carried.

B. Memo– February 6, 2018, Catalog Change

I. Edits to Flight Path.

Curriculum & Instruction Flight Path:

a) Item 3

From:

Flight Path becomes effective with graduates beginning in Spring 2016 in all undergraduate licensure areas. Students who meet requirements may waive the MAT/GRE requirement for up to three years beyond their graduation date.

To:

Flight Path ~~becomes effective with graduates beginning in Spring 2016 in~~ is applicable to all undergraduate licensure areas. Students who meet requirements may waive the MAT/GRE requirement ~~for up to three years beyond their graduation date.~~

b) Item 4

From:

TTU Master's degree education students who have graduated within seven prior years of application with a 3.5 or higher GPA may enroll in a Specialist in Education degree program without recommendation letters or additional MAT/GRE testing.

To:

TTU Master's degree education students who have graduated within ~~seven~~ three prior years of application with a 3.5 or higher GPA may enroll in a Specialist in Education degree program without recommendation letters or additional MAT/GRE testing.

II. Edits to Fast Track.

Curriculum & Instruction BA/MA Fast Track Program:

a) Minimum Admission Requirements

From:

Enrolled as a TTU undergraduate Curriculum & Instruction major with at least 90 hours of completed courses within their program of study.

To:

Enrolled as a TTU undergraduate Curriculum & Instruction major with at least 90 hours of completed courses or Spring semester, Junior year within their program of study.

b) 1st Paragraph under Admission Requirements

From:

Students who do not succeed in their first graduate course during their senior year (B grade or better) will be advised to withdraw from the Fast Track program…

To:

Students who do not succeed in their first graduate course ~~during their senior year~~ (B grade or better) will be advised to withdraw from the Fast Track program…

Motion to approve. Lisa Zagumny
Second. Dennis Duncan
Vote. Motion carried.

8. <u>Psychology</u>

A. Memo– February 23, 2018, Course and Curriculum Changes

I. New Course.

PSY 3040 - Positive Psychology: The Science of Well-being Lec. 3. Credit 3.

Junior standing required. The purpose of this course is to examine the fundamentals of positive psychology. Example topics discussed: Happiness, Courage, Optimism, Empathy .

Motion to approve. Barry Stein
Second. Steven Frye
Vote. Motion carried.

9. Accounting

A. Memo– February 23, 2018, Re-numbering of LAW 3810 to LAW 2810

I. Course Change.

From:

LAW 3810 - Business Legal Environment and Ethics Lec. 3. Credit 3.

The legal aspects of the business environment including antitrust, administrative, consumer, and employment law; business organizations; and principles of contracts. ~~Enrollment in Junior or Senior level law courses requires Junior standing. All Business majors must complete the Basic Business Program~~

To:

LAW 2810 - Business Legal Environment and Ethics Lec. 3. Credit 3.

The legal aspects of the business environment including antitrust, administrative, consumer, and employment law, business organizations, and principles of contracts.

Motion to approve. Richard Rand
Second. Kurt Eisen
Vote. Motion carried.

10. Decision Sciences

A. Memo– October 13, 2017, Curriculum Change in Core Requirements for all Business Majors

I. Course Addition and Changes to Credit Hours.

Add to Business Core: BMGT 3720 - Business Communication Credit 3

Update Business Core total credit hours from 36 to 39.

Motion to approve. Thomas Timmerman
Second. Joe Roberts
Vote. Motion carried.

11. Exercise Science, Physical Education, & Wellness

A. Memo– March 1, 2018, Addition of Undergraduate Concentration: Pre-Physician Assistant

Pre-Physician's Assistant Concentration, curriculum sheet attached.

Motion to approve. Christy Killman
Second. Lisa Zagumny
Vote. Motion carried.

12. Interdisciplinary Studies

A. Memo– March 7, 2018, Course Changes, Course Deletions, and Curriculum Changes

I. Course Changes.

a) **From:**

UNIV 2883/6 - Experiential Learning Credit 3/6

Work or voluntary experience that closely relates to the major, equates with skills knowledge or personal perspectives currently required in course work and involves analysis or reflection at lower or upper division undergraduate credit. Portfolio evaluated by faculty team. To apply for this credit, see the following link: www.tntech.edu/ISEE/CreditForLifeExperience.pdf.

To:

LIST 2880 - Credit for Prior Learning Credit 1-12

Prior learning credit for college-level, credit-worthy learning attained outside of a higher-education context. Credit is earned through a portfolio assessment: students may submit a learning portfolio to the College of Interdisciplinary Studies that is assessed by a multidisciplinary faculty assessment team. Credit is at the lower-division level.

b) **From:**

UNIV 3883/6 – Experiential Learning Credit 3/6

Work or voluntary experience that closely relates to the major, equates with skills knowledge or personal perspectives currently required in course work and involves analysis or reflection at lower or upper division undergraduate credit. Portfolio evaluated by faculty team. To apply for this credit, see the following link: www.tntech.edu/ISEE/CreditForLifeExperience.pdf.

To:

LIST 3880 – Credit for Prior Learning Credit 1-12

Prior learning credit for college-level, credit-worthy learning attained outside of a higher-education context. Credit is earned through a portfolio assessment: students may submit a learning portfolio to the College of Interdisciplinary Studies that is assessed by a multidisciplinary faculty assessment team. LIST 3880 credit is at the upper division level.

c) **From:**

LIST 4923 – Special Topics Lec. 3. Credit 3

Seminar or lecture course on a selected topic, issue, or interest area. Students may take up to 9 hours of 4921, 4922, or 4923, if they are different topics.

To:

LIST 4923 – 4929 Special Topics Lec. 3. Credit 3

Seminar or lecture course on a selected topic, issue, or interest area. Students may take up to 9 hours of 4921 - 4929 combined, if they are different topics.

II. Course Deletions.

LIST 4091, 4092 - Special Topics Credit 1, 2, 3

Friendly Amendment: *The memo also listed changes to LIST 4921 and 4922; however, these courses have already been changed and were omitted from voting. As such they have been omitted here.*

Motion to approve. Steven Frye
Second. Dennis Duncan
Vote. Motion carried.*
**Questions were raised regarding LIST 2880 and LIST 3880 Credit for Prior Learning. Some faculty were concerned both with the ability of the university to properly evaluate certain prior experience as well as the potential for over-use of the system. Three (3) committee members abstained and five (5) committee members voted against the changes.*

B. Memo– March 7, 2018, Changes to the minor in Religious Studies

Core:
Update HIST 1110 - World Civilizations I to HIST 2310 Early World History*
At least six credits from the list below:
Add-
RELS 3300 - Martin Luther King Jr.: Rhetoric & Theology of Non-Violent Social Change Credit 3
RELS 4041-4040 - Directed Study Credit 3
RELS 4100 - Jesus in History, Faith, & Tradition Credit 3
RELS 4300 - New Religious Movements Credit 3
Three credits from the following list of courses OR from the previous list:
Update HIST 1120 - World Civilization II to HIST 2320 - Modern World History*

Friendly Amendment: *In the memo, HIST 1110 was changed to HIST 2210 and HIST 1120 was changed to HIST 2220. However, these were the incorrect course numbers for the updates. HIST 2210 should be HIST 2310, and HIST 2220 should be HIST 2320 as show above.*

Motion to approve. Steven Frye
Second. Jeff Roberts
Vote. Motion carried with Friendly Amendment.

13. <u>Chemistry</u>

A. Memo– February 22, 2018, Pre-Professional Health Sciences Curriculum Changes

I. Curriculum Changes.

a) In Freshman Year of Pre-Medicine, Pre-Pharmacy, Pre-Dentistry, Pre-Optometry, Pre-Physician Assistant, Pre-Physical Therapy, Pre-Occupational Therapy, Pre-Dental Hygiene, and Pre-Medical Technology (excluding the Pre-Health Information Management concentration):

From:
BIOL 1105 - Foundations of Biology
GIOL 1114 - General Zoology

To:
BIOL 1113 - General Biology I
BIOL 1123 - General Biology II

b) Pre-Pharmacy:

Junior Year

Delete COMM 4430 (5430) - Advanced Interpersonal Communication Credit 3

Update Electives Credit (may include a second communication skills course): 12[2]

Add Footnote: [2] Beginning Fall 2018, Belmont University College of Pharmacy requires a second communication skills course for applicants **without** a Bachelor's Degree. This course should be designed to improve communication skills and may include a third writing course.

c) Pre-Dentistry:

Junior Year

Add BIOL elective Credit 4

Update Electives Credit from 18 to 14

d) Pre-Physician's Assistant:

Junior Year

Add PSY 4160 - Abnormal Psychology Credit 3

Update General Education core or Major Credit from 13-15 to 10-12

e) Pre-Physical Therapy:

Junior Year

From:

EXPW 4440 - Physiology of Exercise Credit 3

MATH 1530 - Introductory Statistics Credit 3 or

PSY 3010 - Statistics and Experimental Design Credit 3

To:

EXPW 4440 - Physiology of Exercise Credit 3

MATH 1530 - Introductory Statistics Credit 3[2] ~~or~~

~~PSY 3010 - Statistics and Experimental Design Credit 3~~

[2] Doctor of Physical Therapy (DPT) programs generally require a course in statistics. Courses from various departments may satisfy this requirement.

f) Pre-Occupational Therapy:

Junior Year

From:

EXPW 4440 - Physiology of Exercise Credit 3

MATH 1530 - Introductory Statistics Credit 3 or

PSY 3010 - Statistics and Experimental Design Credit 3

To:

EXPW 4440 - Physiology of Exercise Credit 3

MATH 1530 - Introductory Statistics Credit 3[2] ~~or~~

~~PSY 3010 - Statistics and Experimental Design Credit 3~~

[2] Occupational Therapy (OTD and MS) programs generally require a course in statistics. Courses from various departments may satisfy this requirement.

g) Pre-Dental Hygiene:

Add to the end of footnote 2-

University of Louisville Bachelor of Science in Dental Hygiene Program requires 3 credits in Western Civilization, 6 credits in Arts and Humanities, and 6 credits in Cultural Diversity.

h) Pre-Medical Technology:

Delete footnote 2

Update footnote 1 as follows- For students intending to earn a Bachelor's degree before entering professional school, it is recommended that elective courses be taken from general education core requirements, or a selected degree program, or the following recommended electives: HIST 2010, HIST 2020, BIOL 2020, BIOL 3810, CHEM 3410, CHEM 4610 (5610) or CHEM 4500, and CHEM 3420.

i) Pre-Health Information Management:

Footnote 1

From:

Suggested electives include ACCT 2110, FIN 3210, LAW 3810, or LAW 4720, HIST 2010 and HIST 2020, or general education core requirements.

To:

The University of Tennessee Health Science Center's (UTHSC) entry-level Master of Health Informatics and Information Management (MHIIM) program requires a baccalaureate degree and completion of prerequisite courses (above). It is recommended that elective hours be taken from general education core requirements, a selected degree program, and the following suggested electives: ACCT 2110, FIN 3210, LAW 3810 or LAW 4720.

Motion to approve. Jeff Boles
Second. Barry Stein
Vote. Motion carried.

B. Memo– February 15, 2018, Course Description Change

From:

CHEM 1210 - Chemistry for the Life Sciences Lec. 4. Lab 0. Credit 4

To:

CHEM 1210 - Chemistry for the Life Sciences Lec. 3. Lab 2. Credit 4

Motion to approve. Jeff Boles
Second. Lisa Zagumny
Vote. Motion carried.

C. Memo– February 21, 2018, Curriculum Changes

I. Biochemistry and Applied Chemistry Curricula.

a) Update BIOL 1105 - Foundations of Biology and BIOL 1114 - General Zoology to BIOL 1113 General Biology I and BIOL 1123 General Biology II

b) Applied Chemistry, Environmental Chemistry Option:

Technical Requirements

Remove GEOL 4650 Geochemistry

Add GEOL 4300 Aqueous Environmental Geochemistry

II. Chemistry Minor Curriculum.

Elective List:

Add CHEM 4710 - Environmental Chemistry

Minor Description:

From:

A minor in Chemistry will consist of 18-20 hours including CHEM 3010-3020 and 3410 plus two additional courses chosen from CHEM 2010, 3500, 3510, 3520, 4520, 4610, 4620. The minimum average GPA in these courses must be 2.0.

To:

A minor in Chemistry will consist of 18-20 hours including CHEM 3010-3020 and 3410 plus two additional courses chosen from CHEM 2010, 3500, 3510, 3520, 4520, 4610, 4620, 4710. The minimum average GPA in these courses must be 2.0.

Motion to approve. Jeff Boles
Second. Dennis Duncan
Vote. Motion carried.

14. <u>Civil & Environmental Engineering</u>

A. Memo– February 26, 2018, Prerequisite Changes

CEE 4940 - Fundamentals of Civil Engineering

From:

Prerequisite: Graduating Senior. Review fundamentals in preparation for fundamentals-of-engineering (FE) test.

To:

Prerequisite: CEE 3030, CEE 3413, CEE 3420, CEE 3610, CEE 3710, CEE 4310, CEE 4320, CEE 4800, and CEE 4920 (CEE 3030, CEE 3420, CEE 3710, CEE 4310, CEE 4320, CEE 4800, and CEE 4920 may be taken concurrently). Review fundamentals in preparation for fundamentals-of-engineering (FE) test.

Motion to approve. Jessica Oswalt
Second. Ahmed Elsawy
Vote. Motion carried.

15. <u>Computer Science</u>

A. Memo– February 27, 2018

I. New Course.

CSC 4580 - Software* Reverse Engineering Lec. 3. Credit 3

Prerequisites: CSC 2400. Basic concepts of reverse engineering and general techniques used for reverse engineering. Reverse engineering applied to basic state and dynamic analysis of malware executables. Study of malware behavior, techniques that malware uses to thwart detection and analysis, and hands-on exercises using malware analysis tools and best practices.

II. Course Deletion.

CSC 3550 - Systems Programming Lec. 3. Credit 3

III. Course Change.

CSC 2560 - Networks for Information Technologies Lec. 3. Credit 3

From:

Prerequisite: C or better in CSC 2500. Course covers theoretical and practical aspects of computer networks from an information technology perspective. CSC 2500 may be taken concurrently.

To:

Prerequisites: C or better in CSC 2500 or concurrent enrollment in CSC 2500. This course covers the theoretical and practical aspects of administrating computer networks and supporting services from an information technology perspective.

IV. Curriculum Changes.

Cyber-Security Curriculum: Junior Year

To replace CSC 3550, add

Cyber-Security Elective Credit 3

Cyber-Security Electives

CSC 3220 - Fundamentals of Data Science

CSC 4220 - Data Mining and Machine Learning

CSC 4580 - Software* Reverse Engineering

CSC 4760 - Parallel Programming

CSC 4770 - Distributed and Cloud Computing

CJ 3640 - Cybercrime

DS 4125 - Computer Forensics and Investigations

Friendly Amendment: *In the memo submitted to the committee, CSC 4580 was listed as Malware Reverse Engineering. The department decided to give it the broader title of Software Reverse Engineering and did so as a friendly amendment.*

Motion to approve. Martha Kosa

Second. Kurt Eisen

Vote. Motion carried with Friendly Amendment.

B. Memo– February 15, 2018, Name Change for "Parallel, Distributed, and High Performance Computing Concentration

From: Parallel, Distributed, and High Performance Computing

To: High Performance Computing

Motion to approve. Martha Kosa
Second. Ahmed Elsawy
Vote. Motion carried.

16. <u>Manufacturing & Engineering Technology</u>

A. Memo– February 26, 2018, MET Curriculum Changes

I. Catalog and Curriculum Updates.

Footnote 1:

From: [1] This course not included in 120-hour curriculum.

To: [1] This course not included in 123-hour curriculum.

Footnote 2:

Update LAW 3810 to LAW 2810*

Footnote 3:

From:

[3] Emphasis I - Mechatronics Engineering Technology

Emphasis II - Engineering Technology Management

Select five courses from: BMGT 3600, BMGT 3630, BMGT 4520 (5520), DS 3620, DS 3540, FIN 3210, LAW 3810, BMGT 4930 (5930), MET 4010, MET 4430 (5430), MKT 3400, PSY 3400

To:

[3] Concentration I - Mechatronics Engineering Technology

Concentration II - Engineering Technology Management

Select five courses from: BMGT 3600, BMGT 3630, BMGT 4520 (5520), DS 3620, DS 3540, FIN 3210, LAW 2810*, BMGT 4930 (5930), ~~MET 4010~~, MET 4430 (5430), MET 4550 (5550), MET 4600 (5600), MET 4650 (5650), MKT 3400, PSY 3400

Friendly Amendment: *During the meeting, LAW 3810 was changed to LAW 2810. Dr. Elsawy requested to update his proposal where necessary to reflect this change.*

Motion to approve. Ahmed Elsawy
Second. Lori Maxwell
Vote. Motion carried with Friendly Amendment.

17. <u>Grading Scale Subcommittee Report</u>

The committee believes students will not be willing to accept a change to a +/- grading scale without further education. Research suggests that the +/- scale does not have as great an influence on grade inflation/deflation than might be suspected. The committee will meet again during the term and report in the fall.

18. Program of Study Subcommittee Report

Met with representatives from pre-professional and pre-nursing, graduation, records, etc. Decided to continue to meet and to consult with other universities who have or will institute the same changes. Invited any other committee members to attend.

19. Election of 2018—2019 Committee Chairperson

Dr. Anderson advised Dr. Wendt is willing to continue as chair for the upcoming academic year. She submitted his name and opened the floor for other nominations.

No other nominations being presented, Dr. Anderson called for a vote. Dr. Went was unanimously voted in for another year as chair.

20. Announcement from Bookstore

The reason for the early deadline of March 23 for textbook order submission is two part:

a) The Higher Education Opportunity Act states that students should be able to view the required textbooks when registering for a course;

b) In order to source used textbooks for both purchase and rental and to keep the used textbooks they currently have in stock, they must submit their order to the Barnes & Noble head office by the end of March.

Dr. Anderson opened the floor for other items. No other such matters being presented, the meeting was adjourned at 4:43 p.m.

REQUESTED COURSE CHANGES

TO: University Curriculum Committee

VIA: Dr. Liz Self-Mullens, Dean, College of Agriculture & Human Ecology

VIA: College of Agriculture and Human Ecology Curriculum Committee

FROM: Dr. Dennis Duncan, Director, School of Agriculture

DATE: January 4th, 2018

RE: Course addition

I. Course Addition

A. AGHE 4600/5600 Global Food Systems: Sustainability and Insecurity. Lecture, 3 credit hours; summer semesters

Justification: This online course offers students an opportunity to examine, discuss, and formulate positions on global food systems issues related to the environment and human health. Student participants focus on a variety of topics that demonstrate the dynamic interrelationships among population demographics (race, religion, gender and ethnicity), social and economic issues, natural resources management, food production, biodiversity, and biotechnology.

With the ever changing landscape of global agriculture, it is imperative that students across the TTU campus have a greater understanding of the issues surrounding global, 21st century food production, sustainability practices, and food insecurity. With less than 2% of the national population directly involved in food production across the US and the current generation the furthest removed from food production in the history of this country, it is important that students (consumers and possibly future producers) gain an appreciation for the plethora of ingredients (organic, GM, natural, and commercial production practices) needed to produce a safe, reliable, and sustainable commodities. Additionally, it is important for students to understand the dynamics surrounding a global population of food insecure citizens. To support this course, students will be required to research, study, debate, and formulate solutions to real-world case studies on organic, GM and commercial food production – both locally and globally, and discover the issues linked to global food insecurity.

Effective Date: May 1, 2018.

Financial impact: There is no financial impact. AGHE 4600/5600 requires no additional resources.

Tennessee Tech University
COLLEGE OF AGRICULTURE AND HUMAN ECOLOGY
AGHE 4600/5600
Global Food Systems: Sustainability and Insecurity
Online, 3 credit hours; summer semesters

INSTRUCTOR INFORMATION

Dr. Dennis W. Duncan
Office: 145 Oakley Hall
Telephone: 931-372-3019
E-mail: dduncan@tntech.edu
Office Hours: Wednesday's and Friday's 8:30-9:30

COURSE INFORMATION

Prerequisites – N/A

TEXT AND REFERENCES

Omnivores Dilemma by Michael Pollan; research papers and peer reviewed manuscripts

Course Description: Relationships of global food systems to environmental and human health. Dynamics of societal issues, population, food production, biodiversity, biotechnology and economics on food insecurity.

COURSE OBJECTIVES/STUDENT LEARNING OBJECTIVES

Upon completion of this course students will be able to:
1) Identify issues impacting GLOBAL food systems and human health;
2) Effectively formulate solutions to GLOBAL food systems issues;
3) Construct properly documented reflection and issue papers; and
4) Discover how local actions impact Global food system issues.

MAJOR TEACHING METHODS

Interactive individual & group work - readings, written assignments, discussion board posts, and oral presentations—all designed to support and encourage critical inquiry.

Special Instructional Platform/Materials: iLearn, Zoom, email, MS PowerPoint

TOPICS TO BE COVERED

1) The ethics surrounding national food production and consumption
2) Organic food production – nationally and internationally
3) Food insecurity
4) Genetically Modified food organisms (production, marketing & regulation)
5) Global obesity epidemic
6) Animal welfare

GRADING AND EVALUATION PROCEDURES

Reflective essays on case study topics & readings	500	50%
Final Paper	200	20%
Discussion Board Posts and Reflections	300	30%

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

****Graduate Student Case Study Project –** graduate students will be charged in developing a new case study related to course topics.

COURSE POLICIES

Late Policy
Late assignments will be accepted up to 3 calendar days after the assigned due date. **Each day the assignment is late there will be a 10% point reduction.** Exceptions can be made if instructor is notified of circumstance prior to absence and/or commitment. If an absence is excused prior to date of absence, work should be turned in to the instructor before scheduled absence (including exams).

University Plagiarism Policy
(Tennessee Tech University Student Handbook – Plagiarism (Academic Regulations)):
When you use (for example, quote or even summarize or paraphrase) someone else's media, words, data, ideas, or other works, you must cite your source. You should be especially careful to avoid plagiarizing Internet sources (for example, e-mail, chat rooms, Web sites, or discussion groups). It does not matter whether you borrow material from print sources, from the Internet, from on-line data bases, or from interviews. Failure to cite your source is plagiarism. Students who plagiarize may receive an "F" or a "0" for the assignment, or an "F" for the course. HYPERLINK "http://www.tntech.edu/ttustudenthandbook/academic-regulations/" Student Handbook - academic regulations
For appeals procedures, refer to the Student Handbook.

STUDENT ACADEMIC MISCONDUCT POLICY
Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – Student Academic Misconduct Policy at Policy Central.
Academic dishonesty and/or plagiarism will not be tolerated. Students guilty of academic misconduct either directly or indirectly through participation or assistance are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions

which may be imposed through the regular institutional procedures as a result of academic misconduct and subsequent to the due process hearing, the instructor has the authority to assign an F or a zero for the exercise or examination, or to assign an F in the course. Students should read the university handbook for additional policies covering plagiarism.

Disability Accommodation
Students with a disability requiring accommodations should contact the Office of Disability Services (ODS). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112; phone 372-6119. (Disability Accommodation Policy and Procedures - Tennessee Tech University Faculty Handbook and Student Handbook HYPERLINK "http://www.tntech.edu/facultyhandbook/diabilityaccom/" Student Handbook - disabilities)

REQUESTED COURSE CHANGES

TO: University Curriculum Committee

VIA: College of Agriculture and Human Ecology Curriculum Committee

FROM: Dr. Dennis Duncan, Director, School of Agriculture

DATE: January 4th, 2018

RE: Course addition

Course Changes:

I. Course Addition

A. AGRN 3400 CROP PESTS AND DISEASES. Lec. 2 Lab. 2 Credit 3.

Introduction to common insect pests and diseases of agricultural crops.

Justification: Growers of agronomic and horticultural crops are challenged by many production constraints including a wide array of insect herbivores and plant pathogens. Even with the recommended pesticide applications, insects and pathogens have been estimated to destroy approximately 25% of the potential crops. Losses of this magnitude justify the development of a course that will provide a general knowledge of the major insects and pathogens of locally/regionally important crops that includes basic biological information, methods of taxonomic identification, and general management recommendations. This course material is important to students in crop production related fields and will be included as a required core course in the Plant and Soil Science curriculum that is currently under revision. This core will pull students from several existing concentrations that will be options in the Plant and Soil Science concentration including turf grass management, nursery and landscape management, agronomy and soil science, and horticulture. This course will be of particular importance to students who are working towards a career in cooperative extension or as a certified crop advisor as the identification and management of insects and pathogens is paramount in these vocations.

Effective Date: August 1, 2018.

Financial impact: Eighty-five percent of the course tuition of each student outside the College of Agriculture and Human Ecology (CAHE) who complete this course would be acquired by the CAHE. AGRN 3 requires no additional resources.

SCHOOL OF AGRICULTURE

AGRN 3400-001 CROP PESTS AND DISEASES

MW 12:20-1:15PM, F 11:15-1:15PM, 137 OKLY, 3 CREDIT HOURS, SPRING

INSTRUCTOR INFORMATION

Instructor's Name: Brian Leckie

Office: Oakley Hall 141

Telephone Number: 931-372-6131

Email: bleckie@tntech.edu

OFFICE HOURS: **MONDAYS AND WEDNESDAYS 10:05-11:05 AM; OR BY APPOINTMENT**

COURSE INFORMATION

PREREQUISITES (IF APPLICABLE) AGRN 1100

TEXTS AND REFERENCES

Required: *How to know the insects, 3rd Edition. Bland and Jaques. Waveland Publishing. ISBN: 9781577666844*

References (if applicable): Many additional references may be appropriate based on student's interest.

COURSE DESCRIPTION

INTRODUCTION TO COMMON INSECT PESTS AND DISEASES OF AGRICULTURAL CROPS.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

1. Students will learn to recognize or identify major agricultural plant pests and diseases.
2. Students will understand the basic biology of insect pests and plant pathogens.
3. Students will comprehend management of major agricultural plant pests and disease.

MAJOR TEACHING METHODS

Lectures, discussion, reading, projects, and laboratory exercises.

SPECIAL INSTRUCTIONAL PLATFORM/MATERIALS

iLearn

TOPICS TO BE COVERED

- Insect biology
- Insect taxonomy
- Agronomic insect pests
- Plant pathogen biology
- Agronomic plant pathogens

GRADING AND EVALUATION PROCEDURES

2 Exams and Final each 100 points	45 %
Insect Collection	30 %
Class projects	15 %

Attendance and participation	10 %
Total	100 %

Grading Scale (if applicable)

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

Course Policies

Student Academic Misconduct Policy

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Attendance Policy

Attendance will be taken and is expected at all classes. Your attendance grade will reflect your percent attendance. Individuals that miss more than 5 classes during the semester will automatically be dropped a letter for their final grade. Absences excused at instructor's discretion.

Bad Weather: Students will not be penalized for missing class due to inclement weather. Since the university rarely shuts down, faculty, staff and students have to make a determination as to how safe traveling to and from campus will be. Please do not attempt to come to class if conditions in your situation are unsafe. Please e-mail instructor ASAP when you know you will not be coming. If instructor is not able to come to class or if conditions deteriorate in the afternoon to dangerous levels, students will be contacted as a class by e-mail ASAP.

Class Participation

Participation is expected in all class lectures, activities, and labs. Your participation will be determined subjectively by the instructor and will factor into your participation grade.

Assignments and Related Policy

All assignments will be due on a date determined by the instructor. Assignments turned in after the due date will be subject to an increasing loss of points increasing at 5% increments per day late.

Disability Accommodation

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

REQUESTED COURSE CHANGES

TO: University Curriculum Committee

VIA: Dr. Liz Mullens, Dean, College of Agriculture and Human Ecology

VIA: College of Agriculture and Human Ecology Curriculum Committee

FROM: Dr. Dennis Duncan, Director School of Agriculture

DATE: February 22, 2018

RE: Course addition

Course Changes:

I. **Course Additions**

A. **AGET 4520/5520 Agricultural Spatial Technologies II**. Lec. 2 Lab. 2 Credit 3.

Justification: Agricultural Spatial Technology (Precision Agriculture) is a management strategy that uses a suite of information technologies such as GPS, GIS, VRT (variable rate technology) and RS (remote sensing) to bring data from multiple sources to bear on decisions associated with crop production. These technologies require a specialized set of skills for the 21st century technologist/agronomist.

This course is the second in a series, AGET 3520 being the first, which will equip student with the necessary skill set(s) to compete in the ever changing world of production agriculture. The student will be able to demonstrate a competency in writing site-specific fertilizer, variable rate spray applications, yield monitor calibration, etc. upon completion of the course.

Prerequisite: AGET 3520

Effective Date: January 1, 2019.

Financial impact: This course will be taught by School of Agriculture faculty and the annual teaching budget will cover expenses associated with this course. No additional money will be required.

TENNESSEE TECH UNIVERSITY

SCHOOL OF AGRICULTURE

AGET 4520/5520

AGRICULTURAL SPATIAL TECHNOLOGY II

DATES, TIME, CLASSROOM, NUMBER OF CREDIT HOURS, SEMESTER

Lecture hours: TBD

Credit hours: 3

Semester: Spring , 2019

INSTRUCTOR INFORMATION

Dr. D. Keith Morris

Office: Oakley Hall Room 131

Phone: (931) 372-6134

e-mail: kmorris@tntech.edu

Office Hours: TBD

COURSE INFORMATION

PREREQUISITES – AGET 3520 – Agricultural Spatial Technologies I or instructor consent.

TEXTS AND REFERENCES

Required: The Precision-Farming Guide for Agriculturists, by Morgan and Ess, Deere & Company, 2010, IBSN: 0-86691-358-0 3rd Edition.

COURSE DESCRIPTION:

Principles and applications of geospatial technologies supporting precision agriculture/farming and planning for natural resource data management. Global positioning system (GPS), geographic information system (GIS), remote sensing (RS), yield monitoring and mapping, Internet information access, and computer software for management decisions.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

This course covers the use of information and technologies that are used for precision agriculture and its applications. Specifically, this course will:

1. Describe what precision agriculture is and why it is important.

2. Explain the basic principles and applications of the Global Positioning System (GPS).

3. Become familiar with SMS (GIS) software and be able to utilize it.

4. Use Soil EC and pH mapping as a management tool.

5. Demonstrate a competency in writing site-specific fertilizer, variable rate spray applications, etc.

MAJOR TEACHING METHODS

(e.g. lectures, labs, demonstrations, discussion, reading, or written assignments, etc.)

Lecture, demonstration, reading assignments, Project

TOPICS TO BE COVERED

I. Introduction to class, introduce precision farming.

   a. Remote Sensing

II. Geographic Information Systems (GIS) fundamentals

   a. Geo-referenced data processing

III. Auto-Steer

IV. Yield Monitors:

   a. Hardware: sensor calibration, grain flow, moisture meters, distance sensors

   b. Yield data processing: mapping, data filtering

   c. Yield data processing: statistical analysis

   d. Yield data processing: AgLeader SMS

VI. Soil EC and pH mapping

VII. Variable-Rate Prescriptions using AgLeader SMS

Grading and Evaluation Procedures

Students are expected to complete all assignments and submit them by the date and time they are due. Late assignments will have their grade reduced by 10 points for every 24 hours it is late. (I do not count Sat. / Sun.).

