

University Curriculum Committee

September 27, 2018

The University Curriculum Committee met on **Thursday, September 27th** at 3:00 p.m. in the Deans' Conference Room, Derryberry 200.

Members Present:

Melinda Anderson	Julie Baker	Doug Bates	Jeff Boles
Chris Brown	Lori Bruce	Brittany Copley	Dennis Duncan
Steve Frye	Mike Gotcher	Bruce Greene	Kim Hanna
Mike Harrison	Brandi Hill	Darrell Hoy	Sharon Huo
Brandon Johnson	Christy Killman	Lori Maxwell	Allan Mills
Wendy Mullen	Ted Pelton	Jeff Roberts	Stephen Robinson
Barry Stein	Mark Stephens	Thomas Timmerman	Jeremy Wendt
Janet Whiteaker	Brenda Wilson	Jerry Gannod	Braden Benton
Zachary Grainger	Courtney Fowler	Alicen Long	Ahmed Elsayy

Members Absent:

Pedro Arce	Rita Barnes (LOA)	Kristine Craven	Edith Duvier
Kurt Eisen (LOA)	Julie Galloway	Adam Grim	Hayden Mattingly
Ben Mohr	Tom Payne	Mohan Rao	Paul Semmes
Jennifer Shank	Lisa Zagumny	Kim Winkle	

Official Representative(s):

Leigh Waggoner for Richard Rand	Tammy Boles for Joe Roberts	Julia Gruber for Martin Sheehan
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Guest(s):

Holly Stretz– CHE	Scott Christen– COMM	Carri Williams– Records	Mary McCaskey– Records
Colleen Mestayer– COMM			

Outline of Proceedings:

1. Approval of agenda
2. Approval of March 15, 2018 minutes
3. Chemical Engineering
4. Curriculum & Instruction
5. Exercise Science, Phys. Education, & Wellness
6. Electrical and Computer Engineering
7. Manufacturing & Engineering Technology
8. Mechanical Engineering
9. Computer Science
10. Human Ecology
11. History
12. English
13. Sociology
14. Interdisciplinary Studies
15. Communication

Proceedings:

Perceiving a quorum, Dr. Wendt called the meeting to order at **3:03**.

1. Approval of agenda

Motion to approve. Darrell Hoy

Second. Allan Mills

Vote. Approved.

2. Approval of minutes, March 15, 2018

Motion to approve. Barry Stein

Second. Julie Baker

Vote. Approved.

3. Chemical Engineering

A. Course Changes.

- 1) CHE 3730 - Chemical Engineering Operations

Prerequisite

From:

CHE 2015. Minimum grade of C. May not be taken concurrently. MATH 2110 and MATH 2120. MATH 2120 may be taken concurrently.

To:

ENGR 1120, MATH 1920, and CHE 2015. Minimum grade of C.

Motion to approve. Darrell Hoy

Second. Barry Stein

Vote. Approved.

B. Information Item.

- 1) CHE 4335 - Fuel Cells

Prerequisite

From: CHE 3010, ME 3210, and CHEM 3510

To: CHE 3010 **OR** ME 3210, and CHEM 3510. **CHEM 3510 may be taken concurrently.**

Correction to prerequisite approved during the summer by Dr. Huo due to the number of students affected by this change during the fall term.

4. Curriculum & Instruction

A. Course Changes.

- 1) SPED 3031 - Physical management & Support Services for Orthopedic, Motor & Health Impaired

Credit Hours

From: Lec. 3. Lab 2. Credit 3.

To: Lec. 3. ~~Lab 2~~. Credit 3.

- 2) SPED 3050 - Universal Design for Special Education

Course Description

From:

This course is designed to provide candidates with an extensive overview of research based strategies for improving student outcomes through universally designed planning of environment, instruction, and assessment. The course will also focus on service delivery models, methods, and procedures for including the use of state and federal mandates. **To:**

This course is designed to provide candidates with an extensive overview of research based strategies for improving student outcomes through universally designed planning of environment, instruction, and assessment. The course will also focus on service delivery models, methods, and procedures for including the use of state and federal mandates. **A minimum grade of B is required to meet requirements for licensure candidates.**

- 3) SPED 4030 - Applied Behavior Analysis for Teachers

Course Description

From:

Overview of the principles of behavior applied to instructional management.

To:

Overview of the principles of behavior applied to instructional management. **A minimum grade of B is required to meet requirements for licensure candidates.**

- 4) SPED 4200 (5200) - Teaching Students with Autism Spectrum Disorders

Course Description

From:

Within the context of persons with ASD, this course is designed to provide the student with a model of the teaching process progressing from identification, to instructional design, to the use of research-validated methods for instructional delivery and the provision of needed educational, social, academic, and behavior supports.

To:

Within the context of persons with ASD, this course is designed to provide the student with a model of the teaching process progressing from identification, to instructional design, to the use of research-validated methods for instructional delivery and the provision of needed educational, social, academic, and behavior supports. **A minimum grade of B is required to meet requirements for licensure candidates.**

- 5) SPED 4872 - Professional Seminar I

Course Description

From:

Seminar for Residency I candidates to develop curriculum, identify effective instructional strategies, and implement appropriate assessment methods to support and meet the needs of all learners.

To:

Seminar for Residency I candidates to develop curriculum, identify effective instructional strategies, and implement appropriate assessment methods to support and meet the needs of all learners. **A minimum grade of B is required to meet requirements for licensure candidates.**

Motion to approve. Lori Maxwell

Second. Julie Baker

Vote. Approved.

B. Concentration Name Changes.

- 1) **From:** Early Childhood Education, Non-Licensure
To: **Early Childhood Practitioner**
- 2) **From:** Special Education, Non-Licensure
To: **Special Education Practitioner**

Motion to approve. Lori Maxwell

Second. Julie Baker

Vote. Approved.

5. Exercise Science, Physical Education, & Wellness

A. New Courses.

- 1) **EXPW 1120 - Introduction to Occupational Therapy**
Lec. 1. Credit 1.
This course provides interested students the fundamental concepts in Occupational Therapy (OT). It presents a broad overview and history of the profession while discussing current professional roles within the practice setting, current issues and trends in the field, and treatment development based on the theoretical models of practice applicable to OT. Students will examine the OT process, ethics in regard to practice, interdisciplinary team process, and meaningful occupation in various contexts of practice.
- 2) **EXPW 1130 - Introduction to Physical Therapy**
Lec. 1. Credit 1.
This course provides interested students the fundamental concepts in Physical Therapy (PT). It presents a broad overview and history of the profession while discussing current professional roles within the practice setting, current issues and trends in the field, and treatment development based on the theoretical models of practice applicable to PT. Students will examine the PT process, ethics in regard to practice, interdisciplinary team process, and meaningful occupation in various contexts of practice.
- 3) **EXPW 2200 - Leadership Development in Exercise Science and Sport**
Lec. 3. Credit 3.
This course combines leadership theory with practical application, equipping students with

the knowledge and skills needed for leadership in sports, teaching, and exercise science-related fields/professions. Leadership is explored as an integral component of a student's career and life plan, focusing on the value of developing a philosophy for self-leadership that will help them move toward influencing others.

4) **EXPW 4990 - Special Topics in Exercise Science**

Credit 1 - 3.

Prerequisite: Consent of instructor. Special study of an approved topic within the Exercise Science field under the direct supervision of the Exercise Science faculty. Up to six hours may be taken for Upper Division credit to fulfill major or minor requirements.

5) **EXPW 4991 - Independent Study in Exercise Science**

Credit 3.

Prerequisite: Consent of instructor. Special study of an approved topic within the Exercise Science field under the direct supervision of the Exercise Science faculty. Up to six hours may be taken for Upper Division credit to fulfill major or minor requirements.

6) **EXPW 4992 - Independent Study in Exercise Science**

Credit 3.

Prerequisite: Consent of instructor. Special study of an approved topic within the Exercise Science field under the direct supervision of the Exercise Science faculty. Up to six hours may be taken for Upper Division credit to fulfill major or minor requirements.

7) **EXPW 3000 - Professional Development and Career Planning**

Lec. 1. Credit 1.

This course will lead students through the necessary steps of locating and applying to graduate programs and/or career opportunities by preparing quality resumes, cover letters, and related application documents as well as interview techniques, questions, and practice for candidate success.

8) **EXPW 3565 - Physical Activity and Sport Skills**

Lec. 2. Lab 2. Credit 3.

This course is designed to explore a variety of physical activities and sports including dance, gymnastics, sports, and fitness. Students will learn skills necessary to participate, rules, safety measures, and more. Physical Education licensure students must make a B or better to advance to the methods courses.

9) **EXPW 4712 - Methods of Teaching Secondary Physical Education**

Lec. 3. Credit 3.