Three exams will be administered during the semester. Examination dates may be changed at the discretion of the instructor.

Grading system

Activity	Percentage of Grade
Labs (averaged)	10
Quizzes (averaged)	10
Three-semester exams	60 (40 Graduate)
Final Exam	20
Term Project (Graduate)	20

Grading Scale (if applicable)

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

Course Policies

Student Academic Misconduct Policy

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

Attendance Policy:

Attendance is expected at all lectures and activities. Any material missed with either an excused or unexcused absence is the responsibility of the student to obtain or make-up.

Some activities require that students go to Tech Farm and work outside. I will try to let you know ASAP if we will be in the field. Students are expected to dress appropriately: no open toed shoes, warm clothing if the weather is cold/cool. If these labs are missed, they cannot be made up and you will receive a zero for that lab.

Assignments and Related Policy

B. Homework Assignments

Written or reading assignments will be assigned at the instructor's discretion. When possible, some of these will be available in iLearn. They will be found under the Quizzes section, although these questions will be homework and not actual quizzes. Homework questions will be available in iLearn under the Content/assignments heading. The student should enter their answers before the due date and time under the Quizzes tab.

C. Quizzes

Announced or unannounced (pop) quizzes may be given at any time in lecture or lab. Missed quizzes cannot be made up. One quiz grade will be dropped at the end of the semester.

Disability Accommodation

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

REQUESTED COURSE CHANGES

TO: University Curriculum Committee

VIA: Dr. Liz Mullens, Dean, College of Agriculture and Human Ecology

VIA: College of Agriculture and Human Ecology Curriculum Committee

FROM: Dr. Dennis Duncan, Director School of Agriculture

DATE: February 22, 2018

RE: Course addition

Course Changes:

I. **Course Additions**

A. **AGET 4540/5540 Advanced GIS for Agriculture and Natural Resources**. Lec. 2 Lab 2 Credit 3.

Justification: Geographic Information Systems (GIS) and related technologies are integral and essential in modern agricultural production and natural resources management disciplines. The key to realizing the promise of a dynamic GIS in a 21st century agriculture production system is the development of connections between a relational database (input layers) and the decision support system (output layers). Both agriculturalist and natural resource managers in the 21st century will be required to make those connections.

This course will provide students with an advanced knowledge of GIS software and GPS hardware.

Effective Date: August 1, 2018.

Financial impact: This course will be taught by School of Agriculture faculty and the annual teaching budget will cover expenses associated with this course. No additional money will be required.

TENNESSEE TECH UNIVERSITY

SCHOOL OF AGRICULTURE

AGET 4540/5540

ADVANCED GIS FOR AGRICULTURE AND NATURAL RESOURCES

DATES, TIME, CLASSROOM, NUMBER OF CREDIT HOURS, SEMESTER

Lecture hours: TBD

Credit hours: 3

Semester: Fall, 2018

INSTRUCTOR INFORMATION

Dr. D. Keith Morris

Office: Oakley Hall Room 131

Phone: (931) 372-6134

e-mail: kmorris@tntech.edu

OFFICE HOURS: TBD

COURSE INFORMATION

PREREQUISITES: AGET 3540 – FUND. OF GIS AND GPS OR INSTRUCTOR CONSENT

TEXTS AND REFERENCES

Required: *GIS Tutorial, Basic Workbook 1 for ArcGIS 10.3,* ISBN: 978-1-58948-456-6.

Designated USB drive for class assignments (Min. 2Gb).

COURSE DESCRIPTION

This course will teach advanced techniques using Geographic Information System (GIS) concepts, equipment, and software used in agricultural, environmental, and natural resource applications.

Course Objectives/Student Learning Outcomes

The student will demonstrate how to gather information from the internet and collect GPS data and integrate them into a GIS project using state-of-the-art technology. Students will demonstrate depth in a specialty area to support their professional goals. Specific objectives of the course include:

1. The student will be able to use GIS technologies to solve practical problems.

2. The student will acquire and demonstrate the ability to collect and present GPS/GIS data and results in an informative and professional manner as it applies to agriculture and natural resources.

3. The student will identify and understand the analytical implications of spatial technologies on agricultural, environmental and natural resource issues.

Major Teaching Methods

(e.g. lectures, labs, demonstrations, discussion, reading, or written assignments, etc.)

Lecture, demonstration, reading assignments, Computer assignments

Topics to Be Covered

Introduction to class, introduce GIS exercises

1. Introduction to Geographic Information Systems
2. Map Design
3. GIS Outputs
4. Geodatabases
5. Importing Spatial and Attribute Data
6. Digitizing
7. Geocoding
8. GeoProcessing
9. Spatial Analysis
10. ArcGIS 3D Analyst
11. ArcGIS Spatial Analysis

Grading and Evaluation Procedures

Students are expected to complete all assignments and submit them by the date and time they are due. Late assignments will have their grade reduced by 10 points for every 24 hours it is late. (I do not count Sat. / Sun.).

Two exams will be administered during the semester. Examination dates may be changed at the discretion of the instructor.

Graduate students will be required to complete a semester project

Grading system

Activity	Percentage of Grade
Labs (averaged)	50 (40 Graduate)
Quizzes (averaged)	10
Mid-Term exam	20
Final Exam	20
Project (Graduate)	10

Grading Scale (if applicable)

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

Course Policies

Student Academic Misconduct Policy

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

Attendance Policy:

Attendance is expected at all lectures and labs. Any material missed with either an excused or unexcused absence is the responsibility of the student to obtain or make-up.

Assignments and Related Policy

A. No make-up exams or quizzes will be given for a scheduled exam/quiz or a pop quiz unless the student has a legitimate documented excuse (e.g. a letter from a physician stating that he/she is/was sick or a letter from court clerk that he/she must appear in court). If you know that you will be missing class, let me know in advance

Disability Accommodation

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

REQUESTED COURSE CHANGES

TO: University Curriculum Committee

VIA: Dr. Liz Mullens, Dean, College of Agriculture and Human Ecology

VIA: College of Agriculture and Human Ecology Curriculum Committee

VIA: Dr. Dennis Duncan, Director, School of Agriculture

FROM: Dr. Dennis Fennewald, Assistant Professor

DATE: February 28th, 2018

RE: New Agricultural Science and Management Concentration

Course Additions, Deletions, Changes

A. Course Additions – None
B. Course Deletions – None
C. Course Changes - None

Justification: This concentration offers students an opportunity to complete a number of diverse courses (science, economics, leadership and field study/internships) in addition to "Direct Electives" that focus either on science or social science as outlined in the Curriculum Comparison Table. This curriculum requirements for this new concentration align with multiple, national studies that examined industry leaders' perceptions of new hires in the agriculture sector. Results indicate that new hires join the workforce lacking the necessary skills in leadership, communication, team building, and field experience. Additionally, industry leaders often seek new hires that have a diverse portfolio of coursework.

This concentration was not only designed to meet industry needs, but to also create a path for students seeking a more diverse curriculum that could potentially generate more career opportunities. Additionally, School of Agriculture faculty believe this concentration will be appealing to students who don't want a concentration that is so heavily focused on one facet of agriculture.

Effective Date: July 1, 2018.

Financial impact: There is no financial impact. This concentration requires no additional resources – all courses are currently being offered in the School of Agriculture.

MEMORANDUM

TO: University Curriculum Committee

FROM: Dr. Lizabeth Self Mullens, Dean College of Agriculture and Human Ecology

VIA: College of Agriculture and Human Ecology Curriculum Committee

VIA: School of Human Ecology Curriculum Committee

FROM: Dr. Melinda Anderson, Director, School of Human Ecology

DATE: February 28, 2018

RE: Curriculum and Course Changes

All deletions, additions and changes have an effective date of Fall 2018; with the exception of new course HEC 2365 which we plan to offer Summer 2018.
There is no financial impact for any proposed item.

Course Deletions: None

Course Additions:
AGHE 3900, 3901, 3902, 3903 Leadership for Ambassadors Lec 1. Credit 1.
Prerequisite: Consent of Instructor. Application of leadership skills while serving as Ambassador for the College of Agriculture and Human Ecology.

See attached syllabus.
Justification: the creation of the new AGHE prefix allows us to realign certain courses as college courses, taken by both Agriculture and Human Ecology students.

AGHE 2022 Professionalism in Agriculture and Human Ecology Lec 1. Credit 1.
Appropriate social and professional standards of behavior as applied to the community and workplace environments.

See attached syllabus.
Justification: The College of Agriculture and Human Ecology has approved a new college core set of classes. AGHE 2022 is the second course in this new sequence and will provide all students within the college with the same professionalism content.

AGHE 3275 Research in Agriculture and Human Ecology Lec 3. Credit 3.
Prerequisite: Sophomore Standing, AGHE 2022. Comprehensive introduction to research methodologies, proposal and grant writing, and applications of research to practice. Research presentation techniques.
See Attached Syllabus.

Justification: The College of Agriculture and Human Ecology has approved a new college core set of classes. AGHE 3275 is the third course in this new sequence and is a choice course within a series of three courses: students may choose either AGHE 3200 Study Abroad or AGHE 3000 Leadership (already an approved course). This research course will provide a comprehensive introduction to research methodologies.

AGHE 3200 Study Abroad Exploration Credit 1-6
Prerequisites: Sophomore standing and/or 30 credit hours toward degree program. This study abroad program would provide students an avenue to explore global cultures, build sustainable, service learning projects, engage in global dialogues directly related to their degree programs, and hone their communication and critical thinking skills via a plethora of learning opportunities. This course may be repeated.
See Attached Syllabus

Justification: The College of Agriculture and Human Ecology has approved a new college core set of classes. AGHE 3200 is the third course in this new sequence and is a choice course within a series of three courses: students may choose either AGHE 3200 OR AGHE 3275 Research or AGHE 3000 Leadership (already an approved course). This study abroad course allows students to have the choice to receive course credit for approved study abroad adventures.

HEC 4315 Global Social Responsibility Lec 3. Credit 3.
Introspective examination of current issues of social responsibility in a global economy, with an emphasis placed on fair labor practices, child labor laws, and sustainability.

See attached syllabus
Justification: New faculty member Dr. Hannah Upole brings content expertise in this area and this course will replace elective credit on the Merchandising and Design curriculum.

HEC 2365 Social Media in the Workplace Lec 1. Credit 1.
Practical exploration of social media principles and practices, towards developing meaningful results and marketing strategies for business applications. Examination of the implications of using social media in the workplace and how it may be separated from personal communication.

See attached syllabus
Justification: New faculty member Dr. Hannah Upole brings content expertise in this topic and this course is designed to attract a wide range of students to enroll.

HEC 4325 Sustainable Apparel Lec 1, Lab 4. Credit 3.
Prerequisites: HEC 2355 or Consent of Instructor. Design and construction of sustainable apparel and textile products with focus on sustainability, construction techniques, designers, and manufacturers of sustainable textile products.

See attached syllabus
Justification: this course was taught as a Special Topics course last spring, and was very successful. Dr. Mullens wishes to offer the course periodically as an elective course.

Course Changes:
From:
AGHE 4500 Senior Seminar Lec 2. Credit 2.
Prerequisite: Senior standing, department approval. Leadership in Agriculture and Human Ecology. Global interdependence, resource sustainability, use of technology, public policy and advocacy for the professions of Agriculture and Human Ecology through the completion of a Capstone Project.

TO:
AGHE 4500 Senior Seminar Lec. 1. Credit 1.
Prerequisites: Senior Standing. Application of leadership and professional skills in Agriculture and Human Ecology. Public policy and advocacy guidelines for the professions of Agriculture and Human Ecology.

Justification: The College of Agriculture and Human Ecology has adopted a new college core set of classes. AGHE 4500 is the final course in the sequence of courses. Further clarification of the course has occurred since the curriculum memorandum dated January 8, 2018.

From:
HEC 4300 Draping Lec. 1. Lab. 4. Credit 3.
Discovery and application of draping techniques for apparel design and pattern making.

To:
HEC 4300 Draping Lec. 1. Lab. 4. Credit 3.
Prerequisites: HEC 2355 and Instructor approval. Discovery and application of draping techniques for apparel design and pattern making.

Justification: students need to have some clothing construction skills and training prior to enrolling in this course.

FROM:
HEC 4301 Computer Aided Apparel Design Lec. 1. Lab. 4. Credit 3.

Development and application of garment design and construction techniques using CAD software.

TO:
HEC 4301 Computer Aided Apparel Design Lec. 1. Lab. 4. Credit 3.
Prerequisites: HEC 2355 and Instructor approval. Development and application of garment design and construction techniques using CAD software.
Justification: students need to have some clothing construction skills and training prior to enrolling in this course.

FROM:
HEC 3591 Child Life Clinical Preparation Lec 2. Credit 2.
Corequisite:
HEC 3550 Preparation for child life practicum and clinical experience including application deadlines and process, on-site or phone interviews, content areas to discuss, and communicating for success in earning a service learning placement in a pediatric health care setting. Emphasis on internship and practicum expectations set by Child Life Council.

TO: HEC 3590 Child Life Clinical Preparation Lec 1. Credit 1.
Corequisite:
HEC 3550 Preparation for child life practicum and clinical experience including application deadlines and process, on-site or phone interviews, content areas to discuss, and communicating for success in earning a service learning placement in a pediatric health care setting. Emphasis on internship and practicum expectations set by Child Life Council.
Justification: Due to new College core set of courses- need to reduce credits of this course back to one credit.

FROM:
HEC 3565 End of Life Applications for Children and Families Lec 3. Credit 3.
Prerequisite: HEC 2065 and HEC 2200; Junior or Senior Standing. End of life topics including loss, death, grief, and bereavement with focused application on children and families. Developmentally based psychosocial care.

TO:
HEC 3565 Loss and Bereavement for Children and Families Lec 3. Credit 3.
Prerequisite: HEC 2065 and HEC 2200; Junior or Senior Standing. Topics including loss, death, grief, and bereavement with focused application on children and families. Developmentally based psychosocial care provision will be integrated.
Justification: to update course title to reflect more appropriate wording for course content

Curriculum Changes:
Child Development and Family Relations Curriculum
From Freshman Year

HEC 1020
HEC 2200
Total Credits 28

To Freshman Year
Remove HEC 1020
Replace HEC 2200 with HEC 1010
Total Credits 27

From Sophomore Year
HEC Core Credit 3
Total Credits 33

To Sophomore Year
Replace HEC Core Credit with HEC 2200 3 credit
Add AGHE 2022 1 credit
Total Credits 31

From Junior Year
Total Credits 29

To Junior Year
Add HEC 3100 Intercultural Competence 3 credit
Add AGHE 3000 OR AGHE 3200 OR AGHE 3275 3 credit
Total Credits 35

From Senior Year
AGHE 4500 2 credits
Elective Credit 7

To Senior Year
AGHE 4500 credit 1
Upper Division Elective Credit 3
Elective Credit 2
Total Credits 27
Justification: to align curriculum with new College Core Sequence

Child Life Curriculum
From Freshman Year
Total: 29 credits

To Freshman Year
Add COMM 2025 or PC 2500 credit 3
Total 32 credits

From Sophomore Year
Total: 30 credits

To Sophomore Year
Add AGHE 2022 credit 1
Total 31 credits

From Junior Year
COMM 2025 or PC 2500 credit 3
HEC 3591 Credit 2
Total Credits 32

To Junior Year
Move COMM 2025 or PC 2500 to Freshman Year
Add AGHE 3275 Research Credit 3 (CL students will not have a choice in this sequence)
Add NURS 3050 Credit 1 from Senior Year
HEC 3590 Credit 1
Total Credits 32

From Senior Year
AGHE 4500 credit 2
NURS 3050 Credit 1
Elective Credit 2
Total Credits 29

To Senior Year
AGHE 4500 Credit 1
Move NURS 3050 Credit 1 to Junior Year
Remove Elective Credit 2
Total Credits 25
Justification: to align curriculum with new College Core sequence

Merchandising and Design Curriculum
From Sophomore Year
HEC Elective Credit 3
Total Credit 31

To Sophomore Year
Remove HEC Elective Credit 3 and replace with Apparel Course (note 3) Credit 3
Add AGHE 2022 Professionalism in Agriculture & Human Ecology Credit 1
Total Credits 32

From Junior Year

Select two: HEC 2300 OR HEC 3300 OR HEC 4300 OR HEC 4301 Credit 3 each
Total Credits 30

To Junior Year
Move the Select Two section to Notes section and number as Note 3
Add Apparel Course (note 3) Credit 3
Add AGHE 3000 or AGHE 3200 or AGHE 3275 Credit 3
Electives Credit 6
Total Credits 30

From Senior Year
AGHE 4500 Credit 2
Elective Credit 3
Total Credits 29

To Senior Year
AGHE 4500 Credit 1
Add HEC 4315 Global Social Responsibility Credit 3
Total Credits 28
Justification: to align curriculum with new College Core sequence

Family and Consumer Sciences Education Curriculum
From Freshman Year
HEC 1300
Total Credits 31
To Freshman Year
Move HIST 2010 to Freshman Year Credit 3
Remove HEC 1300 and replace with AGHE 2022 Credit 1
Total Credits 32

From Sophomore Year
HIST 2010

To Sophomore Year
Replace HIST 2010 with HEC 2355
Credits remain at 36 credits

From Junior Year
AGHE 4500 Credit 2
Total Credits 28

To Junior Year
AGHE 4500 Credit 1
Total Credits 27

From Notes Section
Note 1: AGHE 4500 2 credits
Note 3: As a junior, complete Benchmarks and paperwork for Residency I requirements; take Praxis II exam PLT grades 7-12 and FACS content, and apply for graduation.

To Notes Section
Note 1: AGHE 4500 1 credit
Note 3: As a junior, complete Benchmarks and paperwork for Residency I requirements; take Praxis II exam FACS content, and apply for graduation.
Justification: to align curriculum with new College Core sequence

Housing and Design Curriculum
From Sophomore Year
Total Credits 28

To Sophomore Year
Add AGHE 2022 Professionalism Credit 1
Total Credits 29

From Junior Year
Total Credits 29

To Junior Year
Add AGHE 3000 or AGHE 3200 or AGHE 3275 Credit 3
Total Credits 32

From Senior Year
AGHE 4500 2 credits
Total Credits 32

To Senior Year
AGHE 4500 Credit 1
Total Credits 31
Justification: to align curriculum with new College Core sequence

Nutrition and Dietetics Curriculum
From Freshman Year
HEC 1020 Credit 1
Total Credits 29

To Freshman Year
Remove HEC 1020
Total Credits 28

From Sophomore Year
Total Credits 28

To Sophomore Year
Add AGHE 2022 Credit 1
Total Credits 29

From Junior Year
Total Credits 32

To Junior Year
Add AGHE 3000 or AGHE 3200 or AGHE 3275 Credit 3
Total Credits 35

From Senior Year
AGHE 4500 Credit 2
Elective Credits 3
Total Credits 25

To Senior Year Total
Electives Credit 1
AGHE 4500 Credit 1
Total Credits 28
Justification: to align curriculum with new College Core sequence

Foodsystems Administration Curriculum
From Freshman Year
HEC 1020
Total Credits 32

To Freshman Year
Remove HEC 1020
Total Credits 31

From Sophomore Year
Total Credits 30

To Sophomore Year
Add AGHE 2022 Credit 1
Total Credits 31

From Senior Year
AGHE 4500 Credit 2

HEC 3290 Credit 3
HEC 3201 Credit 3
Total Credits 28

To Senior Year
AGHE 4500 credit 1
HEC 3201 OR HEC 3290 Credit 3
Add AGHE 3000 or AGHE 3200 or AGHE 3275 Credit 3
Total Credits 27
Justification: to align curriculum with new College Core sequence

TO: University Curriculum Committee

FROM: Dr. Liz Mullens, Dean College of Agriculture and Human Ecology

VIA: College of Agriculture and Human Ecology Curriculum Committee

VIA: School of Agriculture Curriculum Committee

FROM: Dr. Dennis W. Duncan, Director, School Agriculture

DATE: March 1, 2018

RE: Curriculum and Course Changes

All deletions, additions and changes have an effective date of Fall 2018. These new Core courses have been designed to enhance and promote the College's "Journey to Excellence". There is no financial impact for any proposed item.

Course Deletions:
AGR 4930 Senior Seminar in Ag Credit 2.
This course is now being offered at the College level and will be replaced with AGHE 4500

Course Additions:
AGHE 4500 Senior Seminar Lec 1. Credit 1.
Prerequisites: Senior Standing.
Application of leadership and professional skills in Agriculture and Human Ecology. Public policy and advocacy guidelines for the professions of Agriculture and Human Ecology.

See attached syllabus.
Justification:
The College of Agriculture and Human Ecology has adopted a new college core set of classes. AGHE 4500 is the final course in the sequence of courses. Further clarification of the course has occurred since the curriculum memorandum dated January 8, 2018.

*For further details associated with AGHE course additions please reference the materials included with the Human Ecology curricula submissions. *

College of Agriculture and Human Ecology

AGHE 3200 Study Abroad Exploration

Credits – variable (1-6)

Instructor:
Office: Oakley Hall
Phone:
Office Hours: Variable
Prerequisites: Sophomore Standing and/or 30 credit hours toward degree program
Textbook: Dependent on each instructor

Course Description:
This study abroad program would provide students an avenue to explore global cultures, build sustainable, service learning projects, engage in global dialogues directly related to their degree programs, and hone their communication and critical thinking skills via a plethora of learning opportunities. This course may be repeated.

Course Objectives and Outcomes:

1. Identify and assess multiple cultural beliefs and attitudes related to agriculture and human ecology
2. Orchestrate global service learning;
3. Construct and implement a needs assessment project(s); and
4. Explore a cadre of global business models

Teach Methods: Lecture, distance education, research projects, and discussion

Special Instructional Platform/Materials: iLearn, Skype, and Zoom

Grading and Evaluation Procedures: Vary by instructor

Grading Scale:

A-F System		**0-100% scale**
A	=	90-100%
B	=	80-89%
C	=	70-79%
D	=	60-69%
F	=	0-59.99%

Course Policies:

DISABILITY ACCOMMODATION

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

STUDENT ACADEMIC MISCONDUCT POLICY

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

Absence policy

Students who miss class for any reason assume complete responsibility for all information missed. We understand that emergencies occur; therefore, if you must miss a class please let your instructor know via email as soon as you know you will be absent. However, please remember that you must complete all class assignments on time, whether your absence is excused or not.

Assignments

All assignments must be turned in at the start of class. Multiple page assignments must be stapled, if not a **5% penalty**. If assignments are emailed to the Professor, **a 5% penalty** will be posted to each assignment.

Policy for missed exams

Missed exams will receive a grade of zero except in cases of demonstrated, appropriate, and verifiable emergencies or tragedies or where the student has ***prior*** approval from the instructor.

Academic Support

Any student who feels that they may need an accommodation because of a disability (learning disability, attention deficit disorder, physical, etc.) please make an appointment to see us as soon as possible.

TENNESSEE TECH UNIVERSITY

COLLEGE OF AGRICULTURE AND HUMAN ECOLOGY

AGHE 3275 RESEARCH IN AGRICULTURE AND HUMAN ECOLOGY

MONDAY, 1:00-3:50PM, OKLY 124, 3 CREDIT HOURS, FALL 2018

INSTRUCTOR INFORMATION

INSTRUCTOR'S NAME: WILL BE CO-TAUGHT BY 2 AGRICULTURE AND HEC FACULTY MEMBERS
OFFICE: OAKLEY HALL
TELEPHONE NUMBER:
EMAIL:

OFFICE HOURS – AS POSTED

COURSE INFORMATION

PREREQUISITES:

SOPHOMORE STANDING, AGHE 2022

TEXTS AND REFERENCES

REQUIRED: LEEDY, P. D., & ORMROD J. E. (2015). *PRACTICAL RESEARCH: PLANNING AND DESIGN (11TH ED).* UPPER SADDLE RIVER, NJ: MERRILL PRENTICE HALL.

COURSE DESCRIPTION

COMPREHENSIVE INTRODUCTION TO RESEARCH METHODOLOGIES, PROPOSAL AND GRANT WRITING AND APPLICATIONS OF RESEARCH TO PRACTICE. RESEARCH PRESENTATION TECHNIQUES.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

AT THE COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO

1. Describe research Methodologies
2. Summarize data analysis for research approaches
3. Examine ethics in research
4. Apply research Methods to Practice Settings
5. Construct a research proposal; and
6. EVALUATE RESEARCH PRESENTATION TECHNIQUES.

Major Teaching Methods

Lecture, Discussion, Writing, Assignments, Research Proposal

SPECIAL INSTRUCTIONAL PLATFORM/MATERIALS

iLearn

Topics to be Covered

Ehtics in Research

Writing proposals and grants to secure funding

Qualitative and Quantitive Research Methodologies

Data Analysis Techniques

Techniques and Approaches for Presenting Research Findings

Bridging Research into Practice

Grading and Evaluation Procedures

Grant Proposal	100 points
Practical Applications	200 points
Literature Review in Topic of Choice	100 points
Total	400 points

90-100%=A

80-89%=B

70-79% = C

60-69% = D

<59% = F

Course Policies

Student Academic Misconduct Policy:

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

Academic dishonesty and/or plagiarism will not be tolerated. Students guilty of academic misconduct either directly or indirectly through participation or assistance are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the regular institutional procedures as a result of academic misconduct and subsequent to the due process hearing, the instructor has the authority to assign an F or a zero for the exercise or examination, or to assign an F in the course. Students should read the university handbook for additional policies covering plagiarism.

University Plagiarism Policy:

From the Tennessee Tech University Student Handbook – Plagiarism (Academic Regulations):

When you use (for example, quote or even summarize or paraphrase) someone else's media, words, data, ideas, or other works, you must cite your source. You should be especially careful to avoid plagiarizing Internet sources (for example, e-mail, chat rooms, Web sites, or discussion groups). It does not matter whether you borrow material from print sources, from the Internet, from on-line data bases, or from interviews. Failure to cite your source is plagiarism. Students who plagiarize may receive an "F" or a "0" for the assignment, or an "F" for the course. - ***TTU Student Handbook - University Plagiarism Policy***

Examples of plagiarism include copying sentences from textbooks or other book sources and using the material as your own work, copying from Internet sources without giving the proper documentation and reference, and/or copying answers from a classmate's paper, and allowing another person to complete your online class work. It is the responsibility of the student to understand what plagiarism is and the consequences of this behavior.

Please make an appointment with me if you need extra help, some encouragement, or have questions or concerns.

Attendance Policy

Students Are Expected to Attend Class and Engage in Class Activities

TENNESSEE TECH UNIVERSITY

COLLEGE OF AGRICULTURE AND HUMAN ECOLOGY

AGHE 3900, 3901, 3902, 3903 LEADERSHIP FOR AMBASSADORS

M 2:30PM – 3:25PM, FALL XX, OKLY 118, 1 CREDIT HOUR

INSTRUCTOR INFORMATION

Name: Mr. Chris Kohl
Office: OKLY 116
Telephone Number: 931-372-6850
Email: ckohl@tntech.edu

COURSE INFORMATION

Pre-requisite: Consent of Instructor

TEXTS AND REFERENCES

No text

COURSE DESCRIPTION

Application of leadership skills while serving as Ambassador for the College of Agriculture and Human Ecology.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

1. Promote the strategic plan of the College of Agriculture & Human Ecology through active recruiting activities;
2. Apply leadership skills; and
3. Represent College of Agriculture and Human Ecology through participation in variety of school, college, university and community events.

MAJOR TEACHING METHODS

Application and Volunteer.

GRADING AND EVALUATION PROCEDURES

This course is graded as a "U", unsatisfactory; or "S" Satisfactory. A satisfactory grade means that ambassadors attend all weekly meetings, sign up to serve at VIP visits and College events regularly throughout the semester, and promote the College in a professional manner to

prospective students. Ambassadors who fail to complete one or more of these expectations are at risk for receiving a grade of "U".

Course Policies

Student Academic Misconduct Policy

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

Attendance Policy & Class Participation

You are expected to attend all classes. If you have to miss a class, please let me know prior to our meeting. Participation in our class meetings is necessary in order to receive a satisfactory grade for the course.

Disability Accommodation

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

TENNESSEE TECH UNIVERSITY

COLLEGE OF AGRICULTURE AND HUMAN ECOLOGY

AGHE 4500 SENIOR SEMINAR IN AGRICULTURE AND HUMAN ECOLOGY

THURSDAYS 1:30-2:30, OAKLEY 124, 1 CREDIT, FALL XX

INSTRUCTOR INFORMATION

Instructor's Name: Dr. Dennis Duncan and Dr. Melinda Anderson
Office: Oakley 148 and Oakley 105
Telephone Number: 372-3019 and 372-3378
Email: dduncan@tntech.edu and manderson@tntech.edu

OFFICE HOURS

By appointment only

COURSE INFORMATION

PREREQUISITES: SENIOR STANDING

TEXTS AND REFERENCES

Required: *none required*

COURSE DESCRIPTION

Application of leadership and professional skills in Agriculture and Human Ecology. Public policy and advocacy guidelines for the professions of Agriculture and Human Ecology.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

1. Practice leadership and professional skills relevant for fields of Agriculture and Human Ecology;
2. Apply career readiness skills through professional communications and interactions with practicing professionals;
3. understand current public policy issues and advocacy guidelines related to Agriculture and Human Ecology; and
4. create and implement a sustainable, community-based project.

MAJOR TEACHING METHODS

Lecture, Discussion, readings, interactive assignments including Professional Project

Special Instructional Platform/Materials

All course materials are posted in iLearn

Topics to Be Covered

- Analysis of role of Agriculture and Human Ecology Professionals in promotion of quality of life for individuals, families and communities
- Ethics of professional practice
- Leadership and Communication skills

Grading and Evaluation Procedures

Career Day Workshop	35%
Professional Project	35%
Assessments/In Class Work	30%

Grading Scale (if applicable)

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

Course Policies

Student Academic Misconduct Policy

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Academic dishonesty and/or plagiarism will not be tolerated. Students guilty of academic misconduct either directly or indirectly through participation or assistance are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the regular institutional procedures as a result of academic misconduct and subsequent to the due process hearing, the instructor has the authority to assign an F or a zero for the exercise or examination, or to assign an F in the course. Students should read the university handbook for additional policies covering plagiarism.

University Plagiarism Policy:

From the Tennessee Tech University Student Handbook – Plagiarism (Academic Regulations):

When you use (for example, quote or even summarize or paraphrase) someone else's media, words, data, ideas, or other works, you must cite your source. You should be especially careful to avoid plagiarizing Internet sources (for example, e-mail, chat rooms, Web sites, or discussion groups). It does not matter whether you borrow material from print sources, from the Internet, from on-line data bases, or from interviews. Failure to cite your source is plagiarism. Students who plagiarize may receive an "F" or a "0" for the assignment, or an "F" for the course. - ***TTU Student Handbook - University Plagiarism Policy***

Examples of plagiarism include copying sentences from textbooks or other book sources and using the material as your own work, copying from Internet sources without giving the proper documentation and reference, and/or copying answers from a classmate's paper, and allowing another person to complete your online class work. It is the responsibility of the student to understand what plagiarism is and the consequences of this behavior.

Attendance Policy

Absences: Class attendance is important, and students are expected to be present and participate in class.

Tardiness to class: Being late to class is defined as coming into class any time after 12:05 pm – students are expected to make every effort to be in class on time, which means you are in your seat and ready for class BEFORE 12:05 pm. This shows respect for your classmates and your Instructor.

Course Policies:

- Late assignments will be accepted up to 3 calendar days after the assigned due date. Each day the assignment is late there will be a 10% point reduction. Exceptions can be made if instructor is notified of circumstance prior to absence and/or commitment. If an absence is excused prior to date of absence, work should be turned in to the instructor before scheduled absence (including exams).
- Please make an appointment with the Instructors if you need extra help, some encouragement, or have questions or concerns.
- Dress Code: On certain days, students will be expected to come to class in professional dress; such as Business Casual. These days will generally be when Guest Speakers will be visiting class. Students will be notified of when Professional Dress is expected for the next class time. Students will receive a name tag at the beginning of the semester – students are responsible for maintaining and wearing these names tags to each class time.
- Parents/caregivers please be aware that according to University Policy, children are not allowed in the classroom or laboratory.
- If you are unable to stay in the course for the entire semester, please be sure to follow the correct procedures for withdrawal rather than receive an F.
- Senior Seminar should be considered as professional training and students should behave in all class sessions as though you are "on the job." Treat the guests, each of your instructors, all course-related personnel, and your colleagues with the courtesy and respect that you expect to receive in return.
- Students exhibiting any inappropriate behaviors in any sessions will not receive attendance credit and may be asked to leave the room. "Inappropriate behaviors" include talking, sleeping, doing other work in

class, arriving late or leaving early, and use of electronic devices. Beyond the inherent bad taste of such behaviors, appropriate behaviors are part of the curriculum of this course.

Assignments and Related Policy

Expectations: As seniors in the College of Agriculture and Human Ecology, successful completion of this Senior Seminar course is required for your graduation. You are expected to contribute in positive ways to the individual and team projects. A Grade of C or better is required for successful completion of this course for College Graduation Expectations.

***Human Ecology students will be required to complete the Human Ecology Student Exit exam prior to receiving final grade for this course; failure to take HEC exit exam can result in a hold on graduation completion**

Disability Accommodation

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

AAFCS Body of Knowledge Statement:

HEC 4005 meets American Association of Family and Consumer Sciences (AAFCS) Body of Knowledge Core Concepts of Community Vitality and Family Strengths; Integrative Elements of Life Course Development and Human Ecosystem; and Cross Cutting Themes of Appropriate Use of Technology, Capacity Building, Global Interdependence, Resource Development and Sustainability; and Wellness.

	Vision To be recognized as a premier program in Human Ecology and as an agent for advancing quality of life and fostering leadership in individuals, families and communities. **Mission** The School of Human Ecology provides education, research, service, resources, and leadership to empower students and professionals to assist individuals, families and communities to achieve optimal quality of life.

TENNESSEE TECH UNIVERSITY

SCHOOL OF HUMAN ECOLOGY

HEC 2365-001 SOCIAL MEDIA IN THE WORKPLACE

TIME, LOCATION, 1 CREDIT HOUR, SUMMER/FALL 2018

Instructor Name: Hannah Upole, PhD

Office Number: Oakley Hall Room 108

Phone Number: 931-372-6066

E-Mail: hupole@tntech.edu *(I will respond to all e-mails within 24 hours of receiving them Monday – Friday; Any e-mail sent during the weekend will be replied to Monday morning.)*

Office Hours: Monday, Wednesday from 9:00 – 11:00 a.m.; Tuesday, Thursday from 1:00 – 3:00 p.m.

Prerequisites:

None.

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TEXT AND REFERENCES

Required: Coles, L. (2018). *Social media for business: Foolproof tips to help you promote your business or your brand*. Melbourne, Australia: Wiley. ISBN: 9780730345770.

COURSE DESCRIPTION - CREDIT: 1

Practical exploration of social media principles and practices, towards developing meaningful results and marketing strategies for business applications. Examination of the implications of using social media in the workplace and how it may be separated from personal communication.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

At the completion of this course, the student will be able to:

1. Comprehend the current states of social media for personal and business enterprises;
2. Identify the ways in which popular social media platforms, such as Facebook, Twitter, Instagram, LinkedIn, and Snapchat, can be leveraged for corporate marketing;
3. Discuss how companies currently utilize social media for marketing and promotion;
4. Analyze how social media can grow a business or expand the target market of a defined corporation;
5. Explain and critique the methods of creating content and monitoring social media profitability;
6. Recognize the impact of social media on personal and business enterprises; and
7. Assess the changes that could be made to corporate and personal social media accounts to better align the online to the offline persona.

MAJOR TEACHING METHODS:

Lecture, discussion, assignments, demonstrations, and assessments are the primary modes of learning for this class.

SPECIAL INSTRUCTIONAL PLATFORM/MATERIALS:

All course materials are posted in iLearn. YouTube videos may be utilized for supplementing course topics.

TOPICS TO BE COVERED:

- The introduction, growth, and profitability of social media
- Using Facebook, Twitter, LinkedIn, YouTube, Instagram, Pinterest, and SnapChat for personal and business enterprises
- Online etiquette
- Taking marketing from offline to online
- Promoting yourself and getting results from social media

GRADING AND EVALUATION PROCEDURES

Your knowledge will be evaluated with:

Unit quizzes (10 quizzes at 20 points each = 200 points)

Bi-weekly discussion posts (100 points)

"Investigate and Critique" activities (4 activities at 50 points each = 200 points)

Building a Brand – Social Media Activity (200 points)

Total available: 700 points

THE DISTRIBUTION OF POINTS IS AS FOLLOWS:

A = 630-700 points	(90-100%)
B = 560-629 points	(80-89%)
C = 490-559 points	(70-79%)
D = 420-489 points	(60-69%)
F = less than 420 points	(<59%)

Please see the assignments section for a detailed description of each assignment. Please note that I do round grades to the next full percentage if they are within 0.5% or above of the next percentage.

Assessment of Student Learning:

1. Students will complete a variety of assignments, quizzes, and a final project. These assessments will provide the instructor with evidence of students' comprehension of course content, critical thinking skills, communication skills, and creativity.

2. Late assignments will be accepted at a deduction of 10% in grade for each day late. Assignments will be considered late if they are submitted after the due date on iLearn or that provided in class, up to five days. In-class activities cannot be submitted late and will count for no credit if turned in late.

ATTENDANCE POLICY:

You are expected to attend class regularly. In-class work and discussion is critical to your understanding of course content, and to your overall success in this course. If you choose to miss class more than 1 time, your final grade will be dropped by 10 points for each subsequent absence. These points will be deducted throughout the semester, as absences occur. Any Tennessee Tech-approved excused absence will **not** count against attendance, permitting a letter of absence on appropriate letterhead is provided to me within one week of the absence occurring. Please be proactive in understanding the attendance policy and contact me directly with any attendance concerns. My door is always open to discuss any concerns or questions you may have.

COURSE POLICIES

1. There is NO MAKE-UP of exams. However, if you miss an exam because of a true illness or emergency, you may be allowed to make-up the item if you have notified the instructor of your situation and provided sufficient documentation.

2. All assignments are due on the assigned date. It is the student's responsibility to check the course calendar for due dates and to submit assignments on time.

3. Any extra credit points awarded during the class are at the discretion of the instructor and cannot be made up due to absence.

4. Please refer to the TTU Undergraduate catalog for the policy regarding inclement weather.

5. Due to safety reasons, children may not accompany you to classes, labs, field trips, etc.

STUDENT ACADEMIC MISCONDUCT POLICY:

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

Academic dishonesty and/or plagiarism will not be tolerated. Students guilty of academic misconduct either directly or indirectly through participation or assistance are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the regular institutional procedures as a result of academic misconduct and subsequent to the due process hearing, the instructor has the authority to assign an F or a zero for the exercise or examination, or to assign an F in the course. Students should read the university handbook for additional policies covering plagiarism.

UNIVERSITY PLAGIARISM POLICY:

From the Tennessee Tech University Student Handbook – Plagiarism (Academic Regulations):

When you use (for example, quote or even summarize or paraphrase) someone else's media, words, data, ideas, or other works, you must cite your source. You should be especially careful to avoid plagiarizing Internet sources (for example, e-mail, chat rooms, Web sites, or discussion groups). It does not matter whether you borrow material from print sources, from the Internet, from on-line data bases, or from interviews. Failure to cite your source is plagiarism. Students who plagiarize may receive an "F" or a "0" for the assignment, or an "F" for the course. - ***TTU Student Handbook - University Plagiarism Policy***

Examples of plagiarism include copying sentences from textbooks or other book sources and using the material as your own work, copying from Internet sources without giving the proper documentation and reference, and/or copying answers from a classmate's paper, and allowing another person to complete your online class work. It is the responsibility of the student to understand what plagiarism is and the consequences of this behavior.

Please make an appointment with me if you need extra help, some encouragement, or have questions or concerns.

Disability Accommodation:

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

DESCRIPTION OF EXAMS, ASSIGNMENTS, AND PROJECTS

Students will be assessed based on the following:

QUIZZES:

Students will complete a quiz for each unit covered in the course. Quizzes will be completed following specific units on: Social Media: Policy, Plan, and Profitability; Facebook; LinkedIn; Twitter; YouTube; Instagram; Pinterest/Snapchat; Online Etiquette and Staying Safe Online; Making Your Digital Presence Work; and Promoting Yourself. Quizzes will be a combination of question types, including but not limited to: multiple choice, matching, and short answer.

Please be mindful of when quizzes are open for each module and ensure that you are completing them on time. If a technology concern arises, please contact the instructor immediately. Forgetting to complete a quiz on iLearn will result in a zero for the quiz. Quizzes may only be extended or made up due to an excused absence that should be discussed with the instructor prior to requesting an extension for the quiz.

DISCUSSION POSTS:

Throughout the semester, students will be asked to engage in discussion posts online, aimed at helping to address misconceptions, develop an understanding of social media practices, and explore concepts from the readings. These posts will involve two steps: (1) an initial post by each student that addresses a specific topic from the reading or course content and (2) at least two responeses by each student to another student's initial post. These reponses should be well-developed and contribute to the conversation. They should not simply agree or disagree with the original poster. Points will be awarded based on depth of answer, adherence to question guidelines, and formatting requirements.

INVESTIGATE AND CRITIQUE ACTIVITIES:

At four different points throughout the semester, students will work to investigate and critique the social media practices of a retailer or organization. For each activity, the students will need to select a new retailer or organization. Each activity asks students to review two social media platforms utilized by the retailer or organization and develop a brief critique of their social media presence, based on course content and readings. Students will then briefly suggest ways the retailer could improve their social media presence.

BUILDING A BRAND – SOCIAL MEDIA ACTIVITY:

As a final project, students will have to develop a social media building plan for a mock company. Students will be asked to select two social media platforms, one with more personable abilities and one with more communicative abilities, and develop a plan to build the digital presence of a mock company. Students will need to develop an actionable plan for each social media platform selected, including a discussion of protecting the company identity and effective promotion of the platforms. Further details and templates will be provided as the semester progresses.

COURSE SCHEDULE

The instructor reserves the right to modify, add, or delete any items on this schedule as it meets the needs of the course.

TENNESSEE TECH UNIVERSITY

SCHOOL OF HUMAN ECOLOGY

HEC 4315-001 GLOBAL SOCIAL RESPONSIBILITY

TIME, LOCATION, 3 CREDIT HOURS, FALL 2018

Instructor Name: Hannah Upole, PhD

Office Number: Oakley Hall Room 108

Phone Number: 931-372-6066

E-Mail: hupole@tntech.edu *(I will respond to all e-mails within 24 hours of receiving them Monday – Friday; Any e-mail sent during the weekend will be replied to Monday morning.)*

Office Hours: Monday, Wednesday from 9:00 – 11:00 a.m.; Tuesday, Thursday from 1:00 – 3:00 p.m.

Prerequisites:

None.

	Vision To be recognized as a premier program in Human Ecology and as an agent for advancing quality of life and fostering leadership in individuals, families and communities. **Mission** The School of Human Ecology provides education, research, service, resources, and leadership to empower students and professionals to assist individuals, families and communities to achieve optimal quality of life.

TEXT AND REFERENCES

Required: Banerjee, P. M. & Shastri, V. (2010). *Social responsibility and environmental sustainability in business: How organizations handle profits and social duties*. Thousand Oaks, CA: SAGE Publications, Inc. ISBN: 9788132104643.

COURSE DESCRIPTION - CREDIT: 3

An introspective examination of current issues of social responsibility in a global economy, with an emphasis placed on fair labor practices, child labor laws, and sustainability.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

At the completion of this course, the student will be able to:

Comprehend the current state of a globalized economic system;

Identify the ways in which the design, production, and sourcing of products has changed the last two decades, due to a globalized economic system;

Discuss how companies currently mandate socially responsible practices;

Analyze how socially irresponsible practices can provide harm to the individual and society;

Explain and critique the resources available to professionals in a global economic system, towards developing a solid corporate-level understanding of social responsibility;

Recognize the impact of social responsibility on the individual, the corporation, the consumer, society, and culture at large;

Assess the changes that could be made in a globalized economic system to instill awareness, knowledge, and passion in future generations, towards developing a culture of social responsibility.

AAFCS Body of Knowledge Statement:

HEC 0000-001 meets American Association of Family and Consumer Sciences (AAFCS) Body of Knowledge Core Concepts of Basic Human Needs and Individual Well-Being; Integrative Elements of Life Course Development and Human Ecolosystem; and Cross Cutting Themes of Capacity Building and Wellness.

MAJOR TEACHING METHODS:

Lecture, discussion, assignments, demonstrations, and assessments are the primary modes of learning for this class.

SPECIAL INSTRUCTIONAL PLATFORM/MATERIALS:

All course materials are posted in iLearn. YouTube videos may be utilized for supplementing course topics.

TOPICS TO BE COVERED:

- What is social responsibility?
- Social responsibility, human rights, sustainability, and the responsibility of the corporation
- Cultural, economic, and political dimensions of social responsibility
- Key stakeholders for social responsibility, including codes of conduct and mentoring
- The future of social responsibility

GRADING AND EVALUATION PROCEDURES

Your knowledge will be evaluated with:

Four exams (50 points each = 200 points)

Six "Team-Up" Activities (25 points each = 150 points)

Case Study – Call to Action (350 points)

Total available: 700 points

THE DISTRIBUTION OF POINTS IS AS FOLLOWS:

A = 630-700 points	(90-100%)
B = 560-629 points	(80-89%)
C = 490-559 points	(70-79%)
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F = less than 420 points	(<59%)

Please see the assignments section for a detailed description of each assignment. Please note that I do round grades to the next full percentage if they are within 0.5% or above of the next percentage.

Assessment of Student Learning:

1. Students will complete a variety of assignments, exams, and a final project. These assessments will provide the instructor with evidence of students' comprehension of course content, critical thinking skills, communication skills, and creativity.

2. Late assignments will be accepted at a deduction of 10% in grade for each day late. Assignments will be considered late if they are submitted after the due date on iLearn or that provided in class, up to five days. In-class activities cannot be submitted late and will count for no credit if turned in late.

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COURSE POLICIES

1. There is NO MAKE-UP of exams. However, if you miss an exam because of a true illness or emergency, you may be allowed to make-up the item if you have notified the instructor of your situation and provided sufficient documentation.

2. All assignments are due on the assigned date. It is the student's responsibility to check the course calendar for due dates and to submit assignments on time.

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Please make an appointment with me if you need extra help, some encouragement, or have questions or concerns.

Disability Accommodation:

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

DESCRIPTION OF EXAMS, ASSIGNMENTS, AND PROJECTS

Students will be assessed based on the following:

EXAMS:

Students will complete four exams in the course. Exams will be completed following specific units on: The Nature of Social Responsibility; Cultural, Social, and Political Dimesnions of Social Responsibility; The Organization's Role in Social Responsibility; and The Future of Social Responsibility. Exams will be a combination of question types, including but not limited to: multiple choice, matching, and short answer.

Students will have one week to complete their exam through iLearn. Please be mindful of when exams are open and ensure that you are completing them on time. If a technology concern arises, please contact the instructor immediately. Forgetting to complete an exam on iLearn will result in a zero for the exam. Exams may only be extended or made up due to an excused absence that should be discussed with the instructor prior to requesting an extension for the exam.

TEAM-UP ACTIVITIES:

At six different times throughout the semester, students will work in teams to complete an assignment that asks them to introspectively review concepts of social responsibility and provide an argument on a topic of social responsibility. Each activity will require that teams conduct brief research on the topic and form an argument guided by their personal beliefs, but supported by peer-reviewed research. Teams will change with each assignment and will be randomly assigned. Activity sheets for each team-up will be provided in advance of the due date. All team-up activities will be due on iLearn, on the date specified on the course schedule. Teams need only to submit one report but should work on the assignment together, including visiting the retail locations.

CASE STUDY – CALL TO ACTION:

Working in teams of two, students will develop a plan of action for implementing new regulations regarding social responsibility for a selected retailer or organization. The project will be divided into three stages:

Stage 1: Teams will select a retailer or organization on which to conduct research regarding their current policies on social responsibility. Teams will need to research where the company or organization currently stands in regards to socially responsible practices and present this information in a case study format. Additional guidelines and case study formatting workshops will be presented in class prior to the due date for this assignment.

Stage 2: Based on their case study research, students will create a call to action for their retailer or organization. Selecting one aspect of social responsibility presented in class, students will need to highlight concerning areas for their retailer or organization, regarding this social responsibility aspect. Students will then need to address the cultural, social, and political implications of the retailer's or organization's actions and provide suggestions for them to engage in more socially responsible practices. Additional guidelines and action planning workshops will be presented in class prior to the due date for this assignment.

Stage 3: Upon finalizing their plans, teams will present their research to their peers, their professors, staff members, and community entities. Teams will be required to present their research as a formal case study and call to action for their specific retailer or organization. This will require that students address concerns about social responsibility in a respectful, professional manner but call for sincere action on behalf of the retailer or organization.

COURSE SCHEDULE

The instructor reserves the right to modify, add, or delete any items on this schedule as it meets the needs of the course.

TENNESSEE TECHNOLOGICAL UNIVERSITY

SCHOOL OF HUMAN ECOLOGY

HEC 4325

SUSTAINABLE APPAREL

FALL OR SPRING XX; MONDAY & WEDNESDAY; 3:00 – 5:30 PM; OAKLEY 205/206

CREDIT 3 (LECTURE 1; LAB 4)

INSTRUCTOR INFORMATION

Instructor's Name: Lizabeth Self Mullens, Ph.D.
Telephone Number: 931-372-3149
Email: lmullens@tntech.edu
Office: Oakley Hall 102A
Office hours: By appointment, please

Teaching Assistant: Melissa A Andrews
Telephone Number: 931-372-6066
Email: maandrews@tntech.edu
Office: Oakley Hall 108
Office hours: By appointment, please

COURSE INFORMATION

PREREQUISITES (IF APPLICABLE)

HEC 2355 or consent of instructor.

COURSE DESCRIPTION

Design and construction of sustainable apparel and textile products with focus on sustainability, construction techniques, designers, and manufacturers of sustainable textile products.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

At the completion of this course, the student will be able to

1) discuss the key sustainability challenges and opportunities during apparel production, use and end-of-use;
2) explore a range of solutions to these sustainability challenges;
3) examine what leading designers and manufacturers are doing to address these challenges;
4) investigate organizations and associations committed to sustainable apparel
5) design and construct apparel based on principles of sustainability

Major Teaching Methods

Demonstration, lecture, discussion, videos, activities, readings, quizzes, and examinations

Special Instructional Platform/Materials

Sewing Machine, Pressing Equipment, iLearn, YouTube, other electronic resources

Topics to Be Covered:

- Sustainability
- Sustainability in the apparel industry
- Designers of sustainable apparel
- Manufacturers of sustainable apparel
- Retailers of sustainable apparel
- Sustainable apparel resources
- Fabric selection & preparation
- Pattern selection or creation
- Body measurements and alterations
- Construction techniques
- Evaluation of the sustainable apparel product

Texts and References:

Required: Readers' Digest. (2010) *New Complete Guide to Sewing: Step-by-Step Techniques for Making Clothes and Home Accessories.* The Readers' Digest Association, Inc.: Pleasantville, NY/Montreal, CA.

Other readings as assigned.

Grading and Evaluation Procedures:

Upcycled pillow cover	20
Sustainable Designer Report	30
Sustainable Manufacturer Report	30
Sustainable Retailer Report	30
Upcycled vest	30
Sustainable garment 1	50
Sustainable garment 2	50
Sustainable Fashion Portfolio	30
Mid Term Exam	30
Final Exam	50
Total	350

Grading Scale (if applicable)

Letter Grade	Grade Range
A	315+

Letter Grade	Grade Range
B	280 - 314
C	245 - 279
D	210 - 244
F	<210

Course Policies

University Plagiarism Policy

When you use (for example, quote or even summarize or paraphrase) someone else's media, words, data, ideas, or other works, you must cite your source. You should be especially careful to avoid plagiarizing Internet sources (for example, e-mail, chat rooms, Web sites, or discussion groups). It does not matter whether you borrow material from print sources, from the Internet, from on-line data bases, or from interviews. Failure to cite your source is plagiarism. Students who plagiarize may receive an "F" or a "0" for the assignment, or an "F" for the course. View the University Plagiarism Policy under Academic Regulations at http://www.tntech.edu/ttustudenthandbook/academic-regulations/

Attendance Policy

As indicated in the TTU Undergraduate Catalog, "Regular class attendance is a definite part of the total performance required for satisfactory completion of any course, and an unsatisfactory attendance record may adversely affect the final grade recorded for the course." You need to be present and engaged whenever class is in session. Missing lab will result in a 5 point deduction from your final point total.

Code of Conduct

You are held to the Code of Conduct as outlined in the TTU student handbook as well as to the behaviors identified in the Journey to Excellence, posted in the classroom and of which you have a copy.

Assignments and Related Policy

- The student is responsible for all material covered in class projects.
- Class projects and tests are due on assigned dates for full credit.
- If a student must miss a test or cannot turn in a project on the due date, the professor must be notified prior to test time or due date, otherwise the grade will be lessened by 5 points for every day late. You have one week to make up the test or turn in the project(s), or your grade for that test or project(s) will be zero.
- Oral advice (help) may be given on project(s) but the actual project(s) must be completely constructed by the student who owns the project(s).

Lab Policies

- Leave all food and beverage in the kitchen area adjacent to OKLY 205. Absolutely no food or beverage is allowed in the lab.
- Seek help if you cannot operate your machine properly.
- Report any malfunctioning of equipment to the professor.
- Label each piece of your pattern and equipment with your name.
- Keep your work area clean during lab and clean up before leaving lab.
- Do not use others' equipment without permission and return it to the owner.

- End of Lab clean-up will be assigned each week to a group of students. If is not satisfactory, the work schedule grade for each student in the group will reflect a lower grade.

Disability Accommodation

Students with a disability requiring accommodations should contact the Office of Disability Services (ODS). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112; phone 372-6119. Disability Accommodation Policy and Procedures - Tennessee Tech University Faculty Handbook and Student Handbook http://www.tntech.edu/facultyhandbook/diabilityaccom/)

Anticipated Course Schedule

Date	Topic	Assignment
	Introduction & Syllabus/upcycled pillow cover	Sustainable Fashion Article & discussion
	The Fashion of Sustainability	Finish upcycled pillow cover
	Social Responsibility & Innovation	Explore sustainable vest design. Begin sustainable retailer report.
	Goodwill Field Trip	Begin upcycled vest project. Sustainable retailer report due 2/2
	Design Thinking & Sustainability	Begin sustainable fashion portfolio
	Social Media & Social Change	Begin sustainable manufacturer report
	Decision Making in the Fashion Industry	
		Complete upcycled vest project
	Sustainable Language in the Apparel Industry	Begin Sustainable Garment 1 Sustainable manufacturer report due
	Mid Term Exam	
	Spring Break	
	Spring Break	
	The Global Context of Sustainable Apparel	
	Zero Waste Fashion Design	Begin sustainable designer report
		Complete Sustainable Garment 1
	Economic Impact of Fashion Recycling	Begin Sustainable Garment 2
	Technology & Sustainability	Sustainable designer report due
	Best Practices in Sustainable Apparel	
		Sustainable fashion portfolio due
	Environmental Impact of Fashion	
		Complete Sustainable Garment 2
	Sustainable Sourcing	
	Final Exam 1:00 – 3:00 pm	

REQUESTED COURSE CHANGES

TO: University Curriculum Committee

VIA: College of Agriculture and Human Ecology Curriculum Committee

VIA: Dr. Lizabeth Self Mullens, Dean, College of Agriculture and Human Ecology

FROM: Dr. Dennis Duncan, Director, School of Agriculture

DATE: February 19th, 2018

RE: New Certificate Program

Certificate Program - uLEAD Certificate in Leadership and Service

Justification: The uLEAD Certificate in Leadership and Service is the first academic program at TTU that provides an interdisciplinary approach to leadership. This program offers undergraduate students at TTU the opportunity to identify and refine leadership skills and to learn how they can have a lasting impact on communities across Tennessee and beyond. Numerous national studies have determined that industry leaders are seeking young professionals with strong communication, leadership, teambuilding, and problem-solving skills – often referred to "soft skills". The uLEAD Program will provide students with opportunities through coursework, experiential learning and service related activities to identify and improve soft skills while contributing to the well-being of others. Additionally, the uLEAD Program reinforces TTU's mission of developing student leadership capacity to benefit the people of Tennessee and the nation.

Effective Date: May 1, 2018.

Financial impact: There is no financial impact. The uLEAD Program requires no additional resources.

uLEAD Core Courses: 9 credits

AGHE 3000 – Leadership and Service (3)

This course serves as an opportunity for students to have a greater understanding of leadership as it pertains to their lives.

AGED 3010 – Professional Leadership Development (3)

Leadership styles and roles and their implications for agricultural professionals; developing leadership, communication and interpersonal skills; planning and conducting effective meetings.

Internship Options: AGCM 4850, AGCM 4860, AGED 4850, AGED 4860

uLEAD Elective Course Options: Select 9 credits

Interdisciplinary Studies:

LIST 3500 – Non-Profit Leadership (3)

This course is designed to provide an introduction to nonprofit organizations and the roles they play in society, as well as the various elements involved in non-profit leadership and governance.

Military Science, Basic:

MS 1020- Basic Leadership (2)

Builds upon previous semester and introduces problem-solving, critical thinking, leadership theory, followership, group interaction, goal setting, and feedback mechanisms.

MS 2010- Advanced Leadership (2)

Building on the fundamentals introduced in the MS I year, this class delves into several aspects of communication and leadership theory.

Military Science, Advanced:

MS 3010- Small Unit Leadership (3)

Leadership and development through study and practical application of principles of social sciences and management and military tactics.

MS 4010- Leadership, Management & Ethics (3)

Techniques of military leadership, communications, ethics, and decision-making process. Includes research and writing requirements.

Early Childhood Education:

ECED 4260 – Early Childhood Program Leadership, Administration and Assessment (8)

Course content focuses on early childhood leadership skills, administration, and assessment.

Entrepreneurship:

ENTR 1810 – Governor's School for Innovation and Entrepreneurship (3)

The course will introduce students to the principles, problems, and practices in business leadership. The focus of the class will be on the students developing a business plan for a company.

Business Management:

BMGT 3510 – Management and Organization Behavior (3)

Management functions and processes as applied to organizations with special emphasis on the behavioral aspects.

Service Learning:

LIST 3030 – Service Learning (3)

This course provides students the opportunity to engage in a Service Learning Project within the community.

LIST 2300 – Academic and Community Connections (1)

The purpose of this course is to introduce students to concepts and practices that positively affect academic and community engagement.

LIST 2091 – Service Learning (1)

This course provides students the opportunity to engage in a Service Learning Project within the community.

LIST 2093 – Service Learning (3)

This course provides students the opportunity to engage in a Service Learning Project within the community.

Nursing:

NURS 4450 – Leadership and Management (3)

Introduction to concepts of leadership and management in nursing; preparation for role transition from student to graduate.

NURS 4451 – Leadership and Management Lab (4)

Clinical experiences applying concepts of management and leadership.

Psychology:

PSY 3410 – Group Dynamics (3)

Group development, the individual in group processes, interaction, leadership, and decision-making.

MEMORANDUM

To: University Curriculum Committee

Via: CAS Curriculum Committee

From: Dr. Lori Maxwell, Departmental Chairperson

Date: 02/21/2018

Re: Concentration Deletions in Political Science Major (see curriculum sheets attached) and Teach-Out Plan:

1. Political Science (POLS/IRCG) Concentration in International Relations and Comparative Government
2. Political Science (POLS/ IRCG) Concentration in International Relations and Comparative Government: International Focus Option

Cost: none

Justifications:

1. These deletions were recommended in the 2015 POLS Academic Audit due to a lack of faculty staffing.
2. The two concentrations have not generated significant student enrollment.
3. Students currently enrolled in these concentrations will be accommodated with courses (such as independent studies) or substitutions.

Phase Out Date: August 2018- date we will no longer enroll students in the concentration

Full Implementation Date: Spring 2021- the projected graduation of the most recently-enrolled students

Teach-Out Plan: This was suggested by the last academic audit due to low enrollment and staffing issues. The next Program Review is 2018-2019 and enrollment remains low. 12 students are currently listed in the POLS-IRCG concentrations. The last reasonable graduation for currently-enrolled students with these degree is spring 2021. A list of all currently-enrolled POLS-IRCG students is available upon request. The POLS-IRCG courses are still available and students remaining in the concentration may take these courses and can supplement them with substitutions to facilitate timely graduation.

Memorandum

To: University Curriculum Committee

Via: Arts and Sciences Curriculum Committee

Via: Brenda Wilson, Interim Chair, Communication Department

From: Communication Department Curriculum Committee

Subject: JOUR 2100, Media Literacy and Society Course Proposal

Date: February 6, 2018

Addition:

1. JOUR 2100 Media Literacy and Society
Lec. 3. Credit 3.

Justification: The course will strengthen our course offerings for general education, all students, and journalism majors in this vital area. The pervasiveness of media in society makes this curricular area both of interest to students and scholars and of importance to society.

Catalog Course Description: Prerequisite: None. Media Literacy and Society. This course will explore the historical development and current status of mass media from a consumer's point of view with the goal of improving media literacy skills. Topics relate to the construction and deconstruction of media messages and how they influence individuals, specialized and mass audiences, and society as a whole. Students develop global perspectives by encountering issues dealing with the relationship of the media to government, education, society, politics, economics, religion, culture, family, and the individual as well as the role and responsibility of a free press in a democratic society. 3 credit hours.