Prerequisite: Physical education licensure major; full admission into the teacher education program; completion of EXPW 3720 and EXPW 3565 with a grade of B or better. Co-requisite: EXPW 4750 - Secondary Physical Education Practicum. This course provides the teacher candidate opportunities to examine and develop instructional methods related to planning, teaching, and analyzing skills appropriate for secondary physical education. Candidates will prepare multiple stands-based lesson plans using the state standards for

physical education in grades 6-8 and 9-12 and the edTPA lesson plan template. Understanding of content from this course is assessed on the Praxis II licensing exam. The successful candidate will have a grade of B or better to progress to Residency I.

10) **EXPW 4751* - Secondary Physical Education Practicum**

Lab 4. Credit 2.

Prerequisite: Physical education licensure major; full admission into the teacher education program; completion of EXPW 3720 and EXPW 3565 with a grade of B or better. Co-requisite: EXPW 4712 - Methods of Teaching Secondary Physical Education. The teacher candidate will have the opportunity to observe, assist, and teach in the secondary physical education setting. The successful candidate will have a grade of B or better to progress to Residency I.

11) **EXPW 4722 - Methods of Teaching Elementary Physical Education**

Lec. 3. Credit 3.

Prerequisite: Physical education licensure major; full admission into the teacher education program; completion of EXPW 3720 and EXPW 3565 with a grade of B or better. Co-requisite: EXPW 4751 - Elementary Physical Education Practicum. The teacher candidate will gain important and relevant knowledge and experience related to teaching elementary physical education. A variety of instructional methods for teaching motor skills and movement concepts are included. Candidates will prepare multiple lesson plans using the state standards for K-5 physical education. The edTPA lesson plan template and assessment process is utilized during this course. Understanding of content from this course is assessed on the Praxis II licensing exam. The successful candidate will have a grade of B or better to progress to Residency I.

12) **EXPW 4752* - Elementary Physical Education Practicum**

Lab 4. Credit 2.

Prerequisite: Physical education licensure major; full admission into the teacher education program; completion of EXPW 3720 and EXPW 3565 with a grade of B or better. Co-requisite: EXPW 4722 - Methods of Teaching Elementary Physical Education. The teacher candidate will observe, assist, and teach in the elementary physical education setting. The successful candidate will have a grade of B or better to progress to Residency I.

13) **EXPW 4874 - Professional Seminar I**

Lec. 2. Credit 2.

Fall Only

Prerequisite: Full admission to the teacher education program; completion of EXPW 4712, EXPW 4722, EXPW 4750, and EXPW 4751 with a grade of B or better in each. Co-requisite: EXPW 4871 - Residency I. This seminar is a problem-based learning experience that is directly linked to individual candidate's teaching and learning experiences in their Methods and Practicum courses. Candidates will use lesson plans and teaching videos to complete a mock edTPA project start to finish, that will be critiqued and scored in-house, in preparation for the required assessment during Residency II.

14) **PHED 1265 - Kickboxing**

Credit 1.

Thai boxing or Muay Thai is a martial arts form of Thailand. It is known as the “art of eight limbs”. This course is designed to introduce Thai boxing at basic skill levels. The class will be conducted in a friendly, self-paced manner. Protective gear will be required for safety as students learn basic punches, elbow strikes, knee strikes, and kicking.

15) **PHED 1275 - Disc Golf**

Credit 1.

Disc golf has become a popular outdoor recreational activity all over the nation. This course is designed to provide basic instruction in various throws including the backhand throw, forehand drive, and the backhand roller. Students will learn about the drive, approach, and putt as well as rules of game play and keeping score.

16) **PHED 1280 - Kayaking**

Credit 1.

This course is designed for the beginner kayaker. Fundamental skills and techniques will be discovered and practiced as well as rules and etiquette on the water and general safety. Once students have the knowledge and basic skills necessary to stay afloat, there will be multiple opportunities to go kayaking.

B. Curriculum Changes.

- 1) **Remove** the following courses from the Exercise Science, Physical Education, & Wellness B.S., Licensure Concentration (but do not delete from catalog):

Sophomore Year

EXPW 3012 - Educational Gymnastics, Dance and Fitness (Credit 1)

Junior Year

EXPW 3560 - Techniques and Tactics of Sports (Credit 2)

EXPW 4711 - Analysis and Development of Sports Skills (Credit 4)

EXPW 4721 - Methods of Elementary Movement (Credit 4)

Senior Year

EXPW 3660 - Curriculum in Physical Education (Credit 2)

EXPW 4873 - Professional Seminar I (Credit 3)

- 2) **Add** the following courses to the Exercise Science, Physical Education, & Wellness B.S., Licensure Concentration:

Sophomore Year

EXPW 3565 - Physical Activity & Sport Skills

Junior Year

EXPW 3000 - Professional Development and Career Planning

EXPW 4712 - Methods of Teaching Elementary Physical Education; Co-req.: EXPW 4751*

EXPW 4722 - Methods of Teaching Elementary Physical Education; Co-req.: EXPW 4752*

EXPW 4751* - Secondary Physical Education Practicum; Co-req.: EXPW 4712

EXPW 4752* - Elementary Physical Education Practicum; Co-req.: EXPW 4722

Senior Year

EXPW 4874 - Professional Seminar I; Co-req.: EXPW 4871 (also list EXPW 4874 as Co-req. for EXPW 4871)

***Friendly Amendment: EXPW 4750– course number has been used previously. Changed EXPW 4750 to EXPW 4751 and consequently, EXPW 4751 changed to EXPW 4752.**

Motion to approve. Julie Baker

Second. Barry Stein

Vote. Approved.

6. Electrical & Computer Engineering

A. Curriculum Changes.

- 1) **Bachelor of Science in Electrical Engineering, B.S.E.E. (no concentration)**
 - a) **Combine** the EE Breadth Electives and EE Senior Electives categories into a single elective category and rename **EE Electives**
 - b) **Add** six (6) hours to EE Electives– three (3) hours in the junior year and three (3) hours in the senior year
 - c) **Reduce** the number of hours of required EE Electives from twelve (12) to nine (9)
 - d) **Remove** ECE 3310 - Electronics II as a required course for the program of study
 - e) **Add** ECE 3310 as an EE Elective

Bachelor of Science in Electrical Engineering, Vehicle Engineering Concentration

- a) **Combine** the EE Breadth Electives and EE Senior Electives categories into a single elective category as EE Electives
- b) **Remove** ECE 3310 - Electronics II as a required course for the concentration program of study
- c) **Increase** the elective hours in EE Vehicle Electives from three (3) to six (6)

Motion to approve. Darrell Hoy

Second. Ahmed Elsayw

Vote. Approved.

7. Manufacturing & Engineering Technology

A. Curriculum Changes.

- 1) Engineering Technology, B.S.E.T.
Area of Emphasis Credit, Footnote 3, Concentration II - Engineering Technology Mgmt.
From:
Select five courses from: BMGT 3600, BMGT 3630, BMGT 4520 (5520), DS 3620, DS 3540, FIN 3210, LAW 2810, BMGT 4930 (5930), MET 4430 (5430), MET 4550 (5550), MET 4600 (5600), MET 4650 (5650), MKT 3400, PSY 3400.

To:

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

***Friendly Amendment: Effective date changed from Spring 2019 to Fall 2019**

Motion to approve. Ahmed Elsayy

Second. Barry Stein

Vote. Approved.

8. Mechanical Engineering

A. Course Changes.

- 1) ME 3001 - Mechanical Engineering Analysis

From:

Prerequisite: ENGR 1120, MATH 2010 and MATH 2120.

To:

Prerequisite: ENGR 1120; C or better in MATH 2010; C or better in MATH 2120.

- 2) ME 3710 - Heat Transfer

From:

Prerequisite: MATH 2120 and ME 3210. ME 3210 may be taken concurrently.

To:

Prerequisite: ME 3210; C or better in MATH 2120 ME 3210 may be taken concurrently.

- 3) ME 3210 - Thermodynamics I

From:

Prerequisite: CHEM 1110 and MATH 2110.

To:

Prerequisite: CHEM 1110; ~~and C or better in~~ MATH 2110.

Motion to approve. Darrell Hoy

Second. Allan Mills

Vote. Approved.

9. Computer Science

A. Course Changes.

- 1) CSC 4100 (5100) - Operating Systems

From:

Prerequisite: C or better in CSC 1310 or both CSC 2110 and CSC 2111; and C or better in CSC 3410 or ECE 3130.

To:

Prerequisite: C or better in CSC 1310 or both CSC 2110 and CSC 2111; ~~and C or better in~~ CSC 3410 or ECE 3130.

- 2) CSC 4200 (5200) - Computer Networks
From:
Prerequisite: C or better in CSC 2400.
To:
Prerequisite: ~~C or better in~~ CSC 2400.
- 3) CSC 1300 - Introduction to Problem Solving and Computer Programming
From:
Prerequisite: CSC 1200 or MATH 1910. MATH 1910 may be taken concurrently.
To:
Prerequisite: CSC 1200 or MATH 1845 or MATH 1910. MATH 1845 or MATH 1910 may be taken concurrently.