Course Objectives:

This course will:

- Introduce students to the definition of media literacy.
- Consider ways in which mass media influence us and we influence each other through media.
- Provide a general framework, using communication and social science theories and research, through which to comprehend the nature, content and consequences of media in contemporary society.
- View the direct impact of mass media on education, society, politics, and the economy, focusing on issues such as civic engagement and commercialism.

- Introduce students to controversial issues associated with the mass media from a wide variety of perspectives including but not limited to ethical, social and global issues.
- Teach students the importance of learning to translate the multiple layers of media messages using analytical skills explored throughout this course.

Cost: None

Effective: 2018

Tennessee Technological University
Communication Department

Journalism 2100 Media Literacy and Society
Semester/Year

Time/days: **Location:**
Professor: **Email:**
Office: **Campus Box:**

Office Hours:

Text: Potter, W. J. (2016). *Introduction to Media Literacy*. Thousand Oaks, CA: Sage Publications.
Additional readings from current events/topics in the media

Course Description: (From the TTU course catalog) Media Literacy and Society. This course will explore the historical development and current status of mass media from a consumer's point of view with the goal of improving media literacy skills. Topics relate to the construction and deconstruction of media messages and how they influence individuals, specialized and mass audiences, and society as a whole. Students develop global perspectives by encountering issues dealing with the relationship of the media to government, education, society, politics, economics, religion, culture, family, and the individual as well as the role and responsibility of a free press in a democratic society. 3 credit hours.

Course Objectives:

This course will:

- Introduce students to the definition of media literacy.
- Consider ways in which mass media influence us and we influence each other through media.
- Provide a general framework, using communication and social science theories and research, through which to comprehend the nature, content and consequences of media in contemporary society.
- View the direct impact of mass media on education, society, politics, and the economy, focusing on issues such as civic engagement and commercialism.
- Introduce students to controversial issues associated with the mass media from a wide variety of perspectives including but not limited to ethical, social and global issues.
- Teach students the importance of learning to translate the multiple layers of media messages using analytical skills explored throughout this course.

Major Teaching Methods: Lectures, Readings/Films, Discussion, Multimedia Workshops and Student Presentations

Topics to be Covered:

		Date	Activity
Week	1	Aug.	Defining media literacy: What does it mean to be media literate?
	2	Aug.	Why are media literacy skills important?
	3	Sept.	Overview of communication media (channels, structures, industries, etc.) throughout history
	4	Sept.	Current media channels, structures, industries and economies
	5	Sept.	Mass and other media messages
	6	Sept.	Media audiences
	7	Oct.	Media effects on individuals
	8	Oct.	Media effects on groups and society
	9	Oct.	Content analysis regarding current events
	10	Oct.	Perspectives on current events
	11	Nov.	Multimedia workshops
	12	Nov.	Multimedia workshops/Student presentations of media critiques

13	Nov.	Student presentations of media critiques
14	Nov.	Student presentations of media critiques
15	Dec.	Reflections/perspectives on the media critique projects. Implementing media literacy going forward.
16	Dec.	Final Exam

Grading:

Test 1	15%
Test 2	15%
Project	30%
Final exam	20%
Class assignments/participation	20%

Scale:		
	100-90	A
	89-80	B
	79-70	C
	69-60	D
	Below 60	F

NOTE: Any assignment not handed in receives a grade of "0" (worse than an "F"). In-class assignments CANNOT BE MADE UP OR TURNED IN LATE. Other assignments will automatically receive a "70" as the highest grade (or less, depending upon how well it is done) if it is handed in later. After that, the assignment will receive a 10-point deduction for every day thereafter that it is late. ASSIGNMENTS MORE THAN ONE WEEK LATE WILL NOT BE ACCEPTED.

Plagiarism: When you summarize, paraphrase, quote, or borrow data from someone else, you must indicate your source. Failure to do so is plagiarism. Students who plagiarize will receive a zero for the assignment and may be brought before the academic misconduct committee.

Attendance: Regular attendance and participation in classroom discussion are expected. Attendance at all class sessions warrants two points added to your final average. More than two absences will result in one point being deducted from your final average for each class missed after the second absence. Please keep track of your own absences. Ask the professor if you have a question about your number of absences. You may turn in an

out-of-class assignment early if you know of an unavoidable absence; you must include a statement with the assignment about your reason for being absent. **Please make every effort to be on time for class as a courtesy to your instructor and fellow students. Three tardies will result in an absence.**

Also, turn off your cell phone and other electronic devices that make noise or distract those around you. This includes cell phones, laptop computers, etc. If you repeatedly interrupt class with such devices, you will be asked to leave and marked absent for the day and/or you will lose points on your participation grade. THIS APPLIES TO SENDING TEXT MESSAGES DURING CLASS, WHICH IS VERY DISTRACTING TO THOSE AROUND YOU.

Communication: I will contact you through your Tech email account to send any announcements or assignments. Check it regularly. The best way to reach me is through my Tech email account. I will do my best to respond within 48 hours of your message during the week, probably sooner than that. I don't usually respond over the weekend or during holidays or breaks but will reply to you when classes are back in session.

Disability Accommodation: Students with a disability requiring special accommodations should contact the Office of Disability Services immediately to complete the Accommodation Request Form as soon as possible, preferably by the end of the first week of the course. The Office of Disability Services is located in the Roaden University Center, Room 112; phone 931-372-6119.

School of Art, Craft & Design

TENNESSEE TECH

TO: University Curriculum Committee

VIA: College of Fine Arts Leadership Council

FROM: Kimberly Winkle, Director, School of Art, Craft & Design

Date: March 1, 2018

Subject: Course and Editorial Changes

I. Course Addition: None

II. Course Deletions: None

III. Course Changes:

A. **From Art 2099**: Professional Practices of the Artist, Lec.3. Credit. 3.
To Art 3099: Professional Practices of the Artist, Lec. 3. Credit.3.

Justification: After having conducted the course at the Sophomore level for 4 semesters it has become apparent that the content covered in this course is better suited for students further along in their BFA program, thus the course is being moved to the Junior year.

Effective date: Fall 2018

Financial impact: None

B. **From Art 4040** – Seminar, Lec. 3, Credit. 3.
To Art 4040 – Art Criticism and Aesthetic Understanding, Lec. 3, Credit. 3.

Justification: The proposed course title better represents the course content and course structure.

Effective date: Fall 2018

Financial impact: None

IV. Catalog Editorial changes:
It should be noted in the catalog that students pursuing the craft certificate in concentrations in Clay, Fibers, Glass, Metals, and Wood must earn a C or above in all art courses to fulfill the requirements for the certificate. Art courses must also have the grade of C or above in order to serve as prerequisites for other art courses.

Here are the pages to where the note should be added:
http://catalog.tntech.edu/preview_program.php?catoid=21&poid=2370&returnto=3967
http://catalog.tntech.edu/preview_program.php?catoid=21&poid=2371&returnto=3967
http://catalog.tntech.edu/preview_program.php?catoid=21&poid=2372&returnto=3967
http://catalog.tntech.edu/preview_program.php?catoid=21&poid=2373&returnto=3967
http://catalog.tntech.edu/preview_program.php?catoid=21&poid=2375&returnto=3967

Effective: Fall 2018

School of Art, Craft & Design

TENNESSEE TECH

TO: University Curriculum Committee

VIA: Teacher Ed Committee

VIA: College of Fine Arts Leadership Council

FROM: Kimberly Winkle, Director, School of Art, Craft & Design

Date: February 14, 2018

Subject: Course and Curriculum Changes: BFA Art Education concentration

I. Course Addition:

A. ARED1250. Digital Technologies in Art Education. Stu.6. Credit 3. Exploration of the role of computers and digital technologies as a tool for artmaking, inquiry, and teaching in the field of art education. (syllabus attached)

Justification: Students need to develop technological literacy and pedagogical applications as it relates to K-12 art education. The SAC&D art education curriculum needs to better address the needs and landscape of the 21st century classroom and student; this course will provide pre-service art education students the knowledge to introduce technology in relevant ways to strengthen their teaching.

Financial impact: None

Effective date: Fall 2018

B. ARED 2050. STEAM Studio. Stu.4. Credit 2. Prerequisites: ARED 2020: Art Education Theory. Exploration and defining STEAM through experiencing the intersections of art and science through historical connections, campus collaborations, and studio projects. (syllabus attached)

Justification: With the ever-changing landscape of K-12 arts education, future educators need to develop an understanding of how to weave the visual arts with STEM. Through this, students will increase their utilization of emerging trends and practices in art education, which will increase their proficiency in the practices and philosophy of STEAM prior to residency teaching.

Financial impact: None

Effective date: Fall 2018

II. Course deletions: None

III. Course Changes:

From: **ARED 2020**. Art Education Theory. Lec.1. Lab. 1. Credit 2
To: **ARED 2020**. Art Education Theory. Lec. 1. Lab. 2. Credit 3

Justification: Art 3200: Art Applications (Lec. 1, credit 1) course is a companion and direct connection to ARED 2020: Art Ed Theory. By combining the two courses the content will be blended, thus becoming more relevant to create one highly impactful course. In addition, Art 3200 previously also supported Curriculum and Instruction's 2+2 program, however this course was deleted from their program more than a year ago. (revised course syllabus attached).

Effective date: Fall 2018

Financial impact: None

IV. Curriculum change:

A. From: **ART 1250**. Introduction to Digital Imaging. Stu.6. Credit 3.
To: **ARED 1250**. Digital Technologies in Art Education. Stu. 6. Credit 3.

Justification: The content covered in ARED 1250 is broader and includes technologies appropriate for a K-12 classroom. Whereas, ART 1250 is better suited for the visual artist (non-educator).

Effective date: Fall 2018

Financial impact: None

Curriculum change sheet attached.

B. From: **ART 2060**. Basic Photography. Stu.4. Credit 2.
To: **ARED 2050**. STEAM Studio. Stu. 4. Credit 2.

Justification: The course content in ART 2060 is too narrow to best serve the needs of today's K-12 arts educator. Basic photography processes will be addressed in ARED 1250, thus eliminating the need for ART 2060 in the Art Education curriculum. The content covered in ARED 2050 is much more relevant and needed to increase students' proficiency in the practices and philosophy of STEAM prior to residency teaching.

Financial impact: none

Effective date: Fall 2018

Curriculum change sheet attached.

TENNESSEE TECH UNIVERSITY

SCHOOL OF ART, CRAFT & DESIGN

ARED 2020-101 ART EDUCATION THEORY

189 FOUNDATION HALL, 3 CREDIT HOURS

INSTRUCTOR INFORMATION

Name: Jeremy Blair
Office: 188 Foundation Hall
Telephone Number: 931-372-6358
Email: jmblair@tntech.edu
Office Hours: By appointment only

TEXTS AND REFERENCES

Required text: *Akademie X: Lessons in Art + Life* by Phaidon Press

COURSE DESCRIPTION

ARED 2020: Art Education Theory includes the theoretical, historical, philosophical, and sociological underpinnings of the field of Art Education. Intensive study of the historical and chronological development of Art Education will be featured. Significant trends and movements which have defined Art Education over the last century will be presented. ARED 2020 is also designed to apply the theories learned through presenting the unique interpretations, insights, creative processes, and artistic practices of select contemporary artists and art educators. The course emphasizes the visual, conceptual, and practical applications of contemporary art practices in today's K-12 schools. The course provides engaging activities and projects that aim to provoke, inspire, and stimulate pre-service art education students to become innovators in their future art classrooms.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

- To create learning experiences that connect subject matter to real life experiences
- To appreciate the history and founding methods of Art Education
- To increase appreciation and utilization of emerging trends and practices in Art Education
- To recognize the implications and impact of curriculum development on K-12 learners
- To demonstrate a general understanding of the major concepts of the discipline including

- To recognize the social and political implications and impact of the visual arts
- To apply the processes of contemporary artists into the field of Art Education

Major Teaching Methods

The course will consist of weekly class discussions, short lectures, writing assignments, creative experimentations, and art studio projects. This is a hybrid course which combines lecture and studio elements with emphasis on learning direct and practical skills that can be implemented in most art education spaces.

Special Instructional Platform/Materials

This course will be utilizing the iLearn platform, a connected device is encouraged. Classroom iPads are available for use.

Topics to Be Covered

- Artistic Growth and Development
- Big Ideas
- Careers in Art Education
- Choice-Based Art Education
- History of Art Education
- Multiculturalism
- Praxis and edTPA Exams
- Social Justice
- STEAM
- Visual and Material Culture

Assignments and Related Policy

Attendance/Participation – 100 points

The course will meet approximately 29 times over the entire semester. Each session builds upon the next, so attendance is crucial for comprehension and participation. Each individual class session will be worth 3.4 points, totaling 100 points if the student attends all sessions. The instructor will be taking attendance at the beginning of each class period.

Big Idea Theory Zine – 100 points

Inspired by Nick Sousanis' landmark art educational text *Unflattening*, students will choose an Art Education theory or major topic from this course and create a short zine that illustrates and investigates that movement. The Theory Zine can be created with digital or traditional illustration techniques.

MetaCriticism – 100 points

In order to contextualize new movements and methods in Art Education, students will be required to collect, examine, synthesize, and present in writing five published views or criticisms of one select art educational movement that has been covered in class (TJ). The MetaCriticism will be executed as a short formal paper to illustrate and hone written communication skills. The paper will be approximately five pages long, double spaced, include images, and in APA formatting. Example topic: Visual Culture Art Education

Theory Journal – 100 points

The Applications Journal is a *bullet*-inspired documentation sketchbook that will be dedicated to recording notes, sketches, concepts, and artmaking processes during this course. The concept of the journal is modeled after the International Baccalaureate Investigation Workbook and will include observations, academic notes, journal entries, reflective writings, sketches, and creative activities that will be assigned throughout the semester. The student's journal will be graded as a whole for creativity, completion, thoroughness, and personal application.

Theory Portfolio – 100 points

ARED 2020 students will prepare and assemble a digital portfolio that includes the processes and products from all art activities and studio projects from the course. Students will submit their Portfolios electronically to the instructor using a presentation tool or web application of the student's choosing.

Grading and Evaluation Procedures

Each student has the opportunity to accumulate 500 points throughout the semester. Example – 425 points earned out of 500 = 85%, B. Deadlines will be negotiated with the class and posted for all projects and assignments. All major assignments will be assessed using a formal rubric.

Grading Scale

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

Course Policies

Student Academic Misconduct Policy

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

Attendance Policy

Full attendance is expected because the course is designed to be fast-paced with concentrated content and activities. The accumulation of 3 unexcused absences will result in the immediate loss of a letter grade and will require an individual meeting with the instructor. Tardiness and leaving class sessions early is also unacceptable and will count as an absence unless already approved by the instructor. It is your responsibility to communicate with the instructor regarding missed assignments and deadlines and to complete all missed assignments if you are absent. Scheduled meetings with the instructor are encouraged for reviewing missed content and clarifying expectations for major assignments.

Late Work

If an assignment is going to be late, please notify the instructor immediately. Students will lose 25 points for each additional class session it takes to complete the assignment.

Class Participation

Class participation and clear communication is vital due to the structure and nature of this course. Students will be expected to fully participate during sessions and to come to class prepared. If class participation is lacking, the student's grade may drop significantly and an individual meeting with the instructor will be required.

Disability Accommodation

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

Course Schedule

Session 1 Names and Introductions – What is the first thing you ever made? (TJ)
Review syllabus, major assignments, course expectations, and classroom tour
Introduce Bullet Journal Techniques for Applications Journal
HW: Acquire *Akademie X* Textbook

Session 2 What is Art Education? & Barriers in Art Education Mind Maps (TJ)

	What was your art education?
	Is what ways does society and culture effect art education?
Session 3	The History of Art Education: Part I – Classical Era, Greeks, and Middle Ages
	Puzzles About Art & Make Your Own Treatises (TJ)
Session 4	The History of Art Education: Part II – Modern World, Renaissance to 1900
	Design Your Own Art Academy (TJ)
Session 5	The History of Art Education: Part III- 1900 to Present
	Picture Study Movement Trading Cards using actual baseball cards (TJ)
Session 6	Contemporary Figures in Art Education (TJ)
Session 7	Artistic Development & Creative Growth
	Present Lowenfeld's Stages of Artistic Development
	Share your Study Movement Trading Cards
Session 8	Constraints That Enable
	Designing lessons and Activities for Today's Art Education
	History of Art Education and Inspired Lesson Designs (TJ)
Session 9	Teaching for Artistic Behavior
	Create a TAB Studio Center as a group in the classroom
	Elements of Art (and Life)
	Thinking Doing Activity
	HW: TAB-Inspired Lesson Design (TJ)
Session 10	Big Ideas in Art Education
	HW: Develop Your Own Big Ideas
Session 11	Create Circle Diagrams to Develop Big Ideas
	Time for Studio Choice Centers
Session 12	Comics & Zines in Art Education
	Big Idea Theory Zines
	Submit to TTU Journal of Creative Inquiry
Session 13	Studio Time and Individual Meetings for Theory Zine
Session 14	What is the Praxis?
	Praxis Activities – Responding to Art writing activity
Session 15	Praxis Vocab Activity with same reproductions from Responding to Art writings
Session16	Introduce Visual Culture in Art Education
	Visual Culture Jamming (TJ)
Session 17	Studio Time for Culture Jamming & Theory Zine
	Introduce the MetaCriticism Assignment
Session 18	Material Culture in Art Education
	Learning About the World through the Grocery Store
	Omega Mart Product

	HW: Finish Omega Mart Product & Bring in a piece of material culture
Session 19	14 Steps of Material Culture Activity (TJ) & Individual Meetings for MetaCriticism
Session 20	Careers in Art Education Day edTPA Introduction HW: Bring Smart Phone or Digital camera
Session 21	STEAM Education Light Graffiti
Session 22	Teaching as Performance with Bauhaus & Nick Cave Bauhaus Costume Party
Session 23	Social Justice in Art Education Peaceful Protest with Krzysztof Wodiczko Social Stencils & Manhole Covers
Session 24	Rethinking Multiculturalism I Kehinde Wiley-inspired Collage Portraits
Session 25	Rethinking Multiculturalism II Destroying Cultural Stereotypes with Arthur Zmijewski
Session 26	Course Review Principles of Possibility by Olivia Gude
Session 27	Studio Time for Theory Journal and MetaCriticism Individual Meetings with the Instructor
Session 28	Theory Journal Presentations Theory Journals Due Submit Theory Portfolio by Midnight
Session 29	FINAL CLASS Submit MetaCriticism

TENNESSEE TECH UNIVERSITY

SCHOOL OF ART, CRAFT & DESIGN

ARED 2050---STEAM STUDIO

INSTRUCTOR INFORMATION

Name: Jeremy Blair
Office: 188 Foundation Hall
Telephone Number: 931-372-6358
Email: jmblair@tntech.edu

OFFICE HOURS

By appointment only

TEXTS AND REFERENCES

Required Texts:

- *Art & Science* (2nd Ed) by Eliane Strosberg
- *Colliding Worlds: How Cutting-Edge Science Is Redefining Contemporary* Art by Arthur Miller

Reference Texts:

- *Art & Physics: Parallel Visions in Space, Time, and Light* by Leonard Shlain
- *Einstein, Picasso: Space, Time, And The Beauty That Causes Havoc* by Arthur Miller

COURSE DESCRIPTION

STEAM Education refers to interdisciplinary teaching and learning in the combined fields of Science, Technology, Engineering, Art, and Mathematics. Furthermore, STEAM is the infusion of art and design principles, the humanities, creative works, performances, and art making into K-12 STEM instruction. In this course, art education students will explore and define STEAM through experiencing the intersections of art and science through historical connections, campus collaborations, and STEAM studio projects. Students will be introduced to the cultural contexts of art and science and will also design innovative STEAM curriculums that build upon the course content. Lastly, students will take class field trips to facilities at Tennessee Tech University that will be utilized for STEAM studio projects. These locations include The Oakley STEM Center, the iCube Vislab, and the iMakerspace. Students will experiment with robotics, virtual reality, and 3D printing in these respective facilities. Prerequisite(s):…

MATERIALS LIST

- Laptop or tablet
- Digital camera or smart phone

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

- To examine technology trends in Art Education
- To increase appreciation and utilization of emerging trends and practices in Art Education

- To be proficient in the practices and philosophy of STEAM before Residency teaching
- To develop lessons and curricula that weave the visual arts with STEM
- To design activities that challenge and disrupt the silos enforced in today's school system
- To introduce new methods of making and learning into the canon of Art Education
- To utilize the STEAM-related resources at Tennessee Tech University

Major Teaching Methods

The course is taught using a variety of instructional methods including class discussions, collaborations, demonstrations, field trips, short lectures, and studio sessions. This course is primarily disseminated through a studio lab methodology.

Special Instructional Platform/Materials

The course will be utilizing iLearn for sharing select resources.

Topics to Be Covered

- Critical Making
- Intersections of Art and Science
- Interdisciplinary Education
- Makerspaces
- STEAM Education
- Virtual Reality

Assignments and Related Policy

Colliding Worlds Comic– 100 points

Instructables Portfolio – 100 points

STEAM Curricula – 100 points

STEAM Journal – 100 points

Unpacking the [A] in STEAM Presentation – 100 Points

Grading and Evaluation Procedures

Each student has the opportunity to accumulate 500 points throughout the semester. Example – 425 points earned out of 500 = 85%, B. Deadlines will be negotiated with the class and posted for all projects and assignments. All major assignments will be assessed using a formal rubric to ensure transparency and uniformity.

Grading Scale

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

Course Policies

Student Academic Misconduct Policy

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

Attendance Policy

Full attendance is expected because the course is fast-paced with concentrated content and activities. The accumulation of 3 unexcused absences will result in the immediate loss of a letter grade. Tardiness and leaving a class session early is also unacceptable and will count as an absence unless already approved by the instructor. It is the student's responsibility to complete all assignments if absent and to meet prescribed deadlines. Scheduled meetings with the instructor are encouraged for reviewing missed content and clarifying expectations for major assignments.

Late Work

If an assignment is going to be late, please notify the instructor immediately. Students will lose 25 points for each additional class session it takes to complete the assignment.

Class Participation

Class participation and clear communication is vital due to the structure and nature of this course. Students will be expected to fully participate during sessions and to come to class prepared. If class participation is lacking, the student's grade will drop significantly or the student may be removed from the course.

Disability Accommodation

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

Course Schedule

TBD….

TENNESSEE TECH UNIVERSITY

SCHOOL OF ART, CRAFT & DESIGN

ARED 1250 DIGITAL TECHNOLOGIES IN ART EDUCATION

1/16/2018 – 4/27/2018, TIMES…, DAYS…, 189 FOUNDATION HALL, 3 CREDIT HOUR STUDIO, SPRING 2018

INSTRUCTOR INFORMATION

Name: Jeremy Blair
Office: 188 Foundation Hall
Telephone Number: 931-372-6358
Email: jmblair@tntech.edu

OFFICE HOURS

Mondays and Fridays by appointment only

TEXTS AND REFERENCES

Due to the diverse nature of this course, all text-based resources will be shared electronically by the instructor through the course's iLearn platform. There is no required textbook, but below are reference texts that align with this course.

- *Dysfunction and Decentralization in New Media Art and Education* by Robert Sweeny
- *Exploration in Virtual Worlds: New Digital Media Literacy Investigations for Art Education* by Mary Stokrocki
- *How to Do Things with Videogames* by Ian Bogost
- *Inter/Actions/Inter/Sections: Art Education in a Digital Visual Culture* by Robert Sweeny
- *Re-imagining Animation: The Changing Face of the Moving Image* by Johnny Hardstaff & Paul Wells

COURSE DESCRIPTION

Digital Technologies in Art Education is the exploration of the role of computers and digital technologies as a tool for artmaking, inquiry, and teaching in the field of art education. The course emphasizes the visual, conceptual, and practical use of digital technologies as a medium for making and teaching art. Historical and philosophical issues related to the use of technologies, digital imagery, and social media in the classroom will be addressed. Advanced applications of creative technologies like animation, digital photography, makerspace applications, video game design, virtual reality, and 3D printing will be explored through studio projects. Students will also develop digital instructional strategies and technology-inspired art

curricula that investigates digital visual culture and the intersections of art and technology for their future classrooms. Prerequisite(s): _____.

MATERIALS LIST

- Laptop or tablet
- Digital camera or smart phone

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

- To examine technology trends in Art Education
- To increase appreciation and utilization of digital technologies in K-12 Art Education
- To increase appreciation of emerging trends and practices in Art Education
- To increase technological literacy amongst pre-service Art Education students

MAJOR TEACHING METHODS

The course is taught using a variety of instructional methods including class discussions, demonstrations, short lectures, and studio sessions. This course is primarily disseminated through a studio lab methodology.

SPECIAL INSTRUCTIONAL PLATFORM/MATERIALS

This course will be utilizing iLearn for sharing resources. A connected device is required.

TOPICS TO BE COVERED

- Artmaking with Digital Tools
- Contemporary Artists using Technology
- Digital Visual Culture
- Impact of Technology on Art Education
- STEAM Education
- Technology-based Instructional Strategies for the Art Classroom

ASSIGNMENTS AND RELATED POLICY

DIGITAL VISUAL CULTURE JOURNAL – 100 POINTS

The Digital Visual Culture Journal (DVCJ) is a digital sketchbook that is dedicated to recording the weekly brainstorms, curricular concepts, notes, and sketches throughout the course. A free downloaded apps like *Autodesk Sketchbook* and *Paper* will be used to for the DVCJ on each student's personal device or on a classroom iPad. The concept of the journal is modeled after the International Baccalaureate Investigation Workbook and will include creative activities that will be assigned throughout the semester. The journal will be graded as a whole for creativity, completion, thoroughness, and personal application.

ANIMATED AUTO-ETHNOGRAPHY – 100 POINTS

The Animated Auto-Ethnography Project is an animated film that uses stop motion animation as a creative medium for arts-based research. Students will learn six different animation techniques

and combine those skills with the method of auto-ethnography which is the study of the culture of self. Student animations will investigate self, experiment will animation, and practice arts-based research all with the goal of discovering self.

STEAM Maker Curricula – 100 points

Students will develop a curricular unit inspired by STEAM Education and the Maker DIY movement. Students will experiment with STEAM lesson concepts at TTU's MakerSpace and will learn how to operate new art making tools like 3D printers, scanners, and soldering irons. The Curricula is an organized and formal typed document with developed and researched lesson plans that follow a spiral philosophy of learning. The STEAM Maker Curriculum will prepare Art Education students for Residency Teaching and will aid in learning new practices for arts integration and cross-curricular teaching.

Empathy Video Game– 100 points

The Empathy Video Game Project requires students to learn about the life experiences of a classmate then design an original video game that gamifies an impactful moment from their life. Students will learn the basics of video game design, how to integrate video games into art classrooms, and will hopefully build empathy for classmates by playing and experiencing the lives of others. To celebrate, the entire class will play each other's games and learn more about the unique lives we all live.

Digital Photography Series – 100 points

Students will create a Digital Photography Series utilizing digital photography techniques that can be utilized in today's art classrooms. Techniques that will be learned and included in the series are Cameraless Photography, Diorama Photography, Digital Collage, Green Screen, Light Graffiti, Photo Diaries, Photo Journalism, Photo Manipulation, Moving Images, Scanner Photography, and 3D Scanning with Xbox Kinect. Students can use smart phones, point and shoot digital cameras, or DSLR's. Students are required to create an online platform to house and share their portfolios.

Grading and Evaluation Procedures

Each student has the opportunity to accumulate 500 points throughout the semester. Example – 425 points earned out of 500 = 85%, B. Deadlines will be negotiated with the class and posted for all projects and assignments. All major projects will be assessed using a formal rubric to ensure transparency and uniformity.

Grading Scale

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

Course Policies

Student Academic Misconduct Policy

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Attendance Policy

Attendance is expected. Except in extreme circumstances, missing more than three classes will adversely affect your grade. The course is fast-paced with concentrated content and the accumulation of 3 unexcused absences will result in the loss of a letter grade. Tardiness and leaving a class session early is also unacceptable unless approved by the instructor. It is your responsibility to complete all assignments if you are absent, meet prescribed deadlines for submission of assignments and work, and to find out from a classmate if you have missed any additional assignments or handouts.

Late Work

If an assignment is going to be late, please notify the instructor immediately. Students will lose 25 points for each additional class session it takes to complete the assignment.

Class Participation

Class participation and clear communication is vital due to the structure and nature of this course. Students will be expected to fully participate during sessions and to come to class prepared. If class participation is lacking, the student's grade will drop significantly or the student may be removed from the course.

Disability Accommodation

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

Course Schedule

TBD

School of Art, Craft & Design

TENNESSEE TECH

TO: University Curriculum Committee

VIA: College of Fine Arts Leadership Council

VIA: Faculty, School of Art, Craft & Design

FROM: Kimberly Winkle, Director, School of Art, Craft & Design

Date: February 14, 2018

Subject: Course and Curriculum Changes

I. Course Addition:
ART 2340. Computer Aided Drafting for the Artist. Stu.6. Credit 3. Using CAD software, students will learn processes for designing, modeling and rendering three dimensional art objects. (syllabus attached)

Justification: Today's emerging artists and designers need to develop technological literacy and proficiency to aid in the design processes of artmaking. Additionally, these skills will assist in securing post-graduation job placement and/or development an independent design career.

Financial Impact: None

Effective date: Fall 2018

II. Course Deletions: None

III. Course Changes: None

IV. Curriculum changes:
Adding **ART 2340** to the list of course options to satisfy the second drawing course requirement for the following concentration areas: glass, metals, clay, fibers, and design.

From: Requiring at least one of the following <u>two</u> courses:
ART 2320. Drawing II. Stu.6. Credit 3.
ART 2330. Technical Drawing. Stu.6. Credit 3.

To: Requiring at least one of the following <u>three</u> courses:
ART 2320. Drawing II. Stu.6. Credit 3.
ART 2330. Technical Drawing. Stu.6. Credit 3.
ART 2340. Computer Aided Drawing for the Artist. Stu. 6. Credit 3.

Justification: The content covered in ART 2340 provides students with opportunity to learn another method for developing their drawing skills. And, it creates an opportunity for balancing out analog methods of drawing with digital methods, which is valuable to today's emerging artist and designer.

Effective date: Fall 2018

Curriculum change sheets: see attached.

TENNESSEE TECH UNIVERSITY
SCHOOL OF ART CRAFT AND DESIGN
ART 2340: CAD for the Artist

MON. / WED., 9:00AM -11:50AM, MAC LAB (AV 2), 3 CREDIT, SPRING 2018

INSTRUCTOR INFORMATION

Instructor's Name: D. Randall
Telephone Number: 931-372-6880
Email: drandall@tntech.edu
Office: Rm. 126 CC Glass/ Metals
Office hours: TBA

COURSE INFORMATION

COURSE DESCRIPTION

This course is designed as an introduction to Rhinoceros 3D NURBS Modeling Software. Students will learn the basic processes of designing, modeling and rendering three dimensional objects using computer aided design software. This software is applicable to design, rendering and presentation. It is also compatible with computer aided manufacturing processes and rapid prototyping through 3-D printing and CNC machine processes.