B. Curriculum Changes.

- 1) Footnote 3
From:
Take at least one science sequence from BIOL 1113-BIOL 1123, BIOL 1113-BIOL 2310, CHEM 1110-CHEM 1120, GEOL 1040-GEOL 1045 or PHYS 2110-PHYS 2120. The two sequences must be in different disciplines.
To:
Take at least one science sequence from BIOL 1113-BIOL 1123, BIOL 1113-BIOL 2310, CHEM 1110-CHEM 1120, GEOL 1040-GEOL 1045, PHYS 2010-2020 or PHYS 2110-PHYS 2120. The remaining 4 hour science elective must be in a different discipline from the science sequence. ~~The two sequences must be in different disciplines.~~

Motion to approve. Jerry Gannod

Second. Darrell Hoy

Vote. Approved.

10. Human Ecology

A. Course Changes.

- 1) HEC 3350 - Merchandising I
From:
Prerequisite: HEC 2031.
To:
Prerequisite: HEC 1100
- 2) HEC 4340 - History of Dress
From:
Prerequisite: HEC 2031
To:
Prerequisite: HEC 1100

- 3) HEC 3660 - Interpersonal Relationships
From:
Prerequisite: HEC 2060 or HEC 2065
To:
Prerequisite: **HEC 2065**
- 4) HEC 4630 - Family Life Education
From:
Prerequisite: HEC 2060 or HEC 2065
To:
Prerequisite: **HEC 2065**
- 5) HEC 4990 - Internship
From:
Prerequisite: Departmental approval. Minimum GPA 2.5. Minimum grade of B in upper division Human Ecology courses. Supervised practical experience in a variety of professional settings.
See the HEC 4990 Internship Manual, Additional information section, regrading criteria including student eligibility and responsibilities and work requirements for HEC Internships and Field Experiences.
To:
Prerequisite: Departmental approval. Minimum GPA 2.5. Minimum grade of B in upper division Human Ecology courses. Supervised practical experience in a variety of professional settings.
~~See the HEC 4990 Internship Manual, Additional information section, regrading criteria including student eligibility and responsibilities and work requirements for HEC Internships and Field Experiences.~~

D. Catalog Correction & Curriculum Changes.

- 1) Human Ecology, Foodsystems Administration Concentration, B.S.
Add one elective credit to senior year (page states 28 credits, but elective hours only add up to 27)
- 2) Human Ecology Minor
From:
HEC 1010, HEC 1020, HEC 3011 and HEC Electives (3 hours must be upper division), 8 credits
To:
HEC 1010, ~~HEC 1020~~ **AGHE 2022**, HEC 3011 and HEC Electives (3 hours must be upper division), 8 credits
- 3) HEC 2365 - Social Media in the Workplace *and* HEC 4325 - Sustainable Apparel
Move from Human Ecology, General Human Ecology Courses **to** Human Ecology, Merchandising and Design

- 4) HEC 3100 - Intercultural Competence
Move from Human Ecology, Family and Consumer Sciences Education **to** Human Ecology,
Child Development and Family Relations

Motion to approve. Melinda Anderson

Second. Dennis Duncan

Vote. Approved

11. History

A. New Courses.

HIST 4091-4099 (5091-5099) - Studies in Popular Culture

Lec. 3. Credit 3.

Considers issues relating to the history of popular culture.

Motion to approve. Jeff Roberts

Second. Julie Baker

Vote. Approved

12. English—**WITHDRAWN***

A. New Course.

PC 3940 - Advanced Presentations for the Workplace

Lec. 3. Credit 3.

Pre-requisites: PC2500 or COMM 2025 or permission of the instructor.

Course focuses on building and delivering persuasive and marketing oral presentations.

Students will build both solo and team presentations dealing with specialized topics and media (flip charts, PowerPoint, and Prezi slide decks). Class material will cover verbal and non-verbal communication principles, speaker dynamics, and visual design.

B. Curriculum Changes.

English, Professional and Technical Communication concentration, B.A.

Junior Year

From:

Choose either six or nine hours from the following courses:

PC 3500 - Rhetoric and the Internet Credit: 3.

PC 3700 - Information Design in the Professions Credit: 3.

PC 3750 - Ethics in the Professions Credit: 3.

PC 4850 (5850) - Internship Credit: 3, 6, 9. (Three or Six)

To:

Choose either six or nine hours from the following courses:

PC 3500 - Rhetoric and the Internet Credit: 3.

PC 3700 - Information Design in the Professions Credit: 3.

PC 3750 - Ethics in the Professions Credit: 3.

PC 3940 - Advanced Presentations for the Workplace Credit: 3.

PC 4850 (5850) - Internship Credit: 3, 6, 9. (Three or Six)

Motion to approve. Ted Pelton

Second. Barry Stein

***Objection from Communication as PC 3940 is similar to one of their courses. After some discussion, Dr. Pelton withdrew the motion. He and Brenda Wilson will communicate regarding an appropriate course of action.**

13. Sociology

A. New Course.

SOC/CJ 4350 - White Collar Crime

Lec. 3. Credit 3.

Prerequisite: SOC 1010, SOC 2660, or consent of the instructor.

Criminological and sociological examination of offenders and victims of crimes in the world of business and government committed in the course of legitimate occupations.

B. Course Changes.

1) CJ 2700

From: Law Enforcement

To: Police and Society

2) SOC/CJ 3650

From: Juvenile Delinquency

To: Youth and Society

Motion to approve. Lori Maxwell

Second. Barry Stein

Vote. Approved

14. Interdisciplinary

A. New Courses.

1) LIST 3990 - Innovation and Entrepreneurship Studies

Lec. 0. Credit 0.

The purpose of this course is to introduce students to methods and mindsets for creating a start-up business. By registering for LIST 3990, students declare intent to pursue the Certificate in Innovation and Entrepreneurship.

2) LIST 4900-4909 - Special Topics in Innovation and Entrepreneurship*

Lec. 1. Credit 1.

The purpose of this series is to study special topics in innovation and entrepreneurship development problems, customer discovery, minimally viable product prototyping, and planning and pitching for a small business through experiential learning activities, written works, and presentations. Students may register for up to 3 hours from the LIST 4900

series per semester. Up to 6 hours may be used to meet the Entrepreneurial Perspective requirement in the Certificate in Innovation and Entrepreneurship.

**Friendly Amendment: Originally submitted as a single course, LIST 4990. Brandi Hill suggested creating a series for special topics. Additionally, 4990 was approved by Records as available prior to the meeting, but after recommending the series found that 4995 was already in use. Records advised using 4900-4909 for the series.*

Motion to approve. Mike Gotcher

Second. Dennis Duncan

Vote. Approved

15. Communication

A. New Courses.

1) **COMM 3080 - Communication and Effective Team Work**

Lec. 3. Credit 3.

This introductory course offers students a chance to learn about effective group processes for decision-making and problem solving. Students will learn new and pertinent information about effectively communicating in teams, as well as practice these skills through team assignments throughout the semester.

2) **COMM 3030 - Principles of Event Planning**

Lec. 3. Credit 3.

This course introduces students to the theory and practices of event planning. This course will focus on the beginning preparation and planning for an event, the what and why behind the scenes, and how effective planning occurs in this growing field.

3) **COMM 4030 (5030) - Event Management and Promotion**

Lec. 3. Credit 3.

Prerequisite: COMM 3030 or permission of the instructor. This course will provide students with the opportunity to implement skills learned to manage and promote an actual event, either in pairs or small groups.

B. Curriculum Changes.

1) Communication Minor

From:

A minor in Communication will consist of:

COMM 2025 - Fundamentals of Communication Credit: 3. or

PC 2500 - Communicating in the Professions Credit: 3.

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

To:

A minor in Communication will consist of:

COMM 2025 - Fundamentals of Communication Credit: 3. or

PC 2500 - Communicating in the Professions Credit: 3.

~~Additionally~~ The minor will consist of 4 additional courses offered by the Communication Studies Program, two of the courses must be upper division (3000 and above). **JOUR 2100 and 2200 can be applied to the minor in Communication.**

- 2) Communication, Communication Studies Concentration, B.S.

Note 1

From:

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

To:

Students may choose from the following: **JOUR 2100**, JOUR 3400, JOUR 3460, JOUR 3750.

Note 2

From:

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

To:

Students may choose from the following: COMM 3000, **COMM 3080**, COMM 3120, **COMM 4030**, COMM 4410, COMM 4430, COMM 4440, COMM 4603, COMM 4900.

Note 3:

From:

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

To:

Students may choose from the following: COMM 2000, COMM 2800, **COMM 3030**, COMM 3130, COMM 3400, COMM 4540, COMM 4550, COMM 4603, COMM 4850, COMM 4900.

Motion to approve. Brenda Wilson

Second. Dennis Duncan

Vote. Approved

No other such matters being presented, Michael Harrison moved to adjourn. Second— Jeff Boles. The meeting adjourned at 4:49.



Chemical Engineering

TENNESSEE TECH

MEMORANDUM

TO: University Undergraduate Curriculum Committee
VIA: Engineering Undergraduate Curriculum Committee *D. Hoy*
VIA: Pedro E. Arce, Chair, Chemical Engineering *R*
FROM: Venkat Padmanabhan, Asst. Professor, Chemical Engineering *VP*
DATE: August 31, 2018
SUBJECT: Curriculum Changes

1. Course Change Prerequisites:

CHE and CHE/BMOL

CHE 3730 ChE Operations Lec. 3 Credit 3.

Prerequisite changes:

From: CHE 2015 Minimum grade of C. MATH 2110 and MATH 2120. Math 2120 May be taken concurrently.

To: ENGR 1120, MATH 1920 and CHE 2015. Minimum grade of C.

Financial Impact

No additional resources needed for this request.



Chemical Engineering

TENNESSEE TECH

MEMORANDUM

TO: Dr. Sharon Huo, Associate Provost *Sharon Huo*
VIA: Dr. Pedro E. Arce, Chair *P. Arce*
FROM: Venkat Padmanabhan, Assistant Professor *V. Padmanabhan*
DATE: July 12, 2018
SUBJECT: Catalog correction

Due to a Course Checklist for Curriculum Committee missing with the Memo, the prerequisites for this course not entered correctly.

CHE 4335. Fuel Cells Lec. 3 Credit 3

From:

Prerequisite: CHE 3010, ME3210 and CHEM 3510

To:

Prerequisite: CHE 3010 or ME3210 and CHEM 3510. CHEM 3510 may be taken concurrently.

Financial Impact

No additional resources needed for this request.



Department of Curriculum and Instruction

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MEMORANDUM

TO: University Curriculum Committee (UCC)

VIA: College of Education Executive Leadership Council (ELC)

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

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

DATE: April 3, 2018

SUBJECT: Early Childhood Education, Non-Licensure concentration name change to Early Childhood Practitioner

The current Early Childhood Education degree has two pathways, one leading to a teaching license and the other working with children in agencies serving young children and their families outside of the classroom setting. The current Early Childhood Non-Licensure program name does not adequately share the purpose of the program and in some instances is interpreted as a "lesser" path. It is our desire to clarify the program purpose by changing the name from Early Childhood Non-Licensure to Early Childhood Practitioner.

The department is proposing to change the concentration *Early Childhood Education, Non-Licensure, B.S.* to *Early Childhood Practitioner, B.S.*

Financial Impact: None

Effective: Summer 2019



Department of Curriculum and Instruction

Box 5042 • Cookeville, TN 38505-0001 • (931) 372-3181 • (931) 372-6270

MEMORANDUM

TO: University Curriculum Committee (UCC)

VIA: College of Education Executive Leadership Council (ELC)

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

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

DATE: April 3, 2018

SUBJECT: Special Education, Non-Licensure concentration name change to Special Education Practitioner

Although specialized intervention for individuals with disabilities are often associated with the services provided within the school context, a variety of community, residential, and leisure institutions are involved in meeting the needs of this population. The Special Education Non-licensure at TTU is unique in offering training for individuals hoping to provide assistance to individuals with disabilities across the full range of service settings. However, the program title underscores the licensure/school based aspect of special education rather the practical application of techniques emphasized throughout the program. The proposed title-Special Education Practitioner-is more representative of the program of study and may assist in recruitment effort.

The department is proposing to change the concentration *Special Education, Non-Licensure, B.S.* to *Special Education Practitioner, B.S.*

Financial Impact: None

Effective: Summer 2019



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
Dr. Julie Baker, Associate Dean, College of Education
FROM: Dr. Jeremy Wendt, Chair, Curriculum & Instruction
DATE: April 3, 2018
SUBJECT: Course/Catalog Change

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

1. From:

SPED 3031. Physical Management & Support Services for Orthopedic, Motor & Health Impaired Lec. 3. Lab. 2. Credit 3.
Introduction to medical and educational support services. Emphasizes handling, instructional modifications, and support services.

To:

SPED 3031. Physical Management & Support Services for Orthopedic, Motor & Health Impaired **Lec. 3. Credit 3.**
Introduction to medical and educational support services. Emphasizes handling, instructional modifications, and support services.

Delete: Lab. 2.

2. From:

SPED 3050. Universal Design for Special Education Lec. 5. Credit 5.
Prerequisite: SPED 2010 and full admission to Teacher Education Program. This course is designed to provide candidates with an extensive overview of research based strategies for improving student outcomes through universally designed planning of environment, instruction, and assessment. The course will also focus on service delivery models, methods, and procedures for including the use of state and federal mandates.

To:

SPED 3050. Universal Design for Special Education Lec. 5. Credit 5.
Prerequisite: SPED 2010 and full admission to Teacher Education Program. This course is designed to provide candidates with an extensive overview of research based strategies for improving student outcomes through universally designed planning of environment, instruction, and assessment. The course will also focus on service delivery models, methods, and procedures for including the use of state and federal mandates. **A minimum grade of B is required to meet requirements for licensure candidates.**

3. From:

SPED 4030. Applied Behavior Analysis for Teachers Lec.3. Credit 3.
Prerequisite: Full admission to the Teacher Education Program. Overview of the principles of behavior applied to instructional management.

To:

SPED 4030. Applied Behavior Analysis for Teachers Lec.3. Credit 3.
Prerequisite: Full admission to the Teacher Education Program. Overview of the principles of behavior applied to instructional management. **A minimum grade of B is required to meet requirements for licensure candidates.**

4. From:

SPED 4200 (5200). Teaching Students with Autism Spectrum Disorders
Lec.3. Credit 3.

Prerequisite: Full admission to the Teacher Education Program. Within the context of persons with ASD, this course is designed to provide the student with a model of the teaching process progressing from identification, to instructional design, to the use of research-validated methods for instructional delivery and the provision of needed educational, social, academic, and behavioral supports.

To:

SPED 4200 (5200). Teaching Students with Autism Spectrum Disorders
Lec.3. Credit 3.

Prerequisite: Full admission to the Teacher Education Program. Within the context of persons with ASD, this course is designed to provide the student with a model of the teaching process progressing from identification, to instructional design, to the use of research-validated methods for instructional delivery and the provision of needed educational, social, academic, and behavioral supports. **A minimum grade of B is required to meet requirements for licensure candidates.**

5. From:

SPED 4872. Professional Seminar I Credit 5.

Prerequisite: Full admission to the Teacher Education Program. Corequisite: SPED 4871. Seminar for Residency I candidates to develop curriculum, identify effective instructional strategies, and implement appropriate assessment methods to support and meet the needs of all learners.

To:

SPED 4872. Professional Seminar I Credit 5.

Prerequisite: Full admission to the Teacher Education Program. Corequisite: SPED 4871. Seminar for Residency I candidates to develop curriculum, identify effective instructional strategies, and implement appropriate assessment methods to support and meet the needs of all learners. **A minimum grade of B is required to meet requirements for licensure candidates.**

Add: To item 2-5 above add the following to the course description, “A minimum grade of B is required to meet requirements for licensure candidates.”

Justification: Clarification of course description.

Effective date: Summer 2019

Financial Impact: None

Memo

To: University Curriculum Committee (UCC)

Via: College of Education Executive Leadership Council (ELC)

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

From: Dr. Christy Killman, Chair, Department of Exercise Science

Date: September 3, 2018

Subject: New undergraduate course additions

Financial Implications: None

Effective Date: Fall 2019

Course Additions:

1. EXPW 1120 – Introduction to Occupational Therapy (lec. 1, credit 1).

This course provides interested students the fundamental concepts in Occupational Therapy (OT). It presents a broad overview and history of the profession while discussing current professional roles within the practice setting, current issues and trends in the field, and treatment development based on the theoretical models of practice applicable to OT. Students will examine the OT process, ethics in regard to practice, interdisciplinary team process, and meaningful occupation in various contexts of practice.

Justification: Addition of this course will give students who are considering Occupational Therapy (OT) as a profession a meaningful educational opportunity to learn more about OT early in their educational career to support the choice of becoming an OT or not. Our mission is to provide the best preparation possible at the undergraduate level to make our graduates competitive in getting to and at the next level.

2. EXPW 1130 – Introduction to Physical Therapy (lec. 1, credit 1).

This course provides interested students the fundamental concepts in Physical Therapy (PT). It presents a broad overview and history of the profession while discussing current professional roles within the practice setting, current issues and trends in the field, and treatment development based on the theoretical models of practice applicable to PT. Students will examine the PT process, ethics in regard to

practice, interdisciplinary team process, and meaningful occupation in various contexts of practice.