Rhino is the one of the most versatile 3D CAD programs in use today. Its abilities in free form surface modeling utilizing the NURBS (Non-Uniform Rational Basis Spline) mathematical model makes it especially applicable to the creative disciplines. This modeling method allows for the representation of nearly any three dimensional object while using minimal data to do so.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

Through this course students will gain the ability to accurately design, model and render objects using the Rhino program. We will begin by building an understanding of the capabilities of the program. Then, in a series of exercises, we will develop the ability to draw, model and render complex three dimensional objects. By the conclusion of the course students should have the ability to apply the use of this technology to a wide variety of applications related to their own creative practice.

MAJOR TEACHING METHODS

Information will be disseminated through lecture, digital presentation printed handouts and physical demonstration.

TOPICS TO BE COVERED:

Basic operation of Rhinoceros 3D

Modeling and Rendering

Physical Applications of CAD technology

Grading and Evaluation Procedures:

Evaluation for the course will be based on the student's ability to demonstrate their proficiency in the techniques introduced in class. This will be done on a progressive basis throughout the semester with assigned projects submitted to the instructor for evaluation. The final grade for the course will be based on the following percentages.

Midterm-30%

Final- 30%

Attendance- 20%

Exercises (combined)- 20%

Grades are calculated using the following guidelines.

A= Outstanding achievement, available only for the highest accomplishment, 90-100%

B= Above average performance, 80-89%

C= Average performance, projects completed satisfactorily and on time, 70-79%

D= Below average performance, minimally passing, 60-69%

F= Failing, 59% and below.

COURSE POLICIES

UNIVERSITY PLAGIARISM POLICY

When you use (for example, quote or even summarize or paraphrase) someone else's media, words, data, ideas, or other works, you must cite your source. You should be especially careful to avoid plagiarizing Internet sources (for example, e-mail, chat rooms, Web sites, or discussion groups). It does not matter whether you borrow material from print sources, from the Internet, from on-line data bases, or from interviews. Failure to cite your source is plagiarism. Students who plagiarize may receive an "F" or a "0" for the assignment, or an "F" for the course. View the University Plagiarism Policy under Academic Regulations at http://www.tntech.edu/ttustudenthandbook/academic-regulations/

STUDENT ACADEMIC MISCONDUCT POLICY

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

ATTENDANCE POLICY:

Attendance is mandatory for every class. The subject matter in this course can only be learned through attending the lectures and demos and practice. Six unexcused absences will result in either being dropped from the class or

receiving a failing grade. Being late to class or leaving early will count against your grade. Being late two times will be considered equal to an absence. Leaving class early will be considered the same as arriving late. If you have serious illness or family emergency which prevents you from attending class be sure to contact the instructor. Official documentation will be required for the absence to be excused.

Assignments and Related Policy

Evaluation of your projects will be based on the student's ability to complete the project requirements by the assigned date. Completing projects by the due date is critical to the progression of the course. Failure to complete the project by the due date will have a major impact on your grade. Craftsmanship is a major part of the evaluation. All sketches, drawings and models will be included in the evaluation. Each student is expected to take an active role in class critiques. Failure to do so will have a negative impact on your grade.

Studio classes require a significant amount of time in the studio. The skills we aim to teach require a significant amount of practice and errors are to be expected. Our three hour classes twice per week will not be sufficient to complete all of your assignments. Each student should plan to spend an equal amount of time in the studio (6 hours per week) outside of class.

DISABILITY ACCOMMODATION

Students with a disability requiring accommodations should contact the Office of Disability Services (ODS). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112; phone 372-6119. Disability Accommodation Policy and Procedures - Tennessee Tech University Faculty Handbook and Student Handbook http://www.tntech.edu/facultyhandbook/diabilityaccom/)

Student Academic Misconduct Policy

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

School of Art, Craft & Design

TENNESSEE TECH

TO: University Curriculum Committee

VIA: College of Fine Arts Leadership Council

FROM: Kimberly Winkle, Director, School of Art, Craft & Design

Date: March 13, 2018

Subject: Course and Curriculum Changes: Design concentration

I. Course Additions

ART 4231. Design Portfolio I. Stu.6. Credit 3.
Development and presentation of a professional quality portfolio of artwork and projects in digital media. (syllabus attached)

Justification: Addition of this course provides a similar senior capstone experience as the other SAC&D studio concentration areas, wherein the capstone experience is broken into two separate semesters of artistic production which builds off of the previous semester. The addition of a new course with reduced credit hours than the former Portfolio course (ART 4230, which was 4 credit hours) is required to meet this objective.

Financial impact: None

Effective date: Fall 2018

ART 4232. Design Portfolio II. Stu.6. Credit 3.
Prerequisite: ART 4230. Design Portfolio I.
Continued development and presentation of a professional quality portfolio of artwork and projects in digital media. (syllabus attached)

Justification: Addition of this course provides a similar senior capstone experience as the other SAC&D studio concentration areas, wherein the capstone experience is broken into two separate semesters of artistic production which builds off of the previous semester.

Financial impact: None

Effective date: Fall 2018

ART 4211. Design Practicum. Stu. 6. Credit 3. Prerequisites: ART 3230 or permission of Instructor.

Justification: The course hour reduction is to accommodate the addition of Art 4232: Design Portfolio II. The addition of a new Design Practicum course with reduced credit hours is

required to meet this objective. Add prerequisite requirement to ensure students possess enough content knowledge to successful complete the course. (syllabus attached)

Financial impact: none

Effective date: Fall 2018

ART 4221. Design Internship. Stu. 6. Credit 3. Prerequisite: ART 4211, 4231 or permission of instructor. Move course to spring semester senior year.

Justification: We reduced course credits to accommodate the much-needed newly structured portfolio courses. The addition of this new course with reduced credit hours is required to meet this objective. We are moving this course to spring semester senior year for better alignment with development of creative skill sets needed and the timing best prepares students for entry into the profession. Add prerequisite to ensure students possess enough content knowledge to excel in internship experience. (syllabus attached)

Effective date: Fall 2018

Financial impact: none

Curriculum change sheet: see attached.

II. Course deletions: None

III. Course changes: None

IV. Curriculum changes:

A. Move ART 3250/3251: Independent Studies in Design or ART 4240: Special Problems in Design to spring junior year

Justification: These courses are being proposed as prerequisite courses for ART 4211, 4231, 4232 which are senior level courses.

Financial impact: None.

Curriculum change sheet: see attached.

B. Move ART4221: Design Internship to spring senior year

Justification: Moving this course to spring semester senior year for better alignment with development of creative skill sets needed and the timing best prepares students for entry into the profession.

Financial impact: None.

Curriculum change sheet: see attached.

C. Add the following course to the list of guided electives:
JOUR 2220: Mass Communication in a Changing Society. Lec.3. Credit.3.
JOUR 3350: Newspaper Production & Design. Lec.3. Credit. 3.
JOUR 3370: Fundamentals: Photojournalism. Lec. 3. Credit. 3.
COMM 3000: Computer Mediated Communication. Lec. 3. Credit. 3
COMM 3120: Visual Communications/Rhetoric. Lec.3. Credit. 3.

COMM 1010: Intro to Mass Communications. Lec. 3. Credit. 3.
COMM 1020: Foundations of Communications. Lec. 3. Credit.3.
MKT 3200: Entrepreneurial Mindset. Lec. 3. Credit. 3.

Justification: More timely completion of degree requirements due to added elective options for students. Students are currently having difficult time gaining enrollment into the current list of guided elective options.

Financial impact: None.

Effective Date: Fall 2018

Curriculum change sheet: see attached.

TENNESSEE TECH UNIVERSITY

SCHOOL OF ART, CRAFT & DESIGN

ART 4211 **PRACTICUM**

FOUNDATION HALL 185, 3 CREDIT HOURS

INSTRUCTOR INFORMATION

Instructor: David Gallop
Office: Foundation Hall 185
Telephone Number: (931) 372-6203 (if not available, please use email, do not leave a message)
Email: dgallop@tntech.edu

Office Hours by appointment

COURSE INFORMATION

PREREQUISITES**: ART 3230 OR PERMISSION OF INSTRUCTOR.**

COURSE DESCRIPTION

Guided projects developing specific visual communications solutions to real world problems, addressing individual, organizational or service learning opportunities. Project proposal, assessment and evaluation schedule to be approved by the instructor prior to enrollment.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

- Development of service learning opportunities
- Demonstrate self-management and organizational skills

MAJOR TEACHING METHODS

Open Lab

CRITIQUE PROCEDURES

Critiques are a REQUIRED component of the course. During a critique, projects are displayed and as a class we will analyze and critically evaluate and discuss them. This is a chance to gain confidence speaking in a group and to develop a visual language. ALL students are expected to participate in the conversation. Absence during a critique will result in a failing grade for that project. Critiques are a crucial part of the learning and growing with the design process.

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 MISCONDUCT POLICY

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Attendance Policy

You are expected to attend and be on time for every class meeting. Lectures, demonstrations, and classroom atmosphere cannot be reconstructed. Anything beyond **THREE** absences will affect your grade adversely. Each absence thereafter will reduce your semester average by one half-letter grade. *Six or more absences will result in failure of the course*. Habitual late arrival and early departure will add up to absences. 2 tardies = 1 absence.

Failure to attend or participate in designated group activities, such as discussion of reading materials and critiques, will result in points deducted from your grade. If you do not bring your supplies to class or if you are not working on your project or haven't read the required materials, you will be counted absent for the day. You must complete any missed class work during your personal time and obtain the missed information from a class member. All TTU students are given a TTU e-mail account, therefore any correspondence I send via the TTU e-mail system is assumed delivered and you are held accountable for that information. Check it regularly.

Class Participation

Please silence your cell phones and iPod's during class time. Please take care of personal business during our break-time, never during class**.** Please don't allow conversation to interfere with productivity. Feel free to talk quietly but don't allow it to interrupt others or inhibit your work. Please, be respectful of others. If conversation impedes progress, you will be asked to either relocate to a different location within the classroom or to leave class, resulting in absence.

All studio furniture and equipment will be organized as it was before class and all messes must be cleaned. Check your area for messes before and after working.

AS INSTRUCTOR, I RESERVE THE RIGHT TO DISMISS ANY STUDENT THAT DOES NOT ABIDE BY THESE STUDIO POLICIES.

Assignments and Related Policy

Expect to spend approximately several hours per week outside of class sketching out ideas. You will be required to maintain an active sketchbook for this course for each project. You will also have a writing assignment describing a digital artist body of work. An occasional written paper may also be required. Projects turned in late will be docked a letter grade.

Disability Accommodation

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

TTU provides free counseling services to all registered students. Students may contact the Counseling Center to schedule an appointment. Roaden University Center, Room 307; phone 372-3331. For details, view the Counseling Center's homepage.

TENNESSEE TECH UNIVERSITY

SCHOOL OF ART, CRAFT & DESIGN

ART 4221 **INTERNSHIP**

FOUNDATION HALL 185, 3 CREDIT HOURS**,**

INSTRUCTOR INFORMATION

Instructor: David Gallop
Office: Foundation Hall 185
Telephone Number: (931) 372-6203 (if not available, please use email, do not leave a message)
Email: dgallop@tntech.edu

Office Hours by appointment

COURSE INFORMATION

PREREQUISITES**: ART4211, 4211 AND 4231 OR PERMISSION OF INSTRUCTOR**

COURSE DESCRIPTION

Directed projects in digital media arranged between the student and an employer.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

- Develop real world working experience
- Demonstrate self-management and organizational skills
- Demonstrate appropriate professionalism in the workplace
- Demonstrate application of effective communication, carrying out design strategies, and creating competent design artwork

MAJOR TEACHING METHODS

Open Lab

CRITIQUE PROCEDURES

Critiques are a REQUIRED component of the course. During a critique, projects are displayed and as a class we will analyze and critically evaluate and discuss them. This is a chance to gain confidence speaking in a group and to develop a visual language. ALL students are expected to participate in the conversation. Absence during a critique will result in a failing grade for that project. Critiques are a crucial part of the learning and growing with the design process.

GRADING SCALE

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

COURSE POLICIES

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Attendance Policy

You are expected to attend and be on time for every class meeting. Lectures, demonstrations, and classroom atmosphere cannot be reconstructed. Anything beyond **THREE** absences will affect your grade adversely. Each absence thereafter will reduce your semester average by one half-letter grade. *Six or more absences will result in failure of the course*. Habitual late arrival and early departure will add up to absences. 2 tardies = 1 absence.

Failure to attend or participate in designated group activities, such as discussion of reading materials and critiques, will result in points deducted from your grade. If you do not bring your supplies to class or if you are not working on your project or haven't read the required materials, you will be counted absent for the day. You must complete any missed class work during your personal time and obtain the missed information from a class member. All TTU students are given a TTU e-mail account, therefore any correspondence I send via the TTU e-mail system is assumed delivered and you are held accountable for that information. Check it regularly.

Class Participation

Please silence your cell phones and iPod's during class time. Please take care of personal business during our break-time, never during class**.** Please don't allow conversation to interfere with productivity. Feel free to talk quietly but don't allow it to interrupt others or inhibit your work. Please, be respectful of others. If conversation impedes progress, you will be asked to either relocate to a different location within the classroom or to leave class, resulting in absence.

All studio furniture and equipment will be organized as it was before class and all messes must be cleaned. Check your area for messes before and after working.

AS INSTRUCTOR, I RESERVE THE RIGHT TO DISMISS ANY STUDENT THAT DOES NOT ABIDE BY THESE STUDIO POLICIES.

Assignments and Related Policy

Expect to spend approximately several hours per week outside of class sketching out ideas. You will be required to maintain an active sketchbook for this course for each project. You will also have a writing assignment describing a digital artist body of work. An occasional written paper may also be required. Projects turned in late will be docked a letter grade.

Disability Accommodation

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

TTU provides free counseling services to all registered students. Students may contact the Counseling Center to schedule an appointment. Roaden University Center, Room 307; phone 372-3331. For details, view the Counseling Center's homepage.

TENNESSEE TECH UNIVERSITY

SCHOOL OF ART, CRAFT & DESIGN

ART 4231 **PORTFOLIO I**

FOUNDATION HALL 185, 3 CREDIT HOURS, FALL 2018

INSTRUCTOR INFORMATION

Instructor: David Gallop
Office: Foundation Hall 185
Telephone Number: (931) 372-6203 (if not available, please use email, do not leave a message)
Email: dgallop@tntech.edu

Office Hours by appointment

COURSE INFORMATION

PREREQUISITES**: ART 3250/3251 OR 4240 OR CONSENT OF THE INSTRUCTOR.**

COURSE DESCRIPTION

Development and presentation of a professional quality portfolio of artwork and projects in design.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

- Provide the student with guidance and direction to create a professional portfolio
- Exhibiting a body of work with the highest order in craftsmanship and organizational skills
- Production of portfolio in both print and digital platforms.
- Provide specific working format and guidance during planning and preparation for portfolio
- Demonstrating mastery in design problem solving skills and conceptual skills.

MAJOR TEACHING METHODS

Portfolio development guided and assessed by concentration advisor

GRADING SCALE

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

Grades:
A=90-100%, Outstanding achievement, available only for the highest accomplishment. All project objectives and requirements were completed with highest level of inquiry, and craftsmanship.
B=80-89%, Praiseworthy performance, definitely above average. All project objectives and requirements were completed with above average level on inquiry, execution and craftsmanship.
C=70-79%, Average, awarded for satisfactory performance. All project objectives and requirements were completed with average level on inquiry, execution and craftsmanship.
D=60-69%, Minimally passing. All or most of the project objectives and requirements were completed with below average level on inquiry, execution and craftsmanship.
F=59% and below, Failing. Some or most of the project objectives and requirements were completed with minimal level on inquiry, execution and craftsmanship.

Evaluation Criteria:

Evaluation of portfolio credits will occur throughout the senior year. Evaluation will be discussed between the instructor and student thought this process. Evaluation criteria includes:

-completion of 3 meetings per semester -completion and submission of student response form within 3 days of meetings Note: submission of the student response form is documentation of the meeting, failure to submit the form will result in loss of credit for the required meeting.
-portfolio progress
-analysis of the work in the portfolio: quality, quantity, aesthetic, level of execution and whether it demonstrates proficient use of materials and techniques.
-implementation of portfolio in both print and digital platforms.

Course Policies

Student Responsibilities and Participation/Attendance:

Students should expect to spend approximately 10-12 hours a week per 3 credit hours of portfolio working to develop and complete a body of work to compile for their professional portfolio. Students are required to complete at least 3 meetings/semester with their instructor. Failure to complete 3 meetings/semester with their instructor will result in a deduction of grade for the semester per missed meeting. Student must coordinate with their instructor to schedule meetings dates one week prior to meeting. Also, students are required to complete the student response form within 3 days of all meetings. Failure to submit the completed student response will result in incompletion of a portfolio meeting resulting in adverse effect on semester grade.

AS INSTRUCTOR, I RESERVE THE RIGHT TO DISMISS ANY STUDENT THAT DOES NOT ABIDE BY THESE STUDIO POLICIES.

Disability Accommodation

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

TTU provides free counseling services to all registered students. Students may contact the Counseling Center to schedule an appointment. Roaden University Center, Room 307; phone 372-3331. For details, view the Counseling Center's homepage.

TENNESSEE TECH UNIVERSITY

SCHOOL OF ART, CRAFT & DESIGN

ART 4232 **PORTFOLIO II**

FOUNDATION HALL 185, 3 CREDIT HOURS**,** FALL 2018

INSTRUCTOR INFORMATION

Instructor: David Gallop
Office: Foundation Hall 185
Telephone Number: (931) 372-6203 (if not available, please use email, do not leave a message)
Email: dgallop@tntech.edu

Office Hours by appointment

COURSE INFORMATION

PREREQUISITES**: ART 4231 OR CONSENT OF THE INSTRUCTOR.**

COURSE DESCRIPTION

Continued development and presentation of a professional quality portfolio of artwork and projects in design.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

- Provide the student with guidance and direction to create a professional portfolio
- Exhibiting a body of work with the highest order in craftsmanship and organizational skills
- Production of portfolio in both print and digital platforms.
- Provide specific working format and guidance during planning and preparation for portfolio
- Demonstrating mastery in design problem solving skills and conceptual skills.

MAJOR TEACHING METHODS

Portfolio development guided and assessed by concentration advisor

GRADING SCALE

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

Grades:

A=90-100%, Outstanding achievement, available only for the highest accomplishment. All project objectives and requirements were completed with highest level of inquiry, and craftsmanship.

B=80-89%, Praiseworthy performance, definitely above average. All project objectives and requirements were completed with above average level on inquiry, execution and craftsmanship.

C=70-79%, Average, awarded for satisfactory performance. All project objectives and requirements were completed with average level on inquiry, execution and craftsmanship.

D=60-69%, Minimally passing. All or most of the project objectives and requirements were completed with below average level on inquiry, execution and craftsmanship.

F=59% and below, Failing. Some or most of the project objectives and requirements were completed with minimal level on inquiry, execution and craftsmanship.

Evaluation Criteria:

Evaluation of portfolio credits will occur throughout the senior year. Evaluation will be discussed between the instructor and student thought this process. Evaluation criteria includes:

-completion of 3 meetings per semester -completion and submission of student response form within 3 days of meetings Note: submission of the student response form is documentation of the meeting, failure to submit the form will result in loss of credit for the required meeting.
-portfolio progress
-analysis of the work in the portfolio: quality, quantity, aesthetic, level of execution and whether it demonstrates proficient use of materials and techniques.
-implementation of portfolio in both print and digital platforms.

Course Policies

Student Responsibilities and Participation/Attendance:

Students should expect to spend approximately 10-12 hours a week per 3 credit hours of portfolio working to develop and complete a body of work to compile for their professional portfolio. Students are required to complete at least 3 meetings/semester with their instructor. Failure to complete 3 meetings/semester with their instructor will result in a deduction of grade for the semester per missed meeting. Student must coordinate with their instructor to schedule meetings dates one week prior to meeting. Also, students are required to complete the student response form within 3 days of all meetings. Failure to submit the completed student response will result in incompletion of a portfolio meeting resulting in adverse effect on semester grade.

AS INSTRUCTOR, I RESERVE THE RIGHT TO DISMISS ANY STUDENT THAT DOES NOT ABIDE BY THESE STUDIO POLICIES.

Disability Accommodation

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

TTU provides free counseling services to all registered students. Students may contact the Counseling Center to schedule an appointment. Roaden University Center, Room 307; phone 372-3331. For details, view the Counseling Center's homepage.

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

MEMORANDUM

TO: Graduate School Executive Committee (GSEC)

TO: University Curriculum Committee (UCC)

VIA: College of Education Executive Leadership Council (ELC)

VIA: Dr. Lisa Zagumny, Dean, College of Education

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

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

DATE: February 6, 2018

SUBJECT: Course/Catalog Change-Effective Fall 2018

I. Course Deletions: None

II. Course Changes: None

III. Course Additions:

CUED 4900 (5900). Study Abroad Lec. 1-6. Credit 1-6.

This course provides students the opportunity to engage in a Faculty-led study abroad experience which may involve a service-learning component. All participants must comply with established policy, procedures, and guidelines outlined in the Faculty-led Program Abroad Handbook maintained by Tennessee Tech's Study Abroad Office. Students in the 5000 level course will complete additional work. May be repeated for credit.

Justification: The pilot version of this study abroad was offered under the Workshop in Education class number. It needs to be its own stand-alone class. This class should not have the Ready-to-Teach fees because of the nature of the class. It still should have the Education SACF fees.

Note: Doesn't need Education Ready to Teach SACF only Education SACF due to nature of course.

Financial Impact: None

Effective date: Fall 2018

Curriculum Committee Checklist and syllabus attached.

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

MEMORANDUM

TO: Graduate School Executive Committee (GSEC)

VIA: University Curriculum Committee (UCC)

VIA: Teacher Education Committee (TEC)

VIA: College of Education Executive Leadership Council (ELC)

VIA: Dr. Lisa Zagumny, Dean, College of Education

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

DATE: February 6, 2018

SUBJECT: Catalog Change-Effective Immediately

The attached changes help to clarify departmental requirements for the Flight Path and Fast Track programs.

Curriculum and Instruction Graduate Admissions

See individual program links below

Curriculum and Instruction *Flight Path*

(For current Tennessee Tech students and recent graduates)

Graduate school *Flight Path* for education majors is the latest innovative way to help you achieve your higher education goals. We have created options to streamline the process. If you meet the following specifications, then you may qualify for an exemption to the entrance exam requirement for our Master's and Educational Specialist programs:

Curriculum & Instruction Flight Path

1. The MAT/GRE admission requirement for the Curriculum and Instruction Master's degree will be waived for Tennessee Tech University education majors who have successfully passed EdTPA, Praxis, and teaching license requirements with an overall minimum GPA of 3.0 or higher.

2.The requirements will be confirmed through Office of Teacher Education and Graduate Studies.

3. Flight Path ~~becomes effective with graduates beginning in Spring 2016 in~~ is applicable to all undergraduate licensure areas. Students who meet requirements may waive the MAT/GRE requirement ~~for up to three years beyond their graduation date.~~

4. TTU Master's degree education students who have graduated within ~~three~~ seven prior years of application with a 3.5 or higher GPA may enroll in a Specialist in Education degree program without recommendation letters or additional MAT/GRE testing.

5. All other applicants must meet graduate catalog departmental admission standards.

Curriculum and Instruction BA/MA Fast Track Program

The Fast Track program is designed to enable TTU College of Education undergraduates to accumulate up to six (6) credit hours of graduate coursework, to satisfy both undergraduate and graduate degree requirements, while still pursuing their undergraduate degree. The coursework would enable an efficient graduate program transition with the potential for accelerated completion. The courses must be taken at Tennessee Tech University.

The minimum admission requirements for participating in the C&I Fast Track Program are:

- Enrolled as a TTU undergraduate Curriculum & Instruction major with at least 90 hours of completed courses within their program of study. or Spring semester Junior year
- Overall GPA of at least 3.25 or better
- Recommendation from the student's undergraduate advisor
- Course approval from C&I graduate faculty or graduate faculty advisor

Program participants should consult with their undergraduate and/or future graduate advisor regarding appropriate graduate courses to take and must earn a minimum grade of "B" in the graduate courses in order to apply them to their M.A. program of study. Students who do not succeed in their first graduate course ~~during their senior year~~ (B grade or better) will be advised to withdraw from the Fast Track program and complete their B.S. degree in a normal manner.

Fulfilling the above minimum requirements does not guarantee admission to the Fast Track program. Students who meet the above minimum admission requirements must apply to the Department for admission to the Fast Track program. The department's graduate committee will review the application and make a decision for approval.

Clear Form

More Forms

Date: 2/6/18

Change [ ] Addition [✔] Deletion [ ]

For Office Use Only

Approved _____ Denied _____

COURSE CHECKLIST FOR CURRICULUM COMMITTEE

Curriculum Committee Date: UCC- March 15, 2018; GSEC- April 3, 2018

Course Subject: CUED

Course Number: 4900 (5900)

Course Title: Study Abroad

Please enter the number of contact hours in the space provided, **as well as** the Credit Hrs.

Type and **Contact** Hours: LEC Hrs 1-6 LAB Hrs _____ IND Hrs _____ Other Hrs _____

Total **Credit** Hrs 1-6

Effective Year: 2018 Spring [ ] Summer [ ] Fall [✔]

Department: Curriculum & Instruction

Repeat for Credit: Y [✔] N [ ] If yes, number of times or credit hours the course can be repeated 12 hrs

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

Prereqs: None

Coreqs: None

Attributes: _____

Restrictions: _____
(Class, major, college, etc.)

Course Description

This course provides students the opportunity to engage in a Faculty-led study abroad experience which may involve a service-learning component. All participants must comply with established policy, procedures, and guidelines outlined in the Faculty-led Program Abroad Handbook maintained by Tennessee Tech's Study Abroad Office. Students in the 5000 level course will complete additional work. May be repeated for credit.

Tennessee Tech University
College of Education
Curriculum & Instruction

CUED 4900(5900): Study Abroad-Service Learning in the Dominican Republic

Sections 001/002, Foundation Hall 222, 3/1 credit hours, Spring 2018; Travel--Spring Break (March 3-11)

Instructor Information

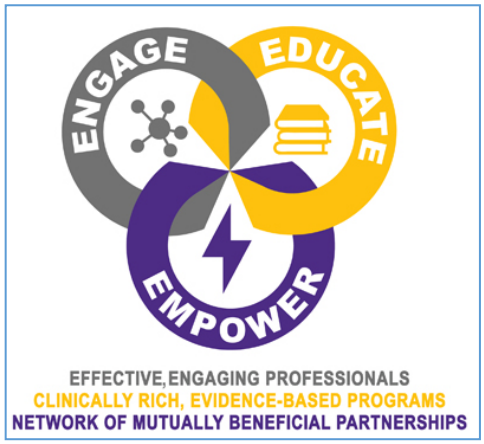
Professor
Office:
Office Phone:
Email:
Cell Phone:

Professor
Office:
Office Phone:
Email:
Cell Phone:

Office Hours

Posted outside office

Conceptual Framework



Conceptual Framework Statement

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.

Table of Contents

Prerequisite or Co-Requisite (if applicable)

- Students must have a valid passport to participate in the travel abroad experience.
- No co-requisite required

Required Texts/References

- No text required

Recommended Text

- No recommended text.

Course description

Twenty seleted students will travel to the selected country for a one to three week service learning and/or study abroad experience. All students are highly active in project planning, fundraising, collecting of items, and the implementation of service plans and course objectives.

Recommended Special Instructional Materials

None

Other materials needed for course:

All appropriate paperwork required by the TTU Study Abroad Office, approved International insurance, and a valid passport.

Topics Covered

This course will apply service learning theory to study abroad to gain intercultural compassion and understanding, increase awareness of critical issues facing the world, develop relevant skills in becoming a more effective and engaged world citizen, increase understanding of the role of health, literacy, and education in a multiethnic society, integrate scholarship with fieldwork, and foster effective team work among members of the group.

Standards

Students will complete course according to all policy and standards required by the Study Abroad Office.
Course Objectives Consortium for Participants

1. Gain familiarity and understanding of Country's:
    a. Culture
    b. History
    c. Educational system
    d. Language
    e. Commerce
2. Gain intercultural compassion and understanding of visited country
3. Understand critical issues facing the world
4. Develop relevant skills in becoming a more effective and engaged world citizen
5. Understand the role of health, literacy, and education in a multiethnic society
6. Integrate scholarship with fieldwork
7. Work effectively in a team to problem solve and serve
8. Increase knowledge of community issues, needs, strengths, problems, and resources
9. Relationships among democracy, politics, and civic participation
10. Identify and analyze composition of community, including social, cultural, demographic, life-style, and religion.
11. Improve attitudes toward community involvement
12. Help make career decisions
13. Appreciate social responsibility
14. Value personal involvement in community for socially constructive purposes
15. Develop professional skills related to career choice
16. Improve self-esteem, sense of personal worth, competence, and confidence
17. Improve communication skills
18. Learn to collaborate and problem-solve to resolve conflict

Major Teaching Methods

Class discussions, student presentations, reading and writing assignments, videos, small group projects, and reflection.

Class Discussion

Each candidate is expected to carefully read the texts, articles, and all assignments. Readings or website evaluation are the candidate's responsibility and must be completed prior to class, for demonstration/discussion/seminar will parallel the text, but not necessarily duplicate it.

Assignments & Class Readiness

1. All assignments are to be completed on time.
2. Late assignments will NOT be accepted except in cases of extreme circumstances and with permission of the instructor. Points will be deducted for any assignments that are accepted late
3. No assignment will be accepted after seven calendar days of the established due date.

iLearn

All course submissions will be accepted through iLearn.
Do NOT use the internal email within iLearn. Instead, utilize the traditional TTU email for all course communication.

Grading and Evaluation

Total points
A= 90 to 100%
B= 80 to 89%
C= 70 to 79%
D= 60 to 69%
F= 59% or below

Links and Resources

TTU Library Online Access

The Tennessee Tech Library is available to all candidates enrolled at TTU. Links to the library materials (such as electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and librarian support) and Internet resources are available to complete assignments. To access the online databases, use your TTU PC Lab username and password. Visit the ITS site to find out more about initializing your TTU account or resetting your password.
More information on electronic media is available at the TTU Volpe Library.

Course & University Policies

Attendance Policy

Students are expected to attend each class unless satisfactory alternate arrangements are made with the instructor. Students are responsible for obtaining all notes and announcements from other class members or the instructor.

Copyright and Fair Use

All projects created in this course should follow appropriate Copyright/Fair Use/Plagiarism Policy. *Please note:* TTU personnel may display your work created during the scope of this course during accreditation, conference presentations, workshops, and/or future classes.

TTU Office of Disability Service

DISABILITY ACCOMMODATION

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

Pandemic Plan

Should normal classroom activities at your placement be disrupted by a pandemic outbreak, the format for this course may be modified to enable completion. In that event, new instructions for the continuation of the course will be provided (Source: TTU University Faculty Meeting, August 25, 2009).

Student Academic Misconduct Policy

Student Disciplinary Policy can be found at Policy Central.