Justification: Addition of this course will give students who are considering Physical Therapy (PT) as a profession a meaningful educational opportunity to learn more about PT early in their educational career to support the choice of becoming a PT or not. Our mission is to provide the best preparation possible at the undergraduate level to make our graduates competitive in getting to and at the next level.

3. EXPW 2200 – Leadership Development in Exercise Science and Sport (lec. 3, credit 3).

This course combines leadership theory with practical application, equipping students with the knowledge and skills needed for leadership in sports, teaching and exercise science related fields/professions. Leadership is explored as an integral component of a student's career and life plan, focusing on the value of developing a philosophy for self-leadership that will help them move toward influencing others.

Justification: This course will provide students with focused and specific content related to developing leadership skills for their personal and professional lives.

4. EXPW 4990 – Special Topics in Exercise Science (credit 1-3).

Prerequisite: Consent of instructor.

Concentration on a special topic in the exercise science field, specifically assigned by the course instructor. May be taken up to twice for a total of no more than 6 credit hours if the topic is different each time.

Justification: Addition of this course to the inventory will provide a means for special circumstance for more than one student to study a given topic. To facilitate progress

5. EXPW 4991 – Independent Study in Exercise Science (credit 3).

Prerequisite: Consent of instructor.

Special study of an approved topic within the Exercise Science field under the direct supervision of the Exercise Science faculty. Up to six hours may be taken for Upper Division credit to fulfill major or minor requirements.

Justification: This course is needed to provide an avenue for special circumstances to be fulfilled and keep students on track for timely graduation.

6. EXPW 4992 – Independent Study in Exercise Science (credit 3).

Prerequisite: Consent of instructor.

Special study of an approved topic within the Exercise Science field under the direct supervision of the Exercise Science faculty.

Up to six hours may be taken for Upper Division credit to fulfill major or minor requirements.

Justification: This course is needed to provide an avenue for special circumstances to be fulfilled and keep students on track for timely graduation. The second section eliminates the need for additional paperwork should a student opt to take 6 hours of Independent Study.

Tennessee Tech University
Department of Exercise Science, Physical Education, and Wellness
EXPW 1120
Introduction to Occupational Therapy
Lecture 1, Credit 1

Instructor:

Office:

Office Phone:

Office Hours:

Email:

Course Description:

This course provides interested students the fundamental concepts in Occupational Therapy (OT). It presents a broad overview and history of the profession while discussing current professional roles within the practice setting, current issues and trends in the field, and treatment development based on the theoretical models of practice applicable to OT. Students will examine the OT process, ethics in regards to practice, interdisciplinary team process, and meaningful occupation in various contexts of practice.

Required Text:

O'Brien, J.C. (2018). *Introduction to Occupational Therapy*. 5th edition. Elsevier, Inc.

**Additional readings as announced by the instructor in class and/or online.

Course Goal:

To provide interested students with foundational knowledge of occupational therapy as a profession and the construct of occupation, upon which all other theories and practice issues will build.

Course Objectives:

1. Describe the importance of the philosophical base of occupational therapy.
2. Differentiate between occupation, activity, purposeful activity and participation.
3. Demonstrate understanding of the meanings of occupation and purposeful activity.
4. Demonstrate an awareness of knowledge of the relationship between occupation and health, the importance of balance in performance areas, and the role of occupation in disease prevention and health promotion.
5. Analyze activities for human performance components and therapeutic properties, establish an understanding of how to grade /adapt activities for use in treatment interventions in a variety of performance contexts.
6. Discuss theory development and know how the major theories influence contemporary occupational therapy practice.

Teaching Methods:

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

iLearn:

iLearn will be used in this course as a communication tool among the students and the instructor in this class. Important information about the course will be posted on iLearn, including grades. Using iLearn is a requirement for this course so make sure you log on to iLearn in the first week of class and make it a

habit to check it regularly. Students are expected to check iLearn daily for required readings, emails, updates, discussions, quizzes, and/or assignments. Items that are graded through iLearn will have a specified time frame to be open and a deadline to submit. If you do not check it daily, you could miss the deadline for a discussion, quiz, or assignment and you will receive a zero.

Attendance:

Attendance is mandatory.

An absence will be considered *excused* if:

you have a Doctor's note qualifying the reason for your absence on the day you return to class

You are participating in an approved Tennessee Tech University sponsored event or sport – you must notify the instructor *in advance* of the absence. You must turn in a written statement verifying the event on TTU letterhead and signed by the director/coach. All work missed must be turned in or exams/quizzes made up on the day you return to class.

Family and personal emergencies will be dealt with on an individual basis.

Regardless of the reason for the absence, all potential excused absences will not be considered or granted if more than one week has passed since the absence.

All *unexcused* absences count toward your total absences and will affect your grade as follows:

0-2 Absences: No effect on grade

3 Absences: Reduction of final grade by 1 letter grade (Ex: A to a B)

4 Absences: Reduction of final grade by 2 letter grades (Ex: A to a C)

5 Absences: Reduction of final grade by 3 letter grades (Ex: A to a D)

6 Absences or more: Failure of the course

Tardiness will not be tolerated. The classroom door will be locked at the start of class. If you are late, you will not be admitted.

Bonus attendance points may be given at the instructor's discretion.

GRADES/Evaluation of student outcomes:

Participation/In-class Activities - students are expected to actively participate in classroom discussions and activities.

Quizzes/Daily Work - students are expected to come to class prepared to be assessed over previously discussed material

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

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

Grading Scale:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

59 and below = F

Final grades will be rounded up to the next percentage point starting at .5%. For example an 89.5% will be rounded up to 90% but an 89.4% will remain an 89%.

Tk20 at TTU:

In efforts to improve our processes, manage candidate transition points, and track key assessments in program coursework, TTU's College of Education utilizes Tk20, a comprehensive data and reporting system. **All College of Education students are required to purchase and maintain a Tk20 account. This includes all Exercise Science, Physical Education & Wellness (EXPW) Majors.** The one-time cost is \$133.00 at the [campus bookstore](#) or \$103 if purchased through [Tk20](#).

You will access Tk20 for a variety of tasks, including coursework, advisement, clinical experiences, Residency, portfolio-building edTPA tasks, and key program assessments. All professional education courses will include assessments within Tk20. Check your syllabi and consult your instructors for assessments that must be submitted to Tk20. Additional information is available at: <https://tntech.tk20.com>

Student Academic Misconduct Policy

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Disability Accommodation

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

Mission

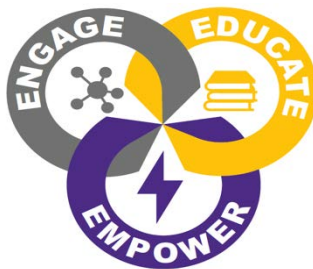
The mission of the College of Education at Tennessee Tech is to provide unique and rigorous, learner-centered academic experiences for our students to achieve their highest potential as life-long learners, professionals, and citizens.

Vision

The College of Education will be an empowering force in education.

Conceptual Framework

The College of Education prepares effective, engaging professionals through a clinically rich, evidence-based program with a network of mutually beneficial partnerships.



Tennessee Tech University
Department of Exercise Science, Physical Education, and Wellness
EXPW 1130
Introduction to Physical Therapy
Lecture 1, Credit 1

Instructor:

Office:

Office Phone:

Office Hours:

Email:

Course Description:

This course provides interested students the fundamental concepts in Physical Therapy (PT). It presents a broad overview and history of the profession while discussing current professional roles within the practice setting, current issues and trends in the field, and treatment development based on the theoretical models of practice applicable to PT. Students will examine the PT process, ethics in regards to practice, interdisciplinary team process, and meaningful occupation in various contexts of practice.

Required Text:

To Be Determined

Course Goal:

To provide interested students with foundational knowledge of physical therapy as a profession and the construct of occupation, upon which all other theories and practice issues will build.

Course Objectives:

1. Describe the importance of the philosophical base of physical therapy.
2. Analyze activities for human performance components and therapeutic properties, establish an understanding of how to grade /adapt activities for use in treatment interventions in a variety of performance contexts.
3. Discuss theory development and know how the major theories influence contemporary physical therapy practice.

Teaching Methods:

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

Attendance:

Attendance is mandatory.

An absence will be considered *excused* if:

you have a Doctor's note qualifying the reason for your absence on the day you return to class
You are participating in an approved Tennessee Tech University sponsored event or sport – you must notify the instructor *in advance* of the absence. You must turn in a written statement verifying the event on TTU letterhead and signed by the director/coach. All work missed must be turned in or exams/quizzes made up on the day you return to class.
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Grading Scale:

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80-89 = B

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60-69 = D

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Tennessee Tech University

Department of Exercise Science, Physical Education & Wellness

EXPW 2200 – Leadership Development in Exercise Science and Sport

Lecture 3, Credit 3

Instructor:

Office:

Office Hours:

E-mail:

Departmental Phone: (931) 372- 3467



Textbook/Materials

Required

Elmore, T. (2011). *Habitudes, The Art of Self-Leadership [Values-Based]*. Poet Gardener.

Maxwell, J. (2007). *The 21 Irrefutable Laws of Leadership*. Nashville, TN: Thomas Nelson.

Supplemental

McRaven, W.H. (2017). *Make Your Bed - Little Things That Can Change Your Life and Maybe the World*. New York, NY: Hachette Book Group Inc.

Course Description

This course combines leadership theory with practical application, equipping students with the knowledge and skills needed for leadership in team sports and exercise science. Leadership is explored as an integral component of a student's career and life plan, focusing on the value of developing a philosophy for self-leadership that will help students move toward influencing others.

Objectives of the Course

At the conclusion of this course, students will demonstrate:

1. Understanding of leadership theory and research
2. Increased awareness of the personal qualities and skills they bring to leadership settings

3. Increased confidence and skill in practicing self-leadership in a team, professional, and/or organizational setting
4. Ability to set specific, measurable, and achievable goals
5. Ability to develop a personal leadership philosophy to pursue their goals in career and life

Topics/Skills to be covered

Week 1	Introduction to Self-Leadership
Week 2	Vision & Goals
Week 3	Character
Week 4	Balance
Week 5	Time Management
Week 6	Core Values
Week 7	Mental Toughness
Week 8	Discipline
Week 9	Identity & Strengths
Week 10	Integrity
Week 11	Commitment
Week 12	Emotional Security
Week 13	Personal Networks
Week 14	Responsibility
Week 15	Final Project Presentations

Major Teaching Methods

Lecture, Class Discussion, Research

Attendance

Students are expected to be in class whenever class meets. Considering that things come up, including illness, each student is allowed two free cuts throughout the course of the semester without direct penalty. After those 2.....the final grade will be reduced by 10 points (or 1 letter grade) for each unexcused absence.

Consider! The 3rd unexcused absence will create the situation where the BEST grade a student can make is “B”. The 4th unexcused absence will create the situation where the BEST grade a student can make is “C”, and so on. If a student has 6 unexcused absences, the grade of “F” will be assigned.

2 tardies = 1 unexcused absence.

Excused absences included documented illness or participation in approved university functions. If class is missed because of sickness, **a doctor’s note** must be presented to the instructor **on the first day back in class**. Absence due to approved university functions should be coordinated with the instructor prior to the absence.

Any make up work must be completed within 5 days of return IF the absence is excused. **No make-up work, test, or skills test will be accepted or allowed if the absence is unexcused.**

Grading System (subject to change before the course goes live)

This class will be graded on a points system as follows:

40% - Attendance & Participation during in class discussion and work

40% - Knowledge Assessment

20% - Final Project

Grading Scale

90 – 100 = A

60 – 69 = D

80 – 89 = B

Below 60 = F

70 – 79 = C

Cell Phone Policy

It is the policy of the Exercise Science Department that cell phones and electronic devices must be turned off and out of sight during class. Failure to abide by the policy will result in student being dismissed from class for the day and an UNEXCUSED absence assigned for the day. No Exceptions.

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Disability Accommodation

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

Inclement Weather

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

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

EXPW 4990 – Special Topics

Credit: 1-3

Instructor:

Office:

Office Hours: As posted or by appointment

E-mail:

Departmental Phone: (931) 372- 3467



Course Description:

This course will concentrate on a special topic in the exercise science field. Students will work toward understanding by means set forth by the course instructor.

Course Goals:

1. To develop an in depth understanding of a specifically identified topic within the field of exercise science, physical education, and wellness.
2. To gain exposure to the research process.
3. Content master of topic(s) that are presented in the course.
4. To demonstrate understanding through successfully completing assigned assessments.

Required Texts:

None

Major Teaching Methods:

Discussion, reading and writing assignments

Grading & Evaluation:

Weekly assignments	40%
Article Critique(s)	15%
Midterm Exam	20%
<u>Final Project</u>	<u>25%</u>
<u>Total</u>	<u>100%</u>

Grading Scale:

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

Class Policies

1. Late work will not be accepted. Students who know they will have problems meeting a deadline should contact the instructor of record ahead of time and request an extension. The granting of an extension is at the discretion of the instructor of record only. Assignments are to be submitted through the ilearn dropbox or via email to the instructor.
2. Students are encouraged to discuss course material with one another, but assignments are to be completed on an individual basis and should reflect the independent work of one student only.
3. *Inclement Weather Policy:* Tennessee Technological University generally does not cancel classes for inclement weather. Since this course is online, due dates and exam times will remain fixed throughout the year and will not be rescheduled due to weather. Please contact the instructor of record by phone or email if weather is an issue.
4. *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](#).
5. *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
Department of Exercise Science, Physical Education & Wellness
EXPW 4991/EXPW 4992 – Independent Study

Credit: 1-3

Instructor:

Office:

Office Hours: As posted or by appointment

E-mail:

Departmental Phone: (931) 372- 3467



Prerequisite:

Upper Division (junior or senior) and consent of the instructor.

Course Description:

Special study of an approved topic within the Exercise Science field under the direct supervision of a member of the Exercise Science faculty. Up to six hours may be taken for Upper Division credit to fulfill major or minor requirements. This course will concentrate on a special topic in the exercise science field. Students will work toward understanding by means set forth by the course instructor.

Course Goals:

1. To develop an in depth understanding of a specifically identified topic within the field of exercise science, physical education, and wellness.
2. To gain exposure to the research process.
3. Content master of topic(s) that are presented in the course.
4. To demonstrate understanding through successfully completing assigned assessments.

Required Texts:

None

Major Teaching Methods:

Discussion, reading and writing assignments

Grading & Evaluation:

Weekly assignments	40%
Article Critique(s)	15%
Midterm Exam	20%
Final Project	25%
<u>Total</u>	<u>100%</u>

Grading Scale:

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

Class Policies

1. Late work will not be accepted. Students who know they will have problems meeting a deadline should contact the instructor of record ahead of time and request an extension. The granting of an extension is at the discretion of the instructor of record only. Assignments are to be submitted through the ilearn dropbox or via email to the instructor.
2. Students are encouraged to discuss course material with one another, but assignments are to be completed on an individual basis and should reflect the independent work of one student only.
3. *Inclement Weather Policy:* Tennessee Technological University generally does not cancel classes for inclement weather. Since this course is online, due dates and exam times will remain fixed throughout the year and will not be rescheduled due to weather. Please contact the instructor of record by phone or email if weather is an issue.
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5. *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](#).

MEMORANDUM

TO: University Curriculum Committee (UCC)
VIA: Teacher Education Committee (TEC)
VIA: College of Education Executive Leadership Council (ELC)
VIA: Dr. Julie Baker, Associate Dean, College of Education
FROM: Dr. Christy Killman, Chair, Department of Exercise Science, Physical Education & Wellness
DATE: September 3, 2018
SUBJECT: Changes to the physical education licensure program of study

JUSTIFICATION: The proposed changes will benefit licensure candidates in reaching benchmarks and preparing for success in taking the Praxis II exam and provide more cohesive practical experience prior to residency.

FINANCIAL IMPLICATIONS: NONE

EFFECTIVE DATE: Fall 2019

Course Additions:

EXPW 3000 – Professional Development and Career Planning. (Lec. 1, Credit 1).

This course will lead students through the necessary steps of locating and applying to graduate programs and/or career opportunities by preparing quality resumes, cover letters, and related application documents as well as interview techniques, questions and practice for candidate success.

EXPW 3565 – Physical Activity and Sport Skills (Lec. 2, Lab 2, Credit 3).

This course is designed to explore a variety of physical activities and sports including dance, gymnastics, sports and fitness. Students will learn skills necessary to participate, rules, safety measures and more.

Physical Education licensure students must make a B or better to advance to the methods courses.

EXPW 4712 – Methods of Teaching Secondary Physical Education (Lec. 3, Credit 3).

Prerequisite: Physical education licensure major; full admission into the teacher education program; completion of EXPW 3720, EXPW 3565 with grade of “B” or better.

Co-requisite: EXPW 4750 – Secondary Physical Education Practicum.

This course provides the teacher candidate opportunities to examine and develop instructional methods related to planning, teaching and analyzing skills appropriate for secondary physical education. Candidates will prepare multiple standards-based lesson plans using the state standards for physical education in grades 6-8 and 9-12 and the edTPA lesson plan template. Understanding of content from this course is assessed on the Praxis II licensing exam. The successful candidate will have a grade of “B” or better to progress to Residency I.