Please note self-plagiarism will also not be allowed. Candidates cannot submit course work from another class for an assignment in this course. Self-plagiarism will result in a loss of all assignment points.

Assignment Consortium:

1. **Attend Pre-Travel Meetings*:**
   (a) Wednesday, February 7th from 6-8 PM in Foundation Hall 222- submit all paperwork to Study Abroad Office and course requirements for the semester;
   (b) Wednesday, February 21th from 6-8 PM in Foundation Hall 222- digital photography/videography, reflections requirement, and any missing paperwork;
   (c) Wednesday, February 28th from 6-8 PM in Foundation Hall 222- organize materials/coordinate final details for trip (we will meet only if necessary)

   ***These times were chosen to accommodate the majority of students surveyed.** Some had commitments until 7. Please attend whatever portion of the meeting possible. If a meeting must be missed, please designate someone to attend who can forward the information. It is difficult to organize a travel experience for a group of this size. Please do your best to complete assignments and respond to emails.

2. **Create Pictorial Directory w/ Student Information**- Complete a minor bio and upload a selfie so that students can recognize and get to know each other before and during the trip. See Discussion section of iLearn.

3. **Complete Pre-Travel Paperwork**--There are numerous documents that need to be completed. Students will receive information and complete the documents at the first meeting.

4. **Prepare and Present Research**- Students select a topic about the location . (Topics include: Customs/Immigration, Commerce, Health care, Agriculture and Products, Biology land life, Biology marine life, Education, Diseases and inoculations, Food, History of the Island, Tourism, Alcohol Industry, Relations with Haiti, Family life, Government, or others. Please get a topic approved by Dr. Ennis or Dr. Smith (by February 21st), research the topic, and prior to departure. This allows students to become experts in the information and be a resource for the group while in country. Students may work in groups of 2-3 (typically matching rooming assignments).

5. **Blog Participation**- Each student will keep a personal running journal of their experiences while in country. Be sure to list date and location while recording your reflections. Each student will contribute to the course blog (including pictures, etc.) while in country.

6. **Participate and Contribute to Reflection Discussions throughout the trip-** Video reflections are REQUIRED for each participant throughout the trip.

7. Participate in a **pre-post impact survey**.

8**. Follow-up on project outcomes/ future projects/ and support**- There will be a debriefing meeting scheduled after return from the trip.

9. Students will **upload video and photo examples of the topics** listed in #4 and any relevant footage to contribute to the final project.

10. **Final Project**—all video and photos will be coordinated into a documentary about the service trip and the Dominican experience.

MEMORANDUM

TO: University Curriculum Committee

VIA: Education Leadership Committee

FROM: Barry Stein, Chairperson, Department of Counseling & Psychology

DATE: February 23, 2018

SUBJECT: Course and curriculum changes

The Department of Counseling & Psychology proposes the following course addition to the undergraduate psychology curriculum.

I. COURSE CHANGES

1. **ADDITIONS**

PSY 3040 – Positive Psychology: The Science of Well-being

Effective Fall, 2018.

Catalog Description Lec. 3 Credits 3

Junior standing required. The purpose of this course is to examine the fundamentals of positive psychology. Example topics discussed: Happiness, Courage, Optimism, Empathy.

Justification:

This course has been offered a few times before as a Special Topics Class and has been popular with students.

Effective Fall, 2018

2. **DELETIONS**

None

3. **MODIFICATIONS**

None

II. Curriculum Changes: NONE
V. Financial Impact: NONE

PSY 3040: Positive Psychology: The Science of Well Being
Spring 2018

Lecture: Tuesday & Thursday: 12:00 pm - 1:20 pm
Lecture Classroom: Daniel 209

Instructor Information

Instructor: Dr. Chris J. Burgin
Email: cburgin@tntech.edu
Office: Matthews 238
Office Phone: 931.372.3563
Office Hours: M 12:00 pm – 4:00 pm
T/TR 2:00 pm – 3:00 pm
W 12:00 pm – 2:00 pm
(or by appointment)

Readings

Required Text: Lopez, S.J., Pedrotti, J.T., Snyder, C.R. (2015). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths* (3rd ed.). Thousand Oaks, CA: Sage Publication.

*Please try to bring your textbook with you to every class as there are plenty of great activities found in your text that we will try throughout the semester.

Additional Readings: Additional readings (i.e. journal articles) are featured on iLearn. The dates for when they need to be read by are listed below.

Prerequisite

Junior standing required.

Catalog Description

The purpose of this course is to examine the fundamentals of positive psychology.

Course Purpose

Positive psychology is the rigorous study of what is right and positive about people and institutions. Positive psychologists call for as much focus on strength as on weakness, as much attention on positive emotions as negative emotions, as much interest in building the best things in life as in repairing the worst, and as much attention to promoting the fulfillment of lives of healthy people as to healing the wounds of the distressed. The course begins with an exploration of the history of positive psychology and its basic tenants. We then explore a wide range of topics that relate to happiness and well being, including positive relationships, positive thinking, life
meaning, religion/spirituality, gratitude, altruism, career development, and character strengths.

- **Course Objectives**
- Understand the basic principles of positive psychology.

- Understand the major areas within positive psychology that have received a considerable amount of attention in the literature.
- Understand the role of relationships in achieving a happy life.
- Understand how to use positive psychology techniques in your own life.
- Understand the strengths and positive life experiences of other class members.

- **Course Set-Up**

This course will contain both lecture and seminar components. That is, the class will primarily consist of short lectures, demonstrations (e.g. videos, website activities), discussions, and in-class activities. The backbone of this course is sharing your own reactions, thoughts, and personal experiences related to the topics. So please make sure to come to class having read the materials and ready to contribute to the class discussion. So to reiterate, students will be encouraged to share their own reactions, thoughts, and personal experiences related to the topics.

Evaluation

Note: All assignments will be submitted using Dropbox on iLearn

- **Participation (20% of overall grade)**

Participation is **VERY** important to your success in this class. Signs of good participation include: attendance, punctuality, eagerness to participate, showing respect to others' contributions, facilitating discussion, paying careful attention to classmates' ideas, and offering constructive feedback, questions, and comments.
Students are expected to participate actively in discussion.

Quality of discussion contributions is important for learning. Your comments should be based on the content of the readings, but may relate that content to broader issues. Particularly useful comments will address questions like the following:

a. Are the conclusions justified by the methods and results used in the various experiments?
b. What are the salient methodological issues?
c. How do the findings relate to other research in psychology?
d. Are the results and conclusions discussed in the papers generalizable to all situations?
e. How do the conclusions relate to what we have learned in other sessions?

Meaningful examples of concepts discussed in class can include personal experiences that illustrate the research we read.

In addition, there will be numerous in-class activities throughout the semester. These may include group activities, short writing assignments, and other activities that relate to class material. While attendance is not mandatory, you can easily see how missing numerous classes can negatively impact your participation grade. Bottom line: come to class having read the material, actively participate in group discussion, and complete in-class activities.

I understand that you may miss class for a variety of reasons. Whatever the circumstances surrounding class absences, class notes are **YOUR** responsibility. In addition, if you would like

to make up an in-class activity, talk to your peers about what was required and e-mail me the assignment **NO LATER THAN** 1 day after class.

- **Examinations (60% of overall grade; 20% each)**

Three exams (essay and short answer) will be administered over the course of the semester. Each exam will only cover the material presented since the previous exam (i.e., they are not cumulative). In addition, there is no "final" exam. The exams will focus primarily on the readings, course discussions, and course lectures. Although the exam material will primarily reflect what is discussed in class, material that is assigned but not discussed in class is fair game. However, exams will never assess trivial aspects of the readings. The primary purpose of the exams is to assess how well students are learning and integrating the readings and class discussions.

- **Missed Examinations:** You are expected to take each examination at its regularly scheduled time. If you miss an exam, contact me on the day of the exam to let me know that you are missing the exam. If you are absent, then you cannot make up the exam and you will receive a grade of zero (exceptions: you can make up the exam if you are sick and have a valid doctor's note). Note that all makeup exams must be completed within 1 week of the original exam date during my office hours. If you know that you will be away on the exam day due to a Tech-sanctioned event, then you must take the exam early in my office hours.

- **Four "at home" Activities (20% of overall grade; 5% each)**

You will complete four at home assignments. All assignments involve doing an at-home activity and then writing a short two page (12 point font, double spaced, Times New Roman lettering, 1 inch margins, in black ink) summary paper of your experience to turn in to me. The day the daily assignments are due you will upload them to dropbox on iLearn, and you will briefly (1-2 minutes) share your experience with the class.

Activity 1 (**Due Tuesday, February 6**): Gratitude Assignment

1. Think of someone who has done something important and wonderful for you, yet who has not been properly thanked.
2. Reflect on the benefits you received from this person and write him or her a letter expressing your gratitude for all he or she did for you.
3. This letter should be no more than 1 typed page in length.
4. Arrange to deliver the letter to him or her personally (or if you cannot meet in person, you may call the person and read the letter over the phone). You will arrange this visit in advance, not telling the person exactly why you are coming, but make sure it is just a one-on-one visit.
5. You will read your letter aloud to them and spend some time with him or her talking about what you wrote.
6. You will write a one to two page paper about this experience, be prepared to share your experience with the class.

Activity 2 (**Due Thursday, March 1**): Increasing Happiness and Well-Being

For one week before this activity is due, focus on practicing one of the following happiness-enhancing strategies developed by positive psychologists. That is, for 15 minutes each day of the

week, concentrate on your activity and write a paragraph about what you did that day to enhance this technique. Try to pick an activity that you are not already doing. At the end of the week, you should have a 2 page paper about what you did during the week to enhance these activities. Be prepared to share you experiences with the class.

1. Cultivating Optimism
2. Avoiding Overthinking and Social Comparison
3. Practicing Acts of Kindness
4. Nurturing Social Relationships
5. Developing Strategies for Coping
6. Learning to Forgive
7. Increasing Flow Experiences
8. Savoring Life's Joys
9. Committing to Your Goals
10. Practicing Religion and Spirituality
11. Taking Care of Your Body

Activity 3 (**Due Thursday, April 3**): Daily Well-Being by Days of the Week

For one full week chart your daily well-being scores before you go to bed using the form on iLearn "Daily Well-Being: Score Reporting Table". Fill in the information and also make sure once you are done to fill out the scoring information at the bottom. At the end of the week (Sunday) look for similarities, differences, and patterns for each of the four measures across days of the week (i.e. DPW, DNE, DPE, DSR). Keep in mind what each measure represents. Consider the following types of questions. Do the four measures show a similar or divergent pattern? Does one measure help explain the pattern in another? (e.g., DNE & DPE versus DPW and DSR)? Did negative or positive emotion have the largest impact on daily well-being? Were there good days? Bad days? Blue Monday? A weekend increase in well-being?

Write a 1-2 page paper with a brief description of your most interesting or significant findings. These might include such things as:

- Wednesday was my worst day. DNE was very high
- Thursday DPW was low because both DNE and DNE cancelled each other out.
- DPW and DSR are both daily well-being summary measures, but showed a different pattern of results across the seven days. DSR was always higher than DPW.
- DPW was generally pretty high over the week. Seems to result from very low DNE rather than a high DPE.

Try to speculate why patterns emerge, be prepared to share your answers with the class.

Activity 4 (**Due Tuesday, April 24**): Mindfulness Meditation

1. Set aside a time (10 - 15 minutes) and a quiet place to practice mindfulness mediation each day for one full week. Follow the specific instructions for mindful practice on page 268, under the section titled "Mindful Breathing and Sitting as a Meditation", in which you sit and follow your breath.

2. Before you begin, read Kabat-Zinn's description of the 11 attitudes of mindful awareness (p. 266). The point of this exercise is to simply observe your thoughts and feelings with an open and non-judgmental attitude, not to achieve some specific result.
3. After each day's meditation session write a few notes about the thoughts, feelings, difficulties, or questions that came to mind during and after sitting.
4. After your one-week mediation practice, review your daily notes and write a brief description of your mindful practice experiences.
5. Read again the text material on mindfulness and also the sections on Mindfulness and Positive Psychology Research and Mindfulness and Psychotherapy. Does it make sense to you that the cultivation of mindfulness through mindfulness meditation can lead to enhanced well-being? Discuss and explain your opinion by relating your experiences to the text material.
6. As always, be prepared to share you results.

- **Final Grades**

In determining your final letter grade, the final percentage is rounded to the nearest whole number. For example, 79.6 is rounded to 80 = B; 79.49 is rounded to 79 = C. Final grades are "final". An error in calculating the final grade is the only reason that a grade will be adjusted.

Your final grade will be derived as follows:

Assignment	Percentage
• Participation	20%
• 3 Examinations	60%
• "At Home" Activities	20%

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

A = exceeds expectations, exceptional work
B = exceeds expectations, good work
C = meets expectations
D and below = does not meet expectations

- **Classroom Etiquette**

1. Please make every effort to get to class on time; latecomers can be very distracting. Please try to arrive to class at least 5 minutes before class begins.
2. Please do not leave early! If you know you will have to leave early, please let me know at the beginning of class, and try to sit near the door.
3. Please refrain from getting up during class (try to do whatever needs to be done before or after class or during breaks).
4. Please turn your cell phones, pagers, and beepers off before coming to class(or turn them to "silent").
5. Come to class prepared. Do readings prior to coming to class; doing so will allow me to clarify any questions you may have.
6. I can type much faster than I can write, so I understand why a computer might be helpful for note taking. Computers will be allowed during lectures. However, please DO NOT use class

time to get on facebook, twitter, reddit, etc. I will be really bummed out if you do this and also if I catch you doing this, your computer privileges will be revoked!

- **Student Academic Misconduct Policy**

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

-
- **Disability Accommodation**

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

- **If you experience problems during class**

There are many resources available on campus if you have trouble in this course. First, I would strongly invite and encourage you to speak with me after class or during office hours. Even if you do not experience problems in class, I encourage you to meet with me to discuss any questions that you man have about the material.

- **LECTURE SCHEDULE**

Tentative Schedule of Course Topics, & Exam Schedule

	Day	Date	Topic & Reading
JANUARY	T	16	**Topic:** Welcome to Positive Psychology **Reading:** NONE
	R	18	**Topic:** Welcome to Positive Psychology **Reading:** Lopez (Ch. 1)
	T	23	**Topic:** Eastern and Western Perspectives on Positive Psychology. **Reading:** Lopez (Ch. 2)
	R	25	**Topic:** Empathy and Egotism: Portals to Altruism, Gratitude, and Forgiveness **Reading:** Lopez (Ch. 11)

JAN	T	30	**Topic:** Empathy and Egotism: Portals to Altruism, Gratitude, and Forgiveness **Reading:** Lopez (Ch. 11) McNulty, J. K., & Fincham, F. D. (2012). Beyond positive psychology? Toward a contextual view of psychological processes and well-being. *American Psychologist*, *67*(2), 101.
FEBRUARY	R	1	**Topic:** The Principles of Pleasure: Understanding Positive Affect, Positive Emotions, Happiness, and Well-Being **Reading:** Lopez (Ch.6)
	T	6	**Topic:** The Principles of Pleasure: Understanding Positive Affect, Positive Emotions, Happiness, and Well-Being **Reading:** Lopez (Ch.6) Quoidbach, J., Dunn, E. W., Petrides, K. V., & Mikolajczak, M. (2010). Money giveth, money taketh away: The dual effect of wealth on happiness. *Psychological Science*, *21*(6), 759-763. doi:10.1177/0956797610371963 ***Assignment:*** *Gratitude Assignment*
	R	8	**Topic:** Making the Most of Emotional Experiences: Emotion – Focused Coping, Emotional Intelligence, Socioemotional Selectivity, and Emotional Storytelling. **Reading:** Lopez (Ch.7)
	T	13	**Topic:** Making the Most of Emotional Experiences: Emotion – Focused Coping, Emotional Intelligence, Socioemotional Selectivity, and Emotional Storytelling. **Reading:** Lopez (Ch.7)
	R	15	**Exam 1**

FEBRUARY	T	20	**Topic:** Seeing Our Futures Through Self-Efficacy, Optimism, and Hope **Reading:** Lopez (Ch.8)
	R	22	**Topic:** Seeing Our Futures Through Self-Efficacy, Optimism, and Hope **Reading:** Lopez (Ch.8) Diener, E., & Seligman, M. P. (2002). Very happy people. *Psychological Science, 13*(1), 81-84. doi:10.1111/1467-9280.00415
	T	27	**Topic:** The Role of Culture in Developing Strengths and Living Well **Reading:** Lopez (Ch. 4)
MARCH	R	1	**Topic:** Wisdom and Courage: Characteristics of the Wise and the Brave **Reading:** Lopez (Ch. 9) ***Assignment:*** *Increasing Happiness and Well-Being*
	T	6	**Spring Break**
	R	8	**Spring Break**
	T	13	**Topic:** Wisdom and Courage: Characteristics of the Wise and the Brave **Reading:** Lopez (Ch. 9)
	R	15	**Topic:** Attachment, Love, and Flourishing Relationships **Reading:** Lopez (Ch. 12)
	T	20	**Topic:** Attachment, Love, and Flourishing Relationships **Reading:** Lopez (Ch. 12)

	R	22	**Exam 2**
	T	27	**Topic:** Preventing the Bad and Promoting the Good **Reading:** Lopez (Ch. 14)
	R	29	**Topic:** Preventing the Bad and Promoting the Good **Reading:** Lopez (Ch. 14)
APRIL	T	3	**Topic:** Positive Schooling and Good Work: The Psychology of Gainful Employment and the Education that gets Us There **Reading:** Lopez (Ch. 15) ***Assignment:*** *Daily Well-Being by Days of the Week*
	R	5	**Topic:** Positive Schooling and Good Work: The Psychology of Gainful Employment and the Education that gets Us There **Reading:** Lopez (Ch. 15) Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, *25*(1), 54-67. doi:10.1006/ceps.1999.1020
	T	10	**Topic:** Mindfulness, Flow, and Spirituality: In Search of Optimal Experiences **Reading:** Lopez (Ch. 10)
	R	12	**Topic:** Mindfulness, Flow, and Spirituality: In Search of Optimal Experiences **Special Guest:** Laura Burgin will lead us in a Yoga Session! **Reading:** Lopez (Ch. 10)

	T	17	**Topic:** Mindfulness, Flow, and Spirituality: In Search of Optimal Experiences **Reading:** Lopez (Ch. 10) Csikszentmihalyi, M., & LeFevre, J. (1989). Optimal experience in work and leisure. *Journal Of Personality And Social Psychology*, *56*(5), 815-822. doi:10.1037/0022-3514.56.5.815
APRIL	R	19	**Topic:** Balanced Conceptualizations of Mental Health and Behavior **Reading:** Lopez (Ch. 13)
	T	24	**Topic:** Living Well at Every Stage of Life **Reading:** Lopez (Ch. 5) ***Assignment:*** *Mindfulness Meditation*
	R	26	**EXAM 3**

*The exam schedule, reading assignments, and assignment dates are subject to change at my discretion. Changes will be announced in-class.

MEMORANDUM

TO: University Undergraduate Curriculum Committee

VIA: Dr. Thomas Payne, Dean
College of Business

VIA: Julie Galloway, Chair
College of Business Curriculum Committee

FROM: Dr. Richard Rand, Chair
Department of Accounting and Business Law

DATE: February 23, 2018

SUBJECT: Re-numbering of LAW 3810 to LAW 2810.

Current Catalog:

LAW 3810 – Business Legal Environment and Ethics
Lec. 3. Credit 3.
The legal aspects of the business environment including antitrust, administrative, consumer, and employment law; business organizations; and principles of contracts. ~~Enrollment in Junior- or Senior-level law courses requires Junior standing. All Business majors must complete the Basis Business Program.~~

Change To:

LAW 2810 – Business Legal Environment and Ethics
Lec. 3. Credit 3.
The legal aspects of the business environment including antitrust, administrative, consumer, and employment law; business organizations; and principles of contracts.

Reason:

Changing the numbering of LAW 3810 to LAW 2810 will allow us to accept transfer credit for Legal Environment of Business courses taken at 2-year schools by students taking advantage of Tennessee Promise. In addition, due to the rapid increase in demand for the course over the past several years, we have exceeded our ability to provide adequate course availability. This will allow us to off-load some of that demand. Further, it allows students majoring in business to begin taking an additional business course at the lower division, improving retention rates by reducing student frustration that arises when they have to wait until the Junior year. Finally, we will be able to use the newly freed resources to offer upper division electives that can become part of a Business Law concentration or a Business Law minor.

Effective Fall 2018

Impact Internally:

We will need to modify the following documents:

- Department of Accounting Flow Sheet
- Course Listings in Catalog
- College of Business Core Course list

Decision Sciences & Management
College of Business
TENNESSEE TECH

MEMORANDUM

TO: University Curriculum Committee

VIA: Dr. Thomas Payne, Dean
College of Business

VIA: Ms. Julie Galloway, Chair
College of Business Undergraduate Council

FROM: Dr. Thomas A. Timmerman, Chair
Department of Decision Sciences and Management

DATE: October 19, 2018

SUBJECT: Curriculum change in core requirements for all business majors

A. Current Catalog description

Business Core

ACCT 2110 - Principles of Accounting I Credit: 3.
ACCT 2120 - Principles of Accounting II Credit: 3.
BMGT 3510 - Management and Organization Behavior Credit: 3.
BMGT 4930 (5930) - Business Strategy Credit: 3.
DS 2810 - Computer Applications in Business Credit: 3.
DS 3520 - Operations Management Credit: 3.
DS 3620 - Business Analytics: Data Driven Decision Making Credit: 3.
DS 3840 - Management Information Systems Credit: 3. or
DS 3841 - Management Information Systems Credit: 3.
ECON 3610 - Business Statistics I Credit: 3.
FIN 3210 - Principles of Managerial Finance Credit: 3.
LAW 3810 - Business Legal Environment and Ethics Credit: 3.
MKT 3400 - Principles of Marketing Credit: 3.
Total: 36

B. Proposed Catalog description

Business Core

ACCT 2110 - Principles of Accounting I Credit: 3.
ACCT 2120 - Principles of Accounting II Credit: 3.
BMGT 3510 - Management and Organization Behavior Credit: 3.
BMGT 4930 (5930) - Business Strategy Credit: 3.
BMGT3720 – Business Communication Credit: 3.
DS 2810 - Computer Applications in Business Credit: 3.
DS 3520 - Operations Management Credit: 3.
DS 3620 - Business Analytics: Data Driven Decision Making Credit: 3.
DS 3840 - Management Information Systems Credit: 3. or
DS 3841 - Management Information Systems Credit: 3.
ECON 3610 - Business Statistics I Credit: 3.
FIN 3210 - Principles of Managerial Finance Credit: 3.
LAW 3810 - Business Legal Environment and Ethics Credit: 3.
MKT 3400 - Principles of Marketing Credit: 3.
Total: 39

C. Justification

BMGT3720 was a required course for all BSBA majors until we reduced the number of hours from 132 to 120. Written and oral communication skills remain key objectives in our BSBA Learning Goals:

> GOAL 3: Professional Awareness
> Students will possess the knowledge and skills necessary to perform in a professional business environment.
> Objective 3.1 Communication Skills – Business students will demonstrate proficiency in written communication skills.

Decision Sciences & Management
College of Business
TENNESSEE TECH

Objective 3.2 Communication Skills - Business students will demonstrate proficiency in oral communication skills.

Our accrediting body (AACSB-I) requires a rigorous analysis of progress toward our learning goals and this analysis has revealed that we are falling short in this area. In addition, we have feedback from our graduates' employers telling us that communication skills are weak among our graduates.

Financial impact: This course has been offered as an available elective for many years through a very dedicated instructor. We believe this change will require no new funding beyond the addition of a new section that can be staffed with existing resources or a new adjunct.

Starting: Fall, 2018

Box 5022 / 1105 North Peachtree Street / Cookeville, TN 38505 / P. 931-372-3160 / F. 931-372-6249 / tntech.edu/dsm

MEMORANDUM

TO: Academic Council

VIA: University Curriculum Committee (UCC)

VIA: College of Education Executive Leadership Council (ELC)

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

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

DATE: March 1, 2018

SUBJECT: Addition of undergraduate concentration: Pre-Physician Assistant

JUSTIFICATION: Students who major in exercise science often wish to go to professional school to become physican assistants. Creating a formal concentration will assist in recruitment, retention and advising for these students.

FINANCIAL IMPLICTIONS: NONE

EFFECTIVE DATE: FALL 2018

Attached: Side-by-side Comparision and THEC Form A1:5D

Tennessee TECH

Curriculum Comparison Table for a Revised or New Concentration

Curriculum Comparison Table

Program: Exercise Science

Proposed change:New Concentration: Pre-Physician Assistant

Current or Existing (120) **Name of the Concentration: Pre-Physical Therapy**		**Proposed (New) (120)** **Name of the Concentration: Pre-Physician Assistant**	
Rubric Title	***SCH***	***Rubric Title***	***SCH***
General Education	***41***	***General Education***	***41***
ENGL 1010 Composition I	3	ENGL 1010 Composition I	3
ENGL 1020 Composition II	3	ENGL 1020 Composition II	3
MATH 1130 College Algebra	3	MATH 1130 College Algebra	3
PSY 1030 Intro to Psychology	3	PSY 1030 Intro to Psychology	3
HIST 2010 Early United States History	3	HIST 2010 Early United States History	3
HIST 2020 Modern United States History	3	HIST 2020 Modern United States History	3
ENGL 2130 Topics in American Lit	3	ENGL 2130 Topics in American Lit	3
SOC 1010 Introduction to Sociology	3	SOC 1010 Introduction to Sociology	3
DS 2810 Introduction to Computing	3	SPCH 2410 Fundamentals of Public Speaking	3
BIOL 2010 Human Anatomy & Physiology I	4	CHEM 1110 General Chemistry I	4
BIOL 2020 Human Anatomy & Physiology II	4	CHEM 1120 General Chemistry II	4
Humanities Elective	3	Humanities Elective	3
Humanities Elective	3	Humanities Elective	3
Major Core (Required)	***18***	***Major Core (Required)***	***20***
EXPW 1021 Connections to Exercise Science	1	EXPW 1021 Connections to Exercise Science	1
EXPW 1022 Introduction to Exercise Science	2	EXPW 1022 Introduction to Exercise Science	2
EXPW 3410 Lifespan Motor Development	3	EXPW 3410 Lifespan Motor Development **OR** EXPW 3170 Motor Learning	3
EXPW 4420 Kinesiology	3	EXPW 4420 Kinesiology	3
EXPW 4440 Physiology of Exercise	3	EXPW 4440 Physiology of Exercise	3
PC 2500 Communicating in the Profession	3	BIOL 2010 Anatomy & Physiology I	4
		BIOL 2020 Anatomy & Physiology II	4
Concentration	***31***	***Concentration***	***38***
EXPW 1150 Care and Prevention of Athletic Injuries	3	EXPW 1150 Care and Prevention of Athletic Injuries	3
EXPW 3032 Exercise Prescription	3	EXPW 3032 Exercise Prescription	3
EXPW4171 Exercise & Sport Psychology	3	EXPW4171 Exercise & Sport Psychology	3
EXPW 4520 Adapted Exercise and Physical Activity	3	EXPW 4520 Adapted Exercise and Physical Activity	3
EXPW 4730 Assessment & Evaluation in Exercise Science	3	EXPW 4730 Assessment & Evaluation in Exercise Sci	3
EXPW 4810 Field Experience	3	EXPW 4810 Field Experience	3
EXPW 4900 Research Methods in Exercise Science	3	EXPW 4900 Research Methods in Exercise Science	3
HEC 1030 Introduction to Nutrition	2	BIOL 1114 General Zoology	4
SPED 3031 Physical Mgmt & Support Services	3	BIOL 1105 Foundations of Biology	4
		BIOL 3230 Health Science Microbiology	4
		HEC 1030 Introduction to Nutrition	2

		MATH 1530 Elementary Prob & Statistics	3
Directed Electives	***28***	***Directed Electives***	***16***
CHEM 1110 General Chemistry I	4	CHEM 3010 Organic Chemistry I	4
CHEM 1120 General Chemistry II	4	CHEM 3020 Organic Chemistry II	4
PSY 2130 Lifespan Development Psychology	3	PSY 2130 Lifespan Development Psychology	3
BIOL 3230 Health Science Microbiology	4	BIOL 3810 General Genetics	4
HEC 2220 Medical Terminology	1	HEC 2220 Medical Terminology	1
Electives	***2***	***Electives***	***5***
Total	**120**	**Total**	**120**

TO: University Curriculum Committee

VIA: COIS Curriculum Committee

FROM: Dr. Steven Frye
Director / Associate Professor, School of Interdisciplinary Studies

DATE: March 7, 2018

RE: Course Changes, Course Deletions, and Curriculum Changes

I. Course Changes – Effective Fall 2018

Old:

UNIV 2883/6 Experiential Learning Credit 3/6

Work or voluntary experience that closely relates to the major, equates with skills knowledge or personal perspectives currently required in course work and involves analysis or reflection at lower or upper division undergraduate credit. Portfolio evaluated by faculty team. To apply for this credit, see the following link: www.tntech.edu/ISEE/CreditForLifeExperience.pdf.

New:

LIST 2880 Credit for Prior Learning Credit 1-12

Prior learning credit for college-level, credit-worthy learning attained outside of a higher-education context. Credit is earned through a portfolio assessment: students may submit a learning portfolio to the College of Interdisciplinary Studies that is assessed by a multidisciplinary faculty assessment team. LIST 2880 credit is at the lower division level.

Justification: The university policy for Prior Learning Assessment has changed. This change is being made to adapt to the new policy.

Cost - None

Old:

UNIV 3883/6 – Experiential Learning Credit: 3/6

Work or voluntary experience that closely relates to the major, equates with skills knowledge or personal perspectives currently required in course work and involves analysis or reflection at lower or upper division undergraduate credit. Portfolio evaluated by faculty team. To apply for this credit, see the following link: www.tntech.edu/ISEE/CreditForLifeExperience.pdf.

New:

LIST 3880 – Credit for Prior Learning Credit 1-12

Prior learning credit for college-level, credit-worthy learning attained outside of a higher-education context. Credit is earned through a portfolio assessment: students may submit a learning portfolio to the College of Interdisciplinary Studies that is assessed by a multidisciplinary faculty assessment team. LIST 3880 credit is at the upper division level.

Justification: The university policy for Prior Learning Assessment has changed. This change is being made to adapt to the new policy.

Cost - None

Old:

LIST 4921 – Special Topics Lec. 3, Credit: 3

Seminar or lecture course on a selected topic, issue, or interest area. Students may take up to 9 hours of 4921, 4922, or 4923, if they are different topics.

New:

LIST 4921 – Special Topics Lec. 1, Credit: 1

Seminar or lecture course on a selected topic, issue, or interest area. Students may take up to 9 hours of 4921 - 4929, if they are different topics.

Justification: Duplication of LIST Special Topics numbers had led to confusion. The new numbering system will allow for more clarity and avoid duplication of numbers.

Cost: None

Old:

LIST 4922 – Special Topics Lec. 3, Credit: 3

Seminar or lecture course on a selected topic, issue, or interest area. Students may take up to 9 hours of 4921, 4922, or 4923, if they are different topics.

New:

LIST 4922 – Special Topics Lec. 2, Credit: 2

Seminar or lecture course on a selected topic, issue, or interest area. Students may take up to 9 hours of 4921 - 4929, if they are different topics.

Justification: Duplication of LIST Special Topics numbers had led to confusion. The new numbering system will allow for more clarity and avoid duplication of numbers.

Cost: None

Old:

LIST 4923 – Special Topics Lec. 3, Credit: 3

Seminar or lecture course on a selected topic, issue, or interest area. Students may take up to 9 hours of 4921, 4922, or 4923, if they are different topics.

New:

LIST 4923-4929 – Special Topics Lec. 3, Credit 3

Seminar or lecture course on a selected topic, issue, or interest area. Students may take up to 9 hours of 4921-4929 combined, if they are different topics.

Justification: Duplication of LIST Special Topics numbers had led to confusion. The new numbering system will allow for more clarity and avoid duplication of numbers.

Cost: None

II. Course Deletions

LIST 4091, 4092 – Special Topics Credit 1, 2, 3

Justification: this course number has been replaced by a new, less confusing numbering system.

IV. Curriculum Changes: See attached document for revisions to the RELS minor.

MEMORANDUM

TO: The University Curriculum Committee

VIA: The College of Interdisciplinary Studies Curriculum Committee

FROM: Dr. Steven Frye
Director / Associate Professor, School of Interdisciplinary Studies

DATE: March 7, 2018

RE: Changes to the minor in Religious Studies, Effective Fall 2018

OLD:

A minor in Religious Studies will consist of

- HIST 2310 (Early World Civilization) Credit: 3
- RELS 2010 (Introduction to Religious Studies) Credit: 3

At least six credits from the list below:

- ENGL 3600 (Bible as Literature – currently in development)
- HIST 4330-4339 (Studies in Religious History) Credit: 3
- HIST 4520 (Medieval Europe) Credit: 3
- HIST 4530 (Renaissance and Reformation) Credit: 3
- HIST 4730 (Modern Middle East) Credit: 3
- PHIL 3010 (Philosophy of Religion) Credit: 3
- RELS 4093 (Topics in Religious Studies) Credit: 3

Three credits from the following list of courses OR from the previous list:

- ASTR 1010 (Introduction to Modern Astronomy) Credit: 4
- BIOL 1010 (Introduction to Biology I) Credit: 4
- ENGL 2330 (World Literature) Credit: 3
- ENGL 3500 (Mythology) Credit: 3
- GEOL 1040 (The Dynamic Earth) Credit: 4
- HEC 3565 (End of Life Applications) Credit: 3 (new course beginning Fall 2015)
- HIST 1120 (World Civilization II) Credit: 3
- NURS 3010 (Managing the End of Life) Credit: 1
- NURS 3020 (Spirituality and Healthcare) Credit: 1
- NURS 3030 (Cultural Sensitivity in Healthcare) Credit: 1
- SOC 4120 (Death and Dying) Credit: 3
- PHIL 2250 (Ethics) Credit: 3

Substitutions to the optional list are possible but require advisor approval and petition.

NEW:

A minor in Religious Studies will consist of

- RELS 2010 (Introduction to Religious Studies) Credit: 3
- HIST 2210 (Early Western Civilization) Credit: 3

At least six credits from the list below:

- ENGL 3600 (Bible as Literature – currently in development)
- HIST 4330-4339 (Studies in Religious History) Credit: 3
- HIST 4520 (Medieval Europe) Credit: 3
- HIST 4530 (Renaissance and Reformation) Credit: 3
- HIST 4730 (Modern Middle East) Credit: 3
- PHIL 3010 (Philosophy of Religion) Credit: 3
- RELS 3300 (Martin Luther King Jr.: Rhetoric & Theology of Non-Violent Social Change) Credit: 3
- RELS 4041-4040 (Directed Study) Credit: 3
- RELS 4093 (Topics in Religious Studies) Credit: 3
- RELS 4100 (Jesus in History, Faith, & Tradition Credit: 3
- RELS 4300 (New Religious Movements) Credit: 3

Three credits from the following list of courses OR from the previous list:

- ASTR 1010 (Introduction to Modern Astronomy) Credit: 4
- BIOL 1010 (Introduction to Biology I) Credit: 4
- ENGL 2330 (World Literature) Credit: 3
- ENGL 3500 (Mythology) Credit: 3
- GEOL 1040 (The Dynamic Earth) Credit: 4
- HEC 3565 (End of Life Applications) Credit: 3 (new course beginning Fall 2015)
- HIST 2320 (Modern Western Civilization) Credit: 3
- NURS 3010 (Managing the End of Life) Credit: 1
- NURS 3020 (Spirituality and Healthcare) Credit: 1
- NURS 3030 (Cultural Sensitivity in Healthcare) Credit: 1
- SOC 4120 (Death and Dying) Credit: 3
- PHIL 2250 (Ethics) Credit: 3

Substitutions to the optional list are possible but require advisor approval and petition.

Justification: The changes are being proposed to the Religious Studies minor due to course number changes in History, and the development of new courses in Religious Studies.

Cost: No anticipated additional cost.

MEMORANDUM

TO: University Curriculum Committee

VIA: Arts & Sciences Curriculum Committee

FROM: Dr. Jeffrey O. Boles, Department of Chemistry

DATE: 22 February 2018

RE: Pre-Professional Health Sciences Curriculum Changes

I. CURRICULUM CHANGES

We are proposing two types of changes within our programs:

A) Change introductory BIOL courses numbers and names

In nine of our programs (with the exception of Pre-Health Information Management), replace BIOL 1105 Foundations of Biology and BIOL 1114 General Zoology with BIOL 1113 General Biology I and BIOL 1123 General Biology II, respectively. No change is required in credits.

B) Additions/deletions of courses and footnotes

In 8 of our programs, (with the exception of Pre-Medicine and Pre-Optometry), add or remove courses or footnotes, as described below, to update our curricula in keeping with health professional school entrance/prerequisite requirements. This is the general housekeeping that we perform on a yearly basis.

1. Pre-Medicine

Replace BIOL 1105 Foundations of Biology and BIOL 1114 General Zoology with BIOL 1113 General Biology I and BIOL 1123 General Biology II.

Freshman Year

~~BIOL 1105 - Foundations of Biology~~ BIOL 1113 General Biology I Credit: 4.

~~BIOL 1114 - General Zoology~~ BIOL 1123 General Biology II Credit: 4.

CHEM 1110 - General Chemistry I Credit: 4.

CHEM 1120 - General Chemistry II Credit: 4.

ENGL 1010 - English Composition I Credit: 3.

ENGL 1020 - English Composition II Credit: 3.

PSY 1030 - Introduction to Psychology Credit: 3.

SOC 1010 - Introduction to Sociology Credit: 3.

UNPP 1020 - University Pre-Professional, First-Year Interactions and Advisement Credit: 1.

Elective[1] Credit: 3.

Total: 32

Sophomore Year

CHEM 3010 - Organic Chemistry I Credit: 4.

CHEM 3020 - Organic Chemistry II Credit: 4.

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

ENGL 2235 - Topics in British Literature Credit: 3. or

ENGL 2330 - Topics in World Literature Credit: 3.

MATH 3070 - Statistical Methods I Credit: 3.

PHYS 2010 - Algebra-based Physics I Credit: 4.

PHYS 2020 - Algebra-based Physics II Credit: 4.

Electives[1] (Humanities - 3 hours) Credit: 10.

Total: 32

Junior Year

CHEM 4610 (5610) - General Biochemistry Credit: 3.

CHEM 4620 (5620) - General Biochemistry Credit: 3.

BIOL Elective Credit: 4.

Electives[1] Credit: 18.

Total: 28

Notes:

It is recommended that students have at least 120 semester hours credit or a B.A. or B.S. degree to be competitive for admission.

[1] For students intending to earn a Bachelor's degree before entering professional school, it is recommended that elective hours be taken from core requirements or a selected degree program. Additional courses in Chemistry and Biology are suggested.

2. Pre-Pharmacy

Replace BIOL 1105 Foundations of Biology and BIOL 1114 General Zoology with BIOL 1113 General Biology I and BIOL 1123 General Biology II.

Remove "or COMM 4430 (5430) – Advanced Interpersonal Communication"
Revise Elective Credit
Add footnote 2

Freshman Year

~~BIOL 1105 - Foundations of Biology~~ BIOL 1113 General Biology I Credit: 4.

~~BIOL 1114 - General Zoology~~ BIOL 1123 General Biology II Credit: 4.

CHEM 1110 - General Chemistry I Credit: 4.

CHEM 1120 - General Chemistry II Credit: 4.

ENGL 1010 - English Composition I Credit: 3.

ENGL 1020 - English Composition II Credit: 3.

MATH 1530 - Introductory Statistics Credit: 3.

MATH 1830 - Applied Calculus Credit: 3. [1] or

MATH 1910 - Calculus I Credit: 4. [1]

UNPP 1020 - University Pre-Professional, First-Year Interactions and Advisement Credit: 1.

Total: 29-30

Sophomore Year

Humanities/Fine Arts Elective Credit: 3.

Social/Behavioral Sciences Electives Credit: 6.

BIOL 3230 - Health Science Microbiology Credit: 4.

CHEM 3010 - Organic Chemistry I Credit: 4.

CHEM 3020 - Organic Chemistry II Credit: 4.

ECON 2010 - Principles of Microeconomics Credit: 3.

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

ENGL 2235 - Topics in British Literature Credit: 3. or

ENGL 2330 - Topics in World Literature Credit: 3.

PHYS 2010 - Algebra-based Physics I Credit: 4.

Total: 31

Junior Year

BIOL 2010 - Human Anatomy and Physiology I Credit: 4.

BIOL 2020 - Human Anatomy and Physiology II Credit: 4.

Humanities/Fine Arts Elective Credit: 3.

Social/Behavioral Sciences Elective Credit: 3.

COMM 2025 - Fundamentals of Communication Credit: 3. ~~or~~

~~COMM 4430 (5430) - Advanced Interpersonal Communication Credit: 3.~~

Electives Credit (may include a second communication skills course): 12. [2]

Total: 29

Note:

For students intending to earn a Bachelor's degree before entering professional school, it is recommended that elective hours be taken from core requirements or a selected degree program.

1 Some B.S. majors including Chemistry, Physics, Math, and Engineering require MATH 1910 while others such as Biology may require MATH 1830.

2 Beginning Fall 2018, Belmont University College of Pharmacy requires a second communication skills course for applicants **without** a Bachelor's Degree. This course should be designed to improve communication skills and may include a third writing course.

3. Pre-Dentistry

Replace BIOL 1105 Foundations of Biology and BIOL 1114 General Zoology with BIOL 1113 General Biology I and BIOL 1123 General Biology II.

Add BIOL elective (4 cr) and revise electives credits.

Freshman Year

~~BIOL 1105 - Foundations of Biology~~ BIOL 1113 General Biology I Credit: 4.

~~BIOL 1114 - General Zoology~~ BIOL 1123 General Biology II Credit: 4.

CHEM 1110 - General Chemistry I Credit: 4.

CHEM 1120 - General Chemistry II Credit: 4.

ENGL 1010 - English Composition I Credit: 3.

ENGL 1020 - English Composition II Credit: 3.

MATH Credit: 6.[1]

UNPP 1020 - University Pre-Professional, First-Year Interactions and Advisement Credit: 1.

Electives Credit: 3.[2]

Total: 32

Sophomore Year

CHEM 3010 - Organic Chemistry I Credit: 4.

CHEM 3020 - Organic Chemistry II Credit: 4.

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

ENGL 2235 - Topics in British Literature Credit: 3. or

ENGL 2330 - Topics in World Literature Credit: 3.

PHYS 2010 - Algebra-based Physics I Credit: 4.

PHYS 2020 - Algebra-based Physics II Credit: 4.

Electives (Humanities-3 hours) Credit: 13.[2]

Total: 32

Junior Year

BIOL 3230 - Health Science Microbiology Credit: 4.

BIOL elective – Credit: 4.

CHEM 4610 (5610) - General Biochemistry Credit: 3.

CHEM 4620 (5620) - General Biochemistry Credit: 3.

Electives Credit: ~~18~~ 14.[2]

Total: 28

Note

It is recommended that students have at least 120 semester hours credit or a B.A. or B.S. degree to be competitive for admission.

1 A course in Calculus and a course in Statistics are recommended.

2 For students intending to earn a Bachelor's degree before entering professional school, it is recommended that elective hours be taken from core requirements or a selected degree program. Additional courses in Chemistry and Biology are suggested.

4. Pre-Optometry

Replace BIOL 1105 Foundations of Biology and BIOL 1114 General Zoology with BIOL 1113 General Biology I and BIOL 1123 General Biology II.

Freshman Year

~~BIOL 1105 - Foundations of Biology~~ BIOL 1113 General Biology I Credit: 4.

~~BIOL 1114 - General Zoology~~ BIOL 1123 General Biology II Credit: 4.

CHEM 1110 - General Chemistry I Credit: 4.

CHEM 1120 - General Chemistry II Credit: 4.

ENGL 1010 - English Composition I Credit: 3.

ENGL 1020 - English Composition II Credit: 3.

MATH 1730 - Pre-calculus Mathematics Credit: 5.

MATH 1910 - Calculus I Credit: 4.

UNPP 1020 - University Pre-Professional, First-Year Interactions and Advisement Credit: 1.

Total: 32

Sophomore Year

CHEM 3010 - Organic Chemistry I Credit: 4.

CHEM 3020 - Organic Chemistry II Credit: 4.

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

ENGL 2235 - Topics in British Literature Credit: 3. or

ENGL 2330 - Topics in World Literature Credit: 3.

Humanities/Fine Arts Elective Credit: 3.

MATH 1530 - Introductory Statistics Credit: 3.

PHYS 2010 - Algebra-based Physics I Credit: 4.

PHYS 2020 - Algebra-based Physics II Credit: 4.

Electives Credit: 6.

Total: 31

Junior Year

BIOL 3230 - Health Science Microbiology Credit: 4.

Social Science Credit: 6.

PSY 1030 - Introduction to Psychology Credit: 3.

CHEM 4610 (5610) - General Biochemistry Credit: 3.

General Education Core or Major Credit: 12.

Total: 28

Note:

1 For students intending to earn a Bachelor's degree before entering professional school, it is recommended that elective hours be taken from core requirements or a selected degree program. BIOL 2010 - Human Anatomy and Physiology I, BIOL 2020 - Human Anatomy and Physiology II, and BIOL 3140 - Cellular Biology are highly recommended at some optometry schools.

5. Pre-Physician Assistant

Replace BIOL 1105 Foundations of Biology and BIOL 1114 General Zoology with BIOL 1113 General Biology I and BIOL 1123 General Biology II.

Add PSY 4160 Abnormal Psychology and adjust Gen Ed Core or Major credits.

Freshman Year

~~BIOL 1105 - Foundations of Biology~~ BIOL 1113 General Biology I Credit: 4.

~~BIOL 1114 - General Zoology~~ BIOL 1123 General Biology II Credit: 4.

CHEM 1110 - General Chemistry I Credit: 4.

CHEM 1120 - General Chemistry II Credit: 4.

ENGL 1010 - English Composition I Credit: 3.

ENGL 1020 - English Composition II Credit: 3.

MATH1 Credit: 6.

PSY 1030 - Introduction to Psychology Credit: 3.

UNPP 1020 - University Pre-Professional, First-Year Interactions and Advisement Credit: 1.

Total: 32

Sophomore Year

BIOL 2010 - Human Anatomy and Physiology I Credit: 4.

BIOL 2020 - Human Anatomy and Physiology II Credit: 4.

CHEM 3010 - Organic Chemistry I Credit: 4.

CHEM 3020 - Organic Chemistry II Credit: 4.

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

ENGL 2235 - Topics in British Literature Credit: 3. or

ENGL 2330 - Topics in World Literature Credit: 3.

PSY 2130 - Life Span Development Psychology Credit: 3.

Humanities/Fine Arts Elective Credit: 3.

General Education Core or Major Credit: 6.

Total: 31

Junior Year

BIOL 3230 - Health Science Microbiology Credit: 4.

BIOL 3810 - General Genetics Credit: 4.

CHEM 4610 (5610) - General Biochemistry Credit: 3.

PSY 4160 – Abnormal Psychology Credit: 3.

HEC 2220 - Medical Terminology for the Human Sciences Credit: 1. or

HIT 1010 Medical Terminology Credit: 3.

COMM 2025 - Fundamentals of Communication Credit: 3.

General Education Core or Major Credit: ~~13-15~~ 10-12.

Total: 30

Note:

1 A course in College Algebra (MATH 1130) or higher and a course in Statistics fulfills the math requirements at most PA schools.

Physician Assistant Master's Degree Programs require a Bachelor's degree prior to admission.

The Graduate Record Exam (GRE) must be taken for most PA programs.

Health care experience hours, especially those that require direct patient interaction, are required by most PA programs. Job shadowing with a PA is also highly recommended.

Additional recommended courses for competitive entry into Physician Assistant Programs include: Biochemistry, Cell Biology, Immunology, Embryology, Parasitology, Psychology, and other advanced Biology and Chemistry courses.

6. Pre-Physical Therapy

Replace BIOL 1105 Foundations of Biology and BIOL 1114 General Zoology with BIOL 1113 General Biology I and BIOL 1123 General Biology II.

Remove “or PSY 3010 – Statistics and Experimental Design”
Add footnote 2 regarding statistics requirement

Freshman Year

~~BIOL 1105 - Foundations of Biology~~ BIOL 1113 General Biology I Credit: 4.

~~BIOL 1114 - General Zoology~~ BIOL 1123 General Biology II Credit: 4.

CHEM 1110 - General Chemistry I Credit: 4.

CHEM 1120 - General Chemistry II Credit: 4.

ENGL 1010 - English Composition I Credit: 3.

ENGL 1020 - English Composition II Credit: 3.

MATH 1130 - College Algebra Credit: 3. or

MATH 1710 - Pre-calculus Algebra Credit: 3.

Humanities/Fine Arts Elective Credit: 3.

UNPP 1020 - University Pre-Professional, First-Year Interactions and Advisement Credit: 1.

Total: 29

Sophomore Year

BIOL 2010 - Human Anatomy and Physiology I Credit: 4.

BIOL 2020 - Human Anatomy and Physiology II Credit: 4.

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

ENGL 2235 - Topics in British Literature Credit: 3. or

ENGL 2330 - Topics in World Literature Credit: 3.

PHYS 2010 - Algebra-based Physics I Credit: 4.

PHYS 2020 - Algebra-based Physics II Credit: 4.

PSY 1030 - Introduction to Psychology Credit: 3.

PSY 2130 - Life Span Development Psychology Credit: 3.

Electives Credit: 6.[1]

Total: 31

Junior Year

EXPW 4440 - Physiology of Exercise Credit: 3.

MATH 1530 - Introductory Statistics Credit: 3.[2] ~~or~~

~~PSY 3010 - Statistics and Experimental Design Credit: 3.~~

Electives Credit: 25. [1]

Total: 31

Note:

1 It is recommended that elective hours be taken from core requirements or a selected degree program.

2 Doctor of Physical Therapy (DPT) programs generally require a course in statistics. Courses from various departments may satisfy this requirement.

7. Pre-Occupational Therapy

Replace BIOL 1105 Foundations of Biology and BIOL 1114 General Zoology with BIOL 1113 General Biology I and BIOL 1123 General Biology II.

Remove "or PSY 3010 – Statistics and Experimental Design"
Add footnote 2 regarding statistics requirement

Freshman Year

~~BIOL 1105 - Foundations of Biology~~ BIOL 1113 General Biology I Credit: 4.

~~BIOL 1114 - General Zoology~~ BIOL 1123 General Biology II Credit: 4.

CHEM 1110 - General Chemistry I Credit: 4.

ENGL 1010 - English Composition I Credit: 3.

ENGL 1020 - English Composition II Credit: 3.

Humanities/Fine Arts Electives Credit: 6.

PSY 1030 - Introduction to Psychology Credit: 3.

SOC 1010 - Introduction to Sociology Credit: 3.

UNPP 1020 - University Pre-Professional, First-Year Interactions and Advisement Credit: 1.

Total: 31

Sophomore Year

BIOL 2010 - Human Anatomy and Physiology I Credit: 4.

BIOL 2020 - Human Anatomy and Physiology II Credit: 4.

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

ENGL 2235 - Topics in British Literature Credit: 3. or

ENGL 2330 - Topics in World Literature Credit: 3.

PHYS 2010 - Algebra-based Physics I Credit: 4.

PSY 2130 - Life Span Development Psychology Credit: 3.

PSY 4300 (5300) - Adult Psychology Credit: 3.

PSY 4160 (5160) - Abnormal Psychology Credit: 3.

COMM 2025 - Fundamentals of Communication Credit: 3.

Electives Credit: 3. [1]

Total: 30

Junior Year

EXPW 4420 - Kinesiology Credit: 3.

HEC 2220 - Medical Terminology for the Human Sciences Credit: 1. or

HIT 1010 Medical Terminology Credit: 3.

MATH 1530 - Introductory Statistics Credit: 3. ~~or~~

~~PSY 3010 - Statistics and Experimental Design Credit: 3.~~

ANTH 1100 - Introduction to Anthropology Credit: 3.

Electives Credit: 18-20.[1]

Total: 30

Note:

1 For students intending to earn a Bachelor's degree before entering professional school, it is recommended that elective hours be taken from core requirements or a selected degree program.

2 Occupational Therapy (OTD and MS) programs generally require a course in statistics. Courses from various departments may satisfy this requirement.

8. Pre-Dental Hygiene

Replace BIOL 1105 Foundations of Biology with BIOL 1113 General Biology I.

Add information to footnote 2.

Freshman Year

~~BIOL 1105 - Foundations of Biology~~ BIOL 1113 General Biology I Credit: 4.

CHEM 1010 - Introductory Chemistry I Credit: 4. or

CHEM 1110 - General Chemistry I Credit: 4.

CHEM 1020 - Introductory Chemistry II Credit: 4. or

CHEM 1120 - General Chemistry II Credit: 4.

ENGL 1010 - English Composition I Credit: 3.

ENGL 1020 - English Composition II Credit: 3.

PSY 1030 - Introduction to Psychology Credit: 3.

MATH 1130 - College Algebra Credit: 3. [1]

MATH 1530 - Introductory Statistics Credit: 3. [1]

SOC 1010 - Introduction to Sociology Credit: 3.

UNPP 1020 - University Pre-Professional, First-Year Interactions and Advisement Credit: 1.

Total: 31

Sophomore Year

BIOL 2010 - Human Anatomy and Physiology I Credit: 4.

BIOL 2020 - Human Anatomy and Physiology II Credit: 4.

BIOL 3230 - Health Science Microbiology Credit: 4.

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

ENGL 2235 - Topics in British Literature Credit: 3. or

ENGL 2330 - Topics in World Literature Credit: 3.

COMM 2025 - Fundamentals of Communication Credit: 3.

Electives Credit: 6. [2]

HEC 2020 - Nutrition for Health Sciences Credit: 3.

HIT 1010 Medical Terminology Credit: 3.

Total: 30

Notes:

1 ETSU requires MATH 1530 - Introductory Statistics; UTHSC requires MATH 1130 - College Algebra.

2 For students intending to earn a Bachelor's degree before entering professional school, it is recommended that elective courses be taken from core requirements or a selected degree program. HIST 2010 - Early United States History and HIST 2020 - Modern United States History are required pre-requisites at some dental hygiene programs. University of Louisville Bachelor of Science in Dental Hygiene Program requires 3 credits in Western Civilization, 6 credits in Arts and Humanities, and 6 credits in Cultural Diversity.

9. Pre-Medical Technology

Replace BIOL 1105 Foundations of Biology and BIOL 1114 General Zoology with BIOL 1113 General Biology I and BIOL 1123 General Biology II.

Remove footnote 2.
Revise footnote 1 to include additional recommended classes.

Freshman Year

~~BIOL 1105 - Foundations of Biology~~ BIOL 1113 General Biology I Credit: 4.

~~BIOL 1114 - General Zoology~~ BIOL 1123 General Biology II Credit: 4.

CHEM 1110 - General Chemistry I Credit: 4.

CHEM 1120 - General Chemistry II Credit: 4.

ENGL 1010 - English Composition I Credit: 3.

ENGL 1020 - English Composition II Credit: 3.

Humanities and/or Fine Arts Elective Credit: 3.

MATH 1130 - College Algebra Credit: 3.

UNPP 1020 - University Pre-Professional, First-Year Interactions and Advisement Credit: 1.

PSY 1030 - Introduction to Psychology Credit: 3.

Total: 32

Sophomore Year

BIOL 2010 - Human Anatomy and Physiology I Credit: 4.

BIOL 3230 - Health Science Microbiology Credit: 4.

CHEM 3010 - Organic Chemistry I Credit: 4.

CHEM 3020 - Organic Chemistry II Credit: 4.

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

ENGL 2235 - Topics in British Literature Credit: 3. or

ENGL 2330 - Topics in World Literature Credit: 3.

COMM 2025 - Fundamentals of Communication Credit: 3.

Electives Credit: 7.[1]

Total: 29

Junior Year

~~See note 2~~

BIOL 4040 (5040) - Immunology Credit: 3.

Electives Credit: 27.[1,~~2~~]

Total: 30

Note:

1 For students intending to earn a Bachelor's degree before entering professional school, it is recommended that elective courses be taken from general education core requirements, ~~or~~ a selected degree program, or the following recommended electives: HIST 2010, HIST 2020, BIOL 2020, BIOL 3810, CHEM 3410, CHEM 4610 (5610) or CHEM 4500, and CHEM 3420.

~~2 Not all Med Tech programs require a Junior year. Additional recommended courses for Junior year Recommended electives include HIST 2010, HIST 2020, BIOL 2020, BIOL 3810, CHEM 3410, CHEM 4610 (5610) or CHEM 4500, and CHEM 3420.~~

10. Pre-Health Information Management

Replace existing footnote 1 with more detailed information.

Freshman Year

ENGL 1010 - English Composition I Credit: 3.

ENGL 1020 - English Composition II Credit: 3.

MATH 1530 - Introductory Statistics Credit: 3.

Social/Behavioral Sciences Electives Credit: 6.

Electives Credit: 15. [1]

UNPP 1020 - University Pre-Professional, First-Year Interactions and Advisement Credit: 1.

Total: 31

Sophomore Year

BIOL 2010 - Human Anatomy and Physiology I Credit: 4.

BIOL 2020 - Human Anatomy and Physiology II Credit: 4.

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

ENGL 2235 - Topics in British Literature Credit: 3. or

ENGL 2330 - Topics in World Literature Credit: 3.

COMM 2025 - Fundamentals of Communication Credit: 3.

DS 2810 - Computer Applications in Business Credit: 3.

Electives Credit: 14.[1]

Total: 31

Junior Year

BMGT 3510 - Management and Organization Behavior Credit: 3.

BMGT 3630 - Human Resource Management Credit: 3.

DS 3860 - Business Database Management Credit: 3.

DS 4330 (5330) - Management Information Systems Analysis and Design Credit: 3.

Electives Credit: 15. [1]

HIT 1010 Medical Terminology Credit: 3.

Total: 30

Note:

~~1 Suggested electives include ACCT 2110,FIN 3210, LAW 3810 or LAW 4720, HIST 2010 and HIST 2020, or general education core requirements.~~

1 The University of Tennessee Health Science Center's (UTHSC) entry-level Master of Health Informatics and Information Management (MHIIM) program requires a baccalaureate degree and completion of prerequisite courses (above). It is recommended that elective hours be taken from general education core requirements, a selected degree program, and the following suggested electives: ACCT 2110, FIN 3210, LAW 3810 or LAW 4720.

II. JUSTIFICATION

The biology changes are the result of number/name changes to adjust to the Tennessee Transfer pathway. Enrollment Management requested that we include these changes in our proposal to ensure that the changes are properly applied to Degree Works.

The other changes are due to the fact that the pre-professional health sciences curricula are non-degree granting programs. The requirements for these programs are dictated by the prerequisite courses required by the individual professional schools across the state and across the country. These changes reflect the need to keep our programs up to date with the most recent changes in health professional school entrance requirements.

III. COST — No additional cost is associated with these changes.

Effective Date: Fall 2018.

Department of Chemistry
TENNESSEE TECH

MEMORANDUM

TO: University Curriculum Committee

VIA: Arts & Sciences Curriculum Committee

FROM: Jeffrey O. Boles, Chair, Department of Chemistry

DATE: 15 February 2018

SUBJECT: Course Description Change

1. **Course Modification**

   a. Change the contact hours of CHEM 1210…

   From:
   CHEM 1210 - Chemistry for the Life Sciences Fall. Lec. 4. Lab. 0. Credit 4.
   Introduction to chemical principles and their applications to health and disease, which will include chemical structures, moles, organic chemistry and biochemistry. A knowledge of general mathematics is needed for the use of conversion factors, making of solutions, and calculation of dosages and dilutions. This course will not count as part of a chemistry sequence.
   Chemistry majors may not earn credit in both CHEM 1010 and 1110 or both 1020 and 1120. Credit will not be given for both CHEM 1210, 1310 and any of the above courses.

   To:
   CHEM 1210 - Chemistry for the Life Sciences Fall. Lec. 3. Lab. 2. Credit 4.
   Introduction to chemical principles and their applications to health and disease, which will include chemical structures, moles, organic chemistry and biochemistry. A knowledge of general mathematics is needed for the use of conversion factors, making of solutions, and calculation of dosages and dilutions. This course will not count as part of a chemistry sequence.
   Chemistry majors may not earn credit in both CHEM 1010 and 1110 or both 1020 and 1120. Credit will not be given for both CHEM 1210, 1310 and any of the above courses.

Justification

CHEM 1210 was created to satisfy the chemistry requirement for nursing students. The original intent was to use the fourth hour of lecture for recitation and practice. This period was scheduled for a time outside the normal MWF. At some point the instructors decided to use this period for more hands-on and other hybrid activities. As a result, the Banner listing was changed to a lecture/lab setup, without making the necessary catalog change. This proposal corrects this oversight, also setting the course up for anticipated changes in the new laboratory setting.

Financial Impact

No additional resources are needed for this request.

Effective Date

Fall 2018

Department of Chemistry
TENNESSEE TECH

MEMORANDUM

TO: University Curriculum Committee

VIA: Arts & Sciences Curriculum Committee

FROM: Jeffrey O. Boles, Chair, Department of Chemistry

DATE: 21 February 2018

SUBJECT: Curriculum Changes

1. **Changes to the Biochemistry and Applied Chemistry curricula**

   a. Change introductory BIOL course numbers and names

   In both the Biochemistry and Applied Chemistry concentrations, replace BIOL 1105 Foundation of Biology and 1114 General Zoology with BIOL 1113 General Biology I and BIOL 1123 General Biology II, respectively. No change is required in credits.

   b. Change Directed Technical Requirements for Applied Chemistry

   In the Environmental Chemistry option, drop GEOL 4650 Geochemistry from the technical requirements list. Add GEOL 4300 Aqueous Environmental Geochemistry to this list.