EXPW 4751* – Secondary Physical Education Practicum. (Lab 4, Credit 2).

Prerequisite: Physical education licensure major; full admission into the teacher education program; completion of EXPW 3720, EXPW 3565 with grade of “B” or better.

Co-requisite: EXPW 4712 – Methods of Teaching Secondary Physical Education.

The teacher candidate will have opportunity to observe, assist and teach in the secondary physical education setting. The successful candidate will have a grade of “B” or better to progress to Residency I.

EXPW 4722 – Methods of Teaching Elementary Physical Education. (Lec. 3, Credit 3).

Prerequisite: Physical education licensure major; full admission into the teacher education program; completion of EXPW 3720, EXPW 3565 with grade of “B” or better.

Co-requisite: EXPW 4751 – Elementary Physical Education Practicum.

The teacher candidate will gain important and relevant knowledge and experience related to teaching elementary physical education. A variety of instructional methods for teaching motor skills and movement concepts are included. Candidates will prepare multiple lesson plans using the state standards for K-5 physical education. The edTPA lesson plan template and assessment process is utilized during this course. Understanding of content from this course is assessed on the Praxis II licensing exam. The successful candidate will have a grade of “B” or better to progress to Residency I.

EXPW 4752* – Elementary Physical Education Practicum. (Lab 4, Credit 2).

Prerequisite: Physical education licensure major; full admission into the teacher education program; completion of EXPW 3720, EXPW 3565 with grade of “B” or better.

Co-requisite: EXPW 4722 – Methods of Teaching Elementary Physical Education.

The teacher candidate will observe, assist and teach in the elementary physical education setting. The successful candidate will have a grade of “B” or better to progress to Residency I.

EXPW 4874- Professional Seminar I (Lec. 2, Credit 2).

Fall Only

Prerequisite: Full admission to the teacher education program; completion of EXPW 4712, EXPW 4722, EXPW 4750 and EXPW 4751 with grade of “B” or better in each.

Co-requisite: EXPW 4871.

This seminar is a problem-based learning experience that is directly linked to individual candidate’s teaching and learning experiences in their Methods and Practicum courses.

Candidates will use lesson plans and teaching videos to complete a ‘moc’ edTPA project, start

to finish, that will be critiqued and scored in house, in preparation for the required assessment during Residency II.

**Friendly amendment- EXPW 4750- course number has been used previously. Changed EXPW 4750 to EXPW 4751 and consequently, EXPW 4751 changed to EXPW 4752.*

Course Deletions: (to be deleted from the program of study but not from the catalog at this time)

EXPW 3012 -Educational Gymnastics, Dance and Fitness (1 credit).

This course provides experience for the candidate to become familiar with educational gymnastics, dance and fitness and how to teach each of these in elementary, middle and high school settings.

Justification: Content from this course will be integrated into the new EXPW 3565 course.

EXPW 3560 – Techniques and Tactics of Sports (Lec 1, Lab 2, Credit 2).

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

Justification: Content from this course will be integrated into the new EXPW 3565 course.

EXPW 3660 – Curriculum in Physical Education (Lec 2. Credit 2).

Prerequisite: Full admission to the teacher education program. This course examines various curriculum models in physical education and prepares teacher candidates to construct and evaluate curricula in physical education.

Justification: Content from this course will be integrated into the new EXPW 4712 and 4722 courses.

EXPW 4711 – Analysis and Development of Sport Skills (Lec. 2, Lab 2, Credit 4).

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

EXPW 4721 – Methods of Elementary Movement (Lec. 2, Lab 2, Credit 4).

Prerequisite: Physical Education licensure major and acceptance into Teacher Education.

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

EXPW 4873 – Professional Seminar I

Fall Only. Lec. 3. Credit 3.

Prerequisite: Full admission to the Teacher education Program; completion of EXPW 4711 and EXPW 4721 with a grade of B or better. Corequisite: EXPW 4871. This seminar is a problem-based learning experience that is directly linked to individual candidate’s experiences in EXPW 4871 – Residency I and potential teaching situations. Special attention is given to Ready 2 Teach and edTPA.

Tennessee Tech University

Department of Exercise Science, Physical Education & Wellness

EXPW 3000 – Professional Development and Career Planning

Lecture 1, Credit 1

Instructor:

Office:

Office Hours:

E-mail:

Departmental Phone: (931) 372- 3467



Textbook/Materials

To Be Determined (Likely materials pulled from several different sources and provided for the students)

Course Description

This course is designed for every student to benefit from learning about the graduate school application process, preparing documents for graduate school applications as well as first time on the professional job market, learning to sell one's self to potential employers or others who are reviewing applications and/or interviewing. Cover letters, follow-up procedures, professional philosophy and writing a winning resume are topics to be covered.

Objectives of the Course

At the conclusion of this course, the student should:

1. Write a winning resume for graduate school and/or career placement,
2. Write a cover letter to meet the requirements of the job description,
3. Prepare quality documents for advancement into graduate school or into the job market,
4. Have a professional philosophy and be able to talk about it effortlessly,

5. Display confidence in an interview situation with proper body language and quality answers to interview questions.
6. Identify how to search out opportunities for graduate school or the job market.

Topics/Skills to be covered

Writing a winning resume
Seeking out opportunities
Applying for graduate school
The application process
Writing a cover letter
Follow-up to the interview
Interviewing to sell yourself as the best person for the position
Professional philosophy
Other as deemed needed by the instructor

Major Teaching Methods

Lecture, Class Discussion, Hands-on practice/experience

Attendance

Students are expected to be in class whenever class meets. Considering that things come up, including illness, each student is allowed two free cuts throughout the course of the semester without direct penalty. After those 2.....the final grade will be reduced by 10 points (or 1 letter grade) for each unexcused absence.

Consider! The 3rd unexcused absence will create the situation where the BEST grade a student can make is "B". The 4th unexcused absence will create the situation where the BEST grade a student can make is "C", and so on. If a student has 6 unexcused absences, the grade of "F" will be assigned.

2 tardies = 1 unexcused absence.

Excused absences included documented illness or participation in approved university functions. If class is missed because of sickness, **a doctor's note** must be presented to the instructor **on the first day back in class**. Absence due to approved university functions should be coordinated with the instructor prior to the absence.

Any make up work must be completed within 5 days of return IF the absence is excused.
No make-up work, test, or skills test will be accepted or allowed if the absence is unexcused.

Grading System (subject to change before the course goes live)

This class will be graded on a points system as follows:

30% - Attendance & Participation during in class discussion and work

40% - Presentation of outside of class assignments

30% - Final package (culminating project) including interview scoring rubric

Grading Scale

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

Cell Phone Policy

It is the policy of the Exercise Science Department that cell phones and electronic devices must be turned off and out of sight during class. Failure to abide by the policy will result in student being dismissed from class for the day and an UNEXCUSED absence assigned for the day. No Exceptions.

Student Academic Misconduct Policy

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

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Inclement Weather

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

EXPW 3565 – Physical Activity and Sport Skills
Lec. 2, Lab 2, Credit 3.

Instructor:

Office:

Phone:

Email:

Office Hours:

College of Education Accreditation Standards

<https://www.tnitech.edu/education/accreditations-reports/standards>

Course Description

This course is designed to provide for students multiple and varied experiences participating in physical activities and sports. Additionally, students will learn motor and sport skills as well as fitness concepts that can serve in various capacities throughout life. Skills for participation, rules, strategies and general knowledge about archery, badminton, basketball, bowling, field hockey, flag football, golf, lacrosse, pickleball, soccer, slow-pitch softball, swimming, tennis, ultimate frisbee, disc golf, volleyball, cricket, dance and other rhythmic activities and tumbling will be explored.

Prerequisite

None

Required Text

To be determined.

References

To be determined.

Major Teaching Methods

Lecture, Daily participation in the activity or sport of the day/week.

Specific Instructional Materials

TBD

Course Topics

Skills for participation, rules, strategies and general knowledge about:

Archery, Badminton, Basketball, Bowling, Field hockey, Flag football, Golf, Lacrosse, Pickleball, Soccer, Slow-pitch softball, Swimming, Tennis, Ultimate frisbee, Disc golf, Volleyball, Cricket, Dance and other rhythmic activities and Tumbling.

Learning Outcomes

By the end of this course students should:

1. Demonstrate proficiency in the techniques and skills necessary to participate in various activities and sports.
2. Identify and demonstrate understanding of rules, etiquette and safety for all activities and sports.
3. Demonstrate techniques and skills in performance-related situations.
4. Display general understanding of multiple activities and sports.
5. Be knowledgeable related to equipment, playing field/area, attire, required skills, offensive and defensive strategies of game play, and more.
6. Perform dances that are taught during the class.
7. Perform gymnastics and tumbling skills.
8. Choreograph a dance routine and a gymnastics routine utilizing learned skills.