   Justification
   The biology changes are the result of number/name changes to adjust to the Tennessee Transfer pathway. Enrollment Management requested that we submit this proposal to ensure that the changes were properly applied to Degree Works.
   The technical requirement change was needed because GEOL 4650 was no longer being offered by the Earth Science Department. In addition, the recently created GEOL 4300 is actually more applicable to this curriculum.

   Financial Impact
   No additional resources should be needed for this request. The number of chemistry majors enrolling in GEOL 4300 should be no more than 1-2 per year.

Effective Date

Fall 2018

2. Add new course to the elective list in the Chemistry Minor

Add CHEM 4710 Environmental Chemistry to the list of elective courses in the Chemistry minor description. This is found in the Undergraduate Catalog/Undergraduate Degree Requirements/9.1 Definition of Minors

This changes the minor description from:

"A minor in Chemistry will consist of 18-20 hours including CHEM 3010-3020 and 3410 plus two additional courses chosen from CHEM 2010, 3500, 3510, 3520, 4520, 4610, 4620. The minimum average GPA in these courses must be 2.0."

To:

"A minor in Chemistry will consist of 18-20 hours including CHEM 3010-3020 and 3410 plus two additional courses chosen from CHEM 2010, 3500, 3510, 3520, 4520, 4610, 4620, 4710. The minimum average GPA in these courses must be 2.0."

Justification
Students in the Chemistry option of the Environmental Sustainability & Studies major take enough CHEM credits to obtain a Chemistry minor but the advanced courses they take (CHEM 4710-4720) were not part of the original elective list. By adding 4710 to this list, ESS (Chem) majors will be able to obtain a Chemistry minor without taking additional courses beyond their curriculum requirements.

Financial Impact
No additional resources are needed for this request.

Effective Date

Fall 2018

Bachelor of Science, Chemistry Major
Biochemistry Concentration (CHMB)

CHEMISTRY (37 hrs)	
1110 General Chemistry I	4
1120 General Chemistry II	4
1500 1st Year Connections	1
3010 Organic Chemistry I	4
3020 Organic Chemistry II	4
3410 Quantitative Analysis	4
3420 Analytical Applications	3
3500 Elements of Physical Chem	3
4610 General Biochemistry I	3
4620 General Biochemistry II	3
4650 Biochemistry Lab	2
4910 Chemistry Seminar	2

BIOLOGY (26 hrs)	
1113 General Biology I	4
1123 General Biology II	4
3140 Cell Biology	4
3230 Microbiology	4
3810 General Genetics	4
4150 Molecular Genetics	3
4040 or 4060	3

MATHEMATICS (7 hrs)	
1910 Calculus I	4
3070 Statistical Methods	3

PHYSICS (8 hrs)	
2010 Algebra-Based Physics I	4
2020 Algebra-Based Physics II	4

ENGLISH (6 hrs)	
1010 English Composition I	3
1020 English Composition II	3

HUMANITIES (9 hrs)	
Literature	3
	3
	3

HISTORY (6 hrs)	
2010 Early US History	3
2020 Modern US History	3

SOCIAL SCIENCE (6 hrs)	
	3
	3

COMMUNICATION (3 hrs)	
	3

ELECTIVES (12 hrs)	
TOTAL	120

Bachelor of Science, Chemistry Major
Biochemistry Concentration (CHMB)

FRESHMAN YEAR			
DISC	**NUMBER**	**SUBJECT**	**HOURS**
CHEM	1110,1120	General Chemistry I,II	8
CHEM	1500	First-Year Connections/Advisement	1
BIOL	1113,1123	General Biology I,II	8
MATH	1910	Calculus I	4
ENGL	1010,1020	English Composition I,II	6
SS	------	Social Science (Gen Ed)	3
		TOTAL	30

SOPHOMORE YEAR			
DISC	**NUMBER**	**SUBJECT**	**HOURS**
CHEM	3410,3420	Quant.Analysis, Analytical Appl'ns	7
BIOL	3810	General Genetics	4
BIOL	3230	Health Science Microbiology	4
PHYS	2010,2020	Algebra-Based Physics I,II	8
HUM	------	Humanities (Gen Ed)	6
SS	------	Social Science (Gen Ed)	3
		TOTAL	32

JUNIOR YEAR			
DISC	**NUMBER**	**SUBJECT**	**HOURS**
CHEM	3010,3020	Organic Chemistry I,II	8
CHEM	3500	Elements of Physical Chemistry	3
BIOL	3140	Cell Biology	4
HIST	2010,2020	Early and Modern US History	6
COM	------	Communication (Gen Ed)	3
HUM	------	Humanities (Gen Ed)	3
ELEC	------	Elective	3
		TOTAL	30

SENIOR YEAR			
DISC	**NUMBER**	**SUBJECT**	**HOURS**
CHEM	4610,4620	General Biochemistry	6
CHEM	4650	Biochemistry Laboratory	2
CHEM	4910	Chemistry Seminar	2
BIOL	4150	Molecular Genetics	3
BIOL	4040 or 4060	Immunology or Hormones	3
MATH	3070	Statistical Methods I	3
ELEC	------	Elective	9
		TOTAL	28

Bachelor of Science, Chemistry Major
Applied Chemistry Concentration (CHMN)

CHEMISTRY (41 hrs)	
1110 General Chemistry I	4
1120 General Chemistry II	4
1500 1st Year Connections	1
2010 Intro Inorganic Chemistry	3
3010 Organic Chemistry I	4
3020 Organic Chemistry II	4
3410 Quantitative Analysis	4
3420 Analytical Applications	3
3500 Elements of Physical Chem	3
4910 Chemistry Seminar	2
Approved Chemistry Courses*	9

BIOLOGY (8 hrs)	
1113 General Biology I	4
1123 General Biology II	4

MATHEMATICS (7 hrs)	
1530 Introductory Statistics	3
1910 Calculus I	4

PHYSICS (8 hrs)	
2010 Algebra-Based Physics I	4
2020 Algebra-Based Physics II	4

ENGLISH (6 hrs)	
1010 English Composition I	3
1020 English Composition II	3

HUMANITIES (9 hrs)	
Literature	3
	3
	3

HISTORY (6 hrs)	
2010 Early US History	3
2020 Modern US History	3

SOCIAL SCIENCE* (6 hrs)	
	3
	3

COMMUNICATION (3 hrs)	
	3

Technical Requirememts* (14-16 hrs)	
Electives (10-12 hrs)	
TOTAL	120

***See Options table on page 12.**

Bachelor of Science, Chemistry Major
Applied Chemistry Concentration (CHMN)

FRESHMAN YEAR			
DISC	**NUMBER**	**SUBJECT**	**HOURS**
CHEM	1110,1120	General Chemistry I,II	8
CHEM	1500	First-Year Connections/Advisement	1
BIOL	1113,1123	General Biology I,II	8
MATH	1530	Introductory Statistics	3
ENGL	1010,1020	English Composition I,II	6
HUM	------	Humanities (Gen Ed)	3
		TOTAL	29

SOPHOMORE YEAR			
DISC	**NUMBER**	**SUBJECT**	**HOURS**
CHEM	2010	Introduction to Inorganic Chemistry	3
CHEM	3410,3420	Quant.Analysis, Analytical Appl'ns	7
DTR	------	Technical Requirement*	3
PHYS	2010,2020	Algebra-Based Physics I,II	8
MATH	1910	Calculus I	4
SS	------	Social Science (Gen Ed)*	6
		TOTAL	31

JUNIOR YEAR			
DISC	**NUMBER**	**SUBJECT**	**HOURS**
CHEM	3010,3020	Organic Chemistry I,II	8
CHEM	3500	Elements of Physical Chemistry	3
COM	------	Communication (Gen Ed)	3
HIST	2010,2020	Early and Modern US History	6
HUM	------	Humanities (Gen Ed)	3
DTR	------	Technical Requirements*	7
		TOTAL	30

SENIOR YEAR			
DISC	**NUMBER**	**SUBJECT**	**HOURS**
CHEM	4910	Chemistry Seminar	2
CHEM	------	Advanced CHEM courses*	9
HUM	------	Humanities (Gen Ed)	3
DTR	------	Technical Requirements*	4-6
ELEC	------	Elective	10-12
		TOTAL	30

***See Options table on page 12.**

Specific Requirements for Applied Chemistry Options			
Option	**Social Science** (6 hrs)	**Advanced Chemistry** (9 hrs)	**Directed Technical Requirements** (14-17 hrs)
Business Chemistry	ECON 2010 ECON 2020	9 hours approved by advisor	ACCT 3720 BMGT 3510 FIN 3210 MKT 3400 DS 3620 or LAW 3810
Environmental Chemistry	See Gen Ed List	CHEM 4710 CHEM 4720 3 hours approved by advisor	BIOL 3120 12 hours chosen from AGRN 3230, 4220, BIOL 4130, 4840, GEOG 4510, GEOL 4300, ~~4650~~, 4711
Forensic Chemistry	See Gen Ed List	CHEM 4410 CHEM 4610 CHEM 4650	CJ 2660 CJ 4250 BIOL 3330 BIOL 3810 BIOL 4150
Health Sciences	See Gen Ed List	CHEM 4610 CHEM 4620 3 hours approved by advisor	BIOL 2010, 2020 BIOL 3230 3 hours chosen from BIOL 3810, 4040, 4060, 4150
Industrial Chemistry	See Gen Ed List	CHEM 4210 CHEM 4520 CHEM 4710	COOP 2010, 2020, 2030 MET 1100, 2000, 3730 PC 3250 3 hours chosen from ACCT 3720, COOP 4010. 4020. 4030, ME 3110, MET 3080
Chemistry	See Gen Ed List	9 hours approved by advisor	Minimum 14 hours of complementary courses approved by advisor

Tennessee Tech
UNIVERSITY

Department of Civil and Environmental Engineering
Box 5015 • Cookeville, TN 38505-0001 • (931) 372-3454 • Fax (931) 372-6239

MEMORANDUM

TO: University Curriculum Committee

VIA: Curriculum Committee, College of Engineering

VIA: Curriculum Committee, Department of Civil and Environmental Engineering

FROM: Dr. Steven M. Click, CEE Curriculum Committee Chair

DATE: October 19, 2018

SUBJECT: Prerequisite Changes

I. COURSE ADDITIONS, DELETIONS, AND CHANGES

A. COURSE CHANGES

FROM:

CEE 4940 - Fundamentals of Civil Engineering
Rec. 2. Credit 0.
Prerequisite: ~~Graduating Senior.~~ Review fundamentals in preparation for fundamentals-of-engineering (FE) test.

TO:

CEE 4940 - Fundamentals of Civil Engineering
Rec. 2. Credit 0.
Prerequisite: CEE 3030, CEE 3413, CEE 3420, CEE 3610, CEE 3710, CEE 4310, CEE 4320, CEE 4800, and CEE 4920 (CEE 3030, CEE 3420, CEE 3710, CEE 4310, CEE 4320, CEE 4800, and CEE 4920 may be taken concurrently). Review fundamentals in preparation for fundamentals-of-engineering (FE) test.

II. RATIONALE

Knowledge and skills from the listed prerequisites are necessary to succeed on the Fundamentals of Engineering exam. It is impossible to “review” topics if the students have not had particular course(s). Furthermore, with an increase in transfer students and other students taking additional courses outside the 128-hr CEE curriculum,

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"Senior Standing" (90+ hours) is being reached earlier than when they have completed these CEE courses.

Effective Date**:** Fall 2018

III. CURRICULUM CHANGES: None

IV. **FINANCIAL IMPACT:** None

Computer Science

TENNESSEE TECH

MEMORANDUM

TO:	University Curriculum Committee
VIA:	College of Engineering Curriculum Committee
VIA:	Jerry Gannod, Computer Science Chair
FROM:	Computer Science Curriculum Committee
DATE:	February 27, 2018
SUBJECT:	Computer Science course and curriculum changes

Effective Date: Fall 2018

Course Additions:

CSC 4580. *Malware Reverse Engineering*. Lec. 3. Credit 3.
Prerequisites: CSC 2400. Basic concepts of reverse engineering and general techniques used for reverse engineering. Reverse engineering applied to basic static and dynamic analysis of malware executables. Study of malware behavior, techniques that malware uses to thwart detection and analysis, and hands-on exercises using malware analysis tools and best practices.

Justification: This course is needed for our Cyber-Security concentration and to maintain CAE accreditation and to be eligible for CAE-Cyber defense accreditation.

Course Deletions:

CSC 3550. *Systems Programming*. Lec. 3. Credit 3.
Prerequisites: 'C' or better in CSC 2500 and CSC 2560. Design of systems software; implementation of program development tools; development of a systems software package. Special permission to enroll can be obtained from department.

Justification: This course is a carryover from the old CSIT program and was used to support elements of the new cybersecurity program. The required elements required for the current cybersecurity program have been moved to CSC 2560.

Course Changes:

CSC 2560. Networks for Information Technologists. Lec. 3. Credit 3.
Prerequisites: 'C' or better in CSC 2500 or concurrent enrollment in CSC 2500. This course covers the theoretical and practical aspects of administrating computer networks and supporting services from an information technology perspective.

Justification: This course has been modified to include required content from the deleted CSC 3550 Systems Programming course in support of the Cyber-security concentration.

Curriculum Changes:

In the Cyber-Security curriculum, replace the CSC 3550 requirement with a Cyber-Security elective from the following list:

CSC 3220 Fundamentals of Data Science
CSC 4220 Data Mining and Machine Learning
CSC 4580 Malware Reverse Engineering
CSC 4760 Parallel Programming
CSC 4770 Distributed and Cloud Computing
CJ 3640 Cybercrime
DS 4125 Computer Forensics and Investigations

Justification: This list fills the gap created by the removal of CSC 3550 from the curriculum and the restructuring of CSC 2560 with courses which complement the required security courses.

Financial Impact:

None. CSC 4580 does not introduce any new course load, as it is currently being taught as a special topics course. The deletion of CSC 3550, including the realignment of CSC 2560, does not introduce any new course load, as its removal is a course streamlining measure.

CSC 4580: MALWARE REVERSE ENGINEERING

Course description: The purpose of this course is to cover reverse engineering of Malware via static and dynamic techniques. In particular, this course will cover both the basic concepts of reverse engineering and general techniques used for reverse engineering, and then apply these concepts and techniques to analyze malware. Both basic and advanced static techniques for analyzing executable files and basic and advanced dynamic techniques for analyzing running executables will be covered. The course will use various tools and best practices to analyze executables for malware detections and analysis.

Prerequisite(s): CSC 2400

Possible textbook(s):
Practical Malware Analysis. Sikorski and Honig.
Malware Analyst's Cookbook and DVD: Tools and Techniques for Fighting Malicious Code. Michael Ligh, Steven Adair, Blake Hartstein, and Matthew Richard.
Advanced Malware Analysis. Christopher C. Elisan.

Course learning outcomes:
After completion of this course the student will:

- Understand what reverse engineering is.
- Know the general methodologies of reverse engineering.
- Have skills for static analysis of malware executables.
- Have skills for dynamic analysis of live malware.
- Understand how malware behaves in general.
- Understand techniques that malware uses to hide themselves from detection.
- Be able to use current tools and best practices to detect and analyze malware.

Course topics:

1. Basic concepts and techniques of reverse engineering.
2. Basic static malware analysis.
3. Basic dynamic malware analysis.
4. Advanced static analysis techniques using disassemblers. Advanced analysis of executable images.
5. Advanced dynamic analysis using runtime debuggers.
6. Malware behavior, launching strategies, and network signatures.
7. Anti-disassembly, anti-debugging, and anti-virtual machine techniques. Packing and unpacking.

Grade components:

- Homework/labs 50%
- Exams 50%

Grading scale:
A – 90-100 B – 80-89 C – 70-79 D – 60-69 F – Below 60

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

TENNESSEE TECH UNIVERSITY

COMPUTER SCIENCE

CSC 2560-001

Networks for Information Technologists

TBA, 3 CREDIT HOURS, TBA

INSTRUCTOR INFORMATION

Instructor's Name: TBA

Telephone Number: TBA

Email: TBA

Office: TBA

Office hours: TBA

COURSE INFORMATION

PREREQUISITES**:**

C OR BETTER IN CSC 2500 OR CONCURRENT ENROLLMENT IN CSC 2500.

COURSE DESCRIPTION

This course covers the theoretical and practical aspects of administrating computer networks and supporting services from an information technology perspective.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

- Students will be able to describe the fundamental concepts, technologies, components and issues related to communications and data networks.
- Students will be able to describe current networking technologies and trends.
- Students will be able to describe a basic network architecture given a specific need and set of hosts/clients.
- Students will be able to describe the hardware components of modern computing environments and their individual functions.

MAJOR TEACHING METHODS

Lecture, lab, discussion, reading, written assignments.

SPECIAL INSTRUCTIONAL PLATFORM/MATERIALS

PollEV, iLearn, Piazza, personal laptop, access to virtualized lab environment

TEXTS AND REFERENCES:

Required: no textbook required
References (if applicable): considerable amount of material will be provided from other sources (online and library-based).

TECHNOLOGY IN CLASSROOM COMMUNICATION:

POLL EVERYWHERE:

www.PollEV.com/TBA

We will be using Poll Everywhere for in-class response/feedback.

PIAZZA:

www.piazza.com/class

This term we will be using Piazza for class discussion. The system is highly catered to getting you help fast and efficiently from classmates, the TA, and myself. Rather than emailing questions to the teaching staff, I encourage you to post your questions on Piazza.

ILEARN:

www.elearn.tntech.edu

ilearn will be used for posting lecture associated materials and exercises. You will also use iLearn to submit assignments.

GRADING AND EVALUATION PROCEDURES:

GRADING SCALE:

Letter Grade	Grade Range
A	89.5-100
B	79.5-89.5
C	69.5-79.5
D	59.5-69.5
F	59.5 and below

GRADING DISTRIBUTION:

Grade distribution will be determined by the instructor; however, the general distribution will include 10% course participation, 30% quizzes, 30% assignments, 15% mid-term exam, and 15% final exam.

QUIZZES

Announced quizzes will be given at the beginning of class.

MID-TERM EXAM

Full period exam will cover lectures in class prior to the exam.

FINAL EXAM

Final exam will be comprehensive and open book.

COURSE POLICIES

STUDENT ACADEMIC MISCONDUCT POLICY

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

ATTENDANCE POLICY:

Attendance is required. More than three unexcused absences will result in lowering of 1 letter grade.

LATE POLICY:

No late submission is accepted without evidence of urgency.

UNIVERSITY EMAIL POLICY:

All class communication will be sent to Tennessee Tech email addresses. It is your responsibility to read and manage this email. See https://www.tntech.edu/its/emailinfo/studentemail for more information.

Please add all instructors' email to your approved recipients list to ensure you will receive any correspondence in regards to this course. Please note the instructor of this course is not responsible for missed email communication directed to your spam folder.

DISABILITY ACCOMMODATION

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

COURSE Content

Proposed Topics

Topic#	Course Topics	Sub-topics
1	Networking Basics	
		Network Media
		Network Architectures
		Network Topologies
2	Networking by the Layers	
		Overview of OSI Model (and related models)
		Physical Layer and Connections
		Data Link Layer and Bridging/Switching Devices
		Network Layer and Gateway/Routing Devices
		Upper Layers (Transport, Session, Presentation, and Application) – Related Hardware and Software
		Wired and Wireless Technologies
3	TCP/IP	
		Introduction to the TCP/IP protocol stack (v4 and v6)
		IP / UDP / TCP protocols and their roles
		IPv4 Address Classes
		Netmasks / Subnetting / CIDR notation / Network Address Translation (NAT)
4	Network Protocols and Services	
		NTP
		DHCP / ARP / RARP
		DNS
		HTTP, HTTPS, SSL
		SMTP
5	Client Devices	
		Workstations
		Servers
		Network Storage Devices
		Mobile Devices
		Virtualization Systems
6	Client Authentication and Service Connectivity	
		Directory Services
		Service Discovery Technologies
7	Network Evolution	
		Mobile Devices in a Secure Networking Environment
		BYOD
		Network Infrastructure Management
		Remote and Distributed Management
8	Network Security Introduction	
		Firewalls
		Intrusion Detection Systems / Intrusion Prevention Systems
		Virtual Private Networks

		Software Patching Systems
		Anti-Virus / Anti-Malware Systems

Proposed Assignments

Assignment#	Assignment Topic
1	Setup of Virtualization and Network Simulation Software, Laboratory Logistics
2	Network Simulation 1 – Basic Network
3	Network Simulation 2 – Intermediate Network
4	Network Simulation 3 – Complex Network
5	Network Diagnostic Exercise
6	Windows Server Installation w/AD
7	Linux Server Installation (LAMP)
8	Windows / Linux Integration Exercise

Curriculum for Cyber-Security Concentration

Freshman Year

- **ENGL 1010 - English Composition I** Credit: 3.
- **ENGL 1020 - English Composition II** Credit: 3.
- **Social/Behavioral Sciences Elective** Credit 3. [2]
- **HIST 2010 - American History I** Credit: 3.
- **HIST 2020 - American History II** Credit: 3.
- **MATH 1910 - Calculus I** Credit: 4.
- **MATH 1920 - Calculus II** Credit: 4.
- **CSC 1300 – Introduction to Problem Solving and Computer Programming** Credit: 4.
- **CSC 1310 – Data Structures and Algorithms** Credit: 4.
- **ENGR 1020 - Connections to Engineering and Technology** Credit: 1. [1]

Total: 32

Sophomore Year

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

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

- First Science Sequence Credit 8. [3]
- **CSC 2310 – Object Oriented Programming and Design** Credit: 4.
- **CSC 2400 - Design of Algorithms** Credit: 3.
- **CSC 2500 - Unix Lab** Credit: 1.
- **CSC 2560 - Networks for Information Technologists** Credit: 3.
- **CSC 2700 – Discrete Structures for Computer Science** Credit: 3.
- **CSC 2710 - Foundations of Computer Science** Credit: 3.
- **MATH 2010 - Introduction to Linear Algebra** Credit: 3.

Total: 34

Junior Year

- **Humanities/Fine Arts Elective** Credit 6. [2]
- **CSC 3040 - Professionalism, Communication and Research in Computing** Credit: 3.
- **CSC 3300 - Database Management Systems** Credit: 3.
- **CSC 3410 - Computer Organization and Assembly Language Programming** Credit: 3.

- ~~**CSC 3550 - Systems Programming** Credit: 3.~~
- CSC or Cyber-Security Elective Credit[5]: 3.
- **CSC 4320 (5320) - Computer Architecture** Credit: 3.
- **CSC 4575 (5575) - Information Assurance and Cryptography** Credit: 3.
- Lab Science[4] Credit 4.
- **MATH 3070 - Statistical Methods I** Credit: 3. or
  MATH 3470 - Introductory Probability and Statistics Credit: 3.

Total: 31

Senior Year

- **Social/Behavioral Sciences Elective** Credit: 3.[2]
- **CSC 4100 (5100) - Operating Systems** Credit: 3.
- **CSC 4200 (5200) - Computer Networks** Credit: 3.
- **CSC 4570 - IT Security** Credit: 3.
- **CSC 4610 - Software Engineering I** Credit: 3.
- **CSC 4620 - Software Engineering II** Credit: 3.
- CSC or Cyber-Security Elective Credit[5]: 3.
- Electives Credit: 3.

Total: 24

Note:

[1] Not required for transfer students with more than 12 hours.

[2] See TTU General Education Core Requirements.

[3] Take at least one science sequence from BIOL 1105 -BIOL 1114, BIOL 1105-BIOL 2110, CHEM 1110-CHEM 1120 , GEOL 1040-GEOL 1045 or PHYS 2110-PHYS 2120. The two sequences must be in different disciplines.

[4] Must be a different discipline than the required science sequence.

[5] At least 3 credit hours must come from the approved list of Cyber-Security Electives: CSC 3220, CSC 4220, CSC 4580, CSC 4760, CSC 4770, CJ 3640, DS 4125.

Computer Science

TENNESSEE TECH

MEMORANDUM

TO:	Provost
VIA:	Academic Council
VIA:	University Curriculum Committee
VIA:	College of Engineering Curriculum Committee
VIA:	Jerry Gannod, Computer Science Chair
FROM:	Computer Science Curriculum Committee
DATE:	February 15, 2018
SUBJECT:	Name Change for "Parallel, Distributed. and High Performance Computing" Concentration

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Description: The Computer Science Department is proposing to Change the title of the "Parallel, Distributed, and High Performance Computing" to "High Performance Computing"

Justification: The new name, which will be High Performance Computing (HPC), subsumes parallel, distributed, and high performance computing, and is a widely recognized designation for the topics. Although the current name, which is Parallel, Distributed, and High Performance Computing (PDH), accurately describes the focus of the concentration, the name is unwieldy because of its length and it is not a name that is widely used. HPC is the term used in technical journals, conferences, textbooks, as well as non-technical literature, such as newspaper articles, so will be immediately recognized when it is seen on a student's transcript, and students that are interested in HPC will instantly recognize which concentration they should add to their major.

Financial Impact:
None.

Effective Date:
Fall 2018

Manufacturing & Engineering Technology

TENNESSEE TECH

Memorandum

To: University Curriculum Committee

VIA: Engineering Curriculum Committee

From: Ahmed H. ElSawy, Professor and Chairperson (approved by the MET faculty on 2/27/18)
Department of Manufacturing and Engineering Technology

Date: Monday, February 26, 2018

Re: MET curriculum changes

The Department of Manufacturing and Engineering Technology Faculty request the approval of the following curriculum changes:

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1. Course Additions, Deletions and Changes

a. **Addition:** None

b. Deletion: None

c. **Changes**: None

2. Curriculum Changes

a. To adopt to the shift in the manufacturing job market and streamline the transfer from other community colleges, the MET department request the approval of the following changes:

1. Add the following three courses MET 4550 (5550), MET 4600 (5600) and MET 4650 (5650) to Concentration II - Engineering Technology Management

Justifications:

The MET Department needs to increase the number of MET courses in Concentration II before our next accreditation cycle, which will starting Fall 2018.

3. Financial Impact:

No additional resources are needed

4. Effective Date:

Fall 2018

Curriculum

Freshman Year

- CHEM 1010 - Introductory Chemistry I Credit: 4. or
- CHEM 1110 - General Chemistry I Credit: 4.

- ENGL 1010 - English Composition I Credit: 3.
- ENGL 1020 - English Composition II Credit: 3.
- MATH 1730 - Pre-calculus Mathematics Credit: 5.
- Humanities/Fine Arts Electives Credit: 6.
- MATH 1845 - Technical Calculus Credit: 3.
- MET 1100 - Introduction to Manufacturing Engineering Technology Credit: 2.
- ENGR 1020 - Connections to Engineering and Technology Credit: 1. [1]
- ENGR 1110 - Engineering Graphics Credit: 2.

Total: 29

Sophomore Year

- ECON 2010 - Principles of Microeconomics Credit: 3. or
- ECON 2020 - Principles of Macroeconomics Credit: 3.

- ENGL 2130 - Topics in American Literature Credit: 3. or
- ENGL 2235 - Topics in British Literature Credit: 3. or
- ENGL 2330 - Topics in World Literature Credit: 3.

- HIST 2010 - Early United States History Credit: 3.
- HIST 2020 - Modern United States History Credit: 3.

- PHYS 2010 - Algebra-based Physics I Credit: 4. or
- PHYS 2110 - Calculus-based Physics I Credit: 4.

- PHYS 2020 - Algebra-based Physics II Credit: 4. or
- PHYS 2120 - Calculus-based Physics II Credit: 4.

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

- MET 2000 - Occupational Safety Credit: 2.
- MET 2065 - Metal Manufacturing Technology Credit: 2.
- MET 2310 - Applied Fluid Power Credit: 2.
- MET 2400 - Statics and Strength of Materials Credit: 3.

Total: 33

Junior Year

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

- ACCT 3720 - Survey of Accounting Credit: 3.
- BMGT 3510 - Management and Organization Behavior Credit: 3.
- ECON 3610 - Business Statistics I Credit: 3.

- ME 3010 - Materials and Processes in Manufacturing Credit: 3. or
- MET 3100 - Applied Physical Metallurgy Credit: 3. or
- ME 3110 - Physical Metallurgy and Heat Treatment Credit: 3.

- MET 3000 - Principles of Metal Casting Credit: 2.
- MET 3200 - Applied Electricity and Electronics Credit: 3.
- MET 3301 - CAD for Technology Credit: 2.
- MET 3403 - Applied Machine Elements Credit: 3.
- MET 3700 - Manufacturing Cost Estimating Credit: 2.
- MET 3710 - Methods Design and Work Measurement Credit: 2.

Total: 29

Senior Year

- PSY 1030 - Introduction to Psychology Credit: 3.
- Business Elective Credit: 3. [2]
- DS 3520 - Operations Management Credit: 3.
- MET 3150 - Maintenance Technology I Credit: 2.
- MET 4310 (5310) - Plant Layout and Materials Handling Credit: 3.
- MET 4615 - Engineering Technology Ethics and Professionalism Credit: 1.
- MET 4620 - Senior Projects Credit: 3.
- **Area of Concentration Credit**: 15. [4] [3]

Total: 33

Notes:

1 This course not included in **123** - hour curriculum.

2 **Business Electives**: BMGT 3630, BMGT 4520 (5520), DS 3620, DS 3540, FIN 3210, LAW 3810 or MKT 3400.

3 **Select one of the following concentrations (15 credits):**

Concentration I - Mechatronics Engineering Technology

MET 3060, MET 3260, ECE 3270, MET 4250 (5250) and select one course from:

MET 3080, MET 3460, MET 4000 (5000), MET 4060 (5060), MET 4210 (5210), MET 4220 (5220), MET 4300 (5300), MET 4400 (5400), MET 4450 (5450), MET 4500 (5500), MET 4550 (5550), MET 4600 (5600), MET 4650 (5650), MET 4700, MET 4990 (5990), ESS 3710.

Concentration II - Engineering Technology Management

Select five courses from: BMGT 3600, BMGT 3630, BMGT 4520 (5520), DS 3620, DS 3540, FIN 3210, LAW 3810, BMGT 4930 (5930), MET 4430 (5430), **MET 4550 (5550)**, **MET 4600 (5600)**, **MET 4650 (5650)**, **MKT 3400**, **PSY 3400**.

Department of English

TENNESSEE TECH

To: University Curriculum Committee

From: Dr. Ted Pelton, English Chair, representing the UCC subcommittee on the TTU Grading Scale

Date: March 14, 2018

The Grading Scale subcommittee met on Tuesday, Feb. 27, following the feedback provided by the University Curriculum Committee at our February 15 meeting.

Research has suggested that students are unlikely to support changes to a full-letter grading scale without a period of education on the topic. Furthermore, data shows no consequential effect of grade inflation or deflation when there is a change to a +/- format, so we might all have less reason to fear such a change than we might otherwise assume. The committee therefore proposes a meeting this Spring to present more information to student on the issue. Dr. Mohan Rao will take the lead role in arranging this event, and student committee member Ellie Fetzer will help coordinate student outreach.

cc: Dr. Christy Killman, Faculty Senate President