Associated Assessment Measures

Each of the Learning Outcomes will be assessed by the following methods:

1. Reading and participating in discussions related to a variety of physical activities and sports,
2. Individual participation in daily activities and sports,
3. Daily participation in class discussions related to knowledge base of physical activity and sports,
4. Level of mastery of sport and activity skills during a skills test,
5. Providing feedback on written knowledge assessments.

To Get the Grade

(specific breakdown and percentages to be determined by the instructor)

In Class Work

Enthusiastic Participation

Appropriate Dress for Activity

Sportsmanship

Skill Assessment

Quizzes

Outside of Class Assignments

Written Knowledge Assessment

Grading Scale

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

Attendance Policy

Regular attendance is required!! This course provides you with the opportunities to demonstrate the dispositions of effective teachers. Regular attendance is an indication of responsibility and is one of the identified dispositions reflected in the TTU Conceptual Framework. In the event of any absence, you are required to complete all assignments, activities and projects conducted during the missed class in a timely manner. It is your responsibility to contact the instructor to make the necessary arrangements for the make-up work. Quizzes will only be made up if the absence is due to an approved university function and prior arrangements have been made or if a doctor's note is presented on the first day back in class. All missed work must be made up within 1 week. If you know you will need to miss class, you should inform the instructor ahead of time and make arrangements to get assignments. Attendance is required. More than 4 unexcused absences will result in drop of a letter grade. More than 6 total absences will result in dismissal or failing the class.

Absence Policy "Documentable Absences" Acceptable excuses for missing classes are; official university functions, illness (doctors excuse is required first day back), and family emergencies. Some students are a part of traveling teams (athletics) overseen by the college. The participation in traveling teams may require participation in events both on and off campus. Additionally, students occasionally are required to miss class because of participation in co-curricular activities, such as class trips, that the faculty members note on their syllabi. The student must discuss these activities with the faculty members whose classes will be missed well in advance of their occurrences. In the event of an excused absence, missed work must be made up by the first day back. No work will be made up for unexcused absences.

Securing Instructional Material Due to Absence

On a regular basis, the instructor will provide students with instructional material. If a student is absent, he/she is expected to acquire the supplemental materials and any needed class notes from a classmate or from the course web page (if applicable), NOT from the instructor! Students are strongly urged to exchange contact information with several classmates for the purpose of securing knowledge about missed class sessions.

Deadlines

ALL assignments must be completed by the dates specified. ALL assignments must be turned in to the instructor and must be completed in the required format. No work will be received via the World Wide Web or email. No late work will be accepted.

Assignments

ALL documents that are turned in for a grade must be stapled. A cover sheet with your name, course, and date should be in the center of the cover page. Do NOT add any of this information on subsequent pages of the document. If this format is not followed, a 10 point reduction of grade will be assessed. All work is due at the beginning of class.

Make-up Work

When documentable absences are necessary, the instructor will make arrangements for those students to make up graded work that takes place during those necessary absences. The time, location, and nature of the make-up work will be at the discretion of the instructor. If required, students will provide documentation to instructors.

Tk20 at TTU

TTU's College of Education has purchased Tk20, a comprehensive data and reporting system that will improve our processes, manage candidate transition points, and track key assessments in program coursework. All College of Ed students are required to purchase and maintain a Tk20 account. The one-time-only system cost is \$133.33 at the university bookstore, and your account is valid for seven years. You will be asked to access Tk20 for a variety of tasks, including coursework, advisement, clinical experiences including Residency, portfolio-building and edTPA tasks, and key program assessments. We are excited about the possibilities Tk20 will provide and the positive effects on your educational experience at TTU. Phase 1 of implementation begins in Spring 2013. Check your syllabi and consult with your instructors for assessments that must be submitted to Tk20. By Fall 2013, all professional education courses will include assessments within Tk20. See our website for more details: <https://tntech.tk20.com>

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. If you do not know your TTU username and password see the following: <https://www.tntech.edu/its/password.htm>.

More information on electronic media is available at the TTU Library <http://www.tntech.edu/library/>.

Class Conduct

All students are expected to conduct themselves in a manner becoming mature adults and aspiring professionals. They are expected to take their assignments, class attendance, and class participation seriously. Anything else will result in disciplinary action.

Cell Phones, Beepers, and Electronic Devices

Cell phones, beepers, and all other electronic devices are to be turned OFF and PUT AWAY prior to entering the classroom. One disruption from a phone, beeper, or any other electronic device will result in dismissal from class. A second disruption (at any subsequent point during the semester) will result in dismissal from the class for the rest 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](#).

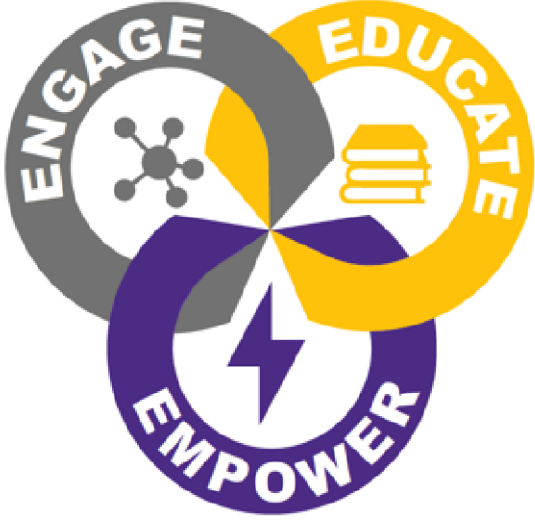
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EXPW 4712

Methods of Teaching Secondary Physical Education

Lec. 3, Credit 3.

	<p style="text-align: center;"><u>Mission</u></p> <p>The mission of the College of Education at Tennessee Tech is to provide unique and rigorous, learner-centered academic experiences for our students to achieve their highest potential as life-long learners, professionals, and citizens.</p> <p style="text-align: center;"><u>Vision</u></p> <p>The College of Education will be an empowering force in education.</p> <p style="text-align: center;"><u>Conceptual Framework</u></p> <p>The College of Education prepares effective, engaging professionals through a clinically rich, evidence-based program with a network of mutually beneficial partnerships.</p>
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Course Description

This course provides teacher candidates the opportunity to examine and develop instructional methods related to planning, teaching and analyzing skills appropriate for secondary physical education. Scope and sequence of sport skills and levels of practice as well as skill performance will be addressed. Candidates will prepare multiple lessons using the state standards for physical education for grades 6-8 and 9-12. The EdTPA lesson plan template and assessment process will be utilized during the course to help prepare candidates for the residency experience. Understanding of the content of this course is important, as it is assessed on the Praxis II exam which must be taken and passed before being allowed into residency. Applied learning theory and teaching methodology will be examined.

Required Text

Mitchell, S. A., & Walton-Fisette, J. L. (2016). *The Essentials of Teaching Physical Education: Curriculum, Instruction, and Assessment*. SHAPE America: Human Kinetics.

**Other readings provided via the instructor.*

Required Special Instructional Materials

3-ring notebook with dividers, e-mail account, iLearn account, recordable media, internet access

Supplemental Materials

*National Association for Sport and Physical Education [NASPE], (2009a). *Appropriate practices for middle school physical education*. Reston, VA: Author.

*National Association for Sport and Physical Education [NASPE], (2009b). *Appropriate practices for high school physical education*. Reston, VA: Author.

Topics to be Covered (no particular order)

Assessing Student Learning and Skill Development
Being a Reflective Teacher
Curriculum Mapping
Demonstrating Skills
Learning Styles – Using Them to Your Advantage
Legal Issues
Observation Techniques for the New Teacher
Planning – Lesson Planning & Unit Planning
Planning and Implementing an Intramurals Program
Providing Feedback that Matters to the Learner and You
Scope and Sequence of Skill Development
Task Presentations
Teaching Strategies/Teaching Styles
The Learning Environment
The Professional Learner
Others as needed

Learning Outcomes

During this course, the teacher candidate is expected to:

1. Describe the place of physical education in the middle and secondary school curriculum.
2. Identify common growth and development characteristics of middle and secondary school students and discuss how these characteristics impact effective teaching and the importance of physical activity.
3. Identify and implement effective management, organizational techniques and teaching strategies to enhance learning in middle and/or secondary physical education.
4. Analyze skill performance and provide appropriate feedback to learners.
5. Modify planning and teaching practices based on the reflection of the effectiveness of lessons to accomplish psychomotor, cognitive, affective objectives with middle and secondary school students.
6. Develop, implement & assess content that integrates student learning across three domains of learning (psychomotor, cognitive & affective).
7. Identify and implement aspects of positive learning environments that allow all students to recognize diversity of groups and uniqueness of individuals in middle and/or secondary school settings.
8. Display basic skill knowledge for participation in games and sports.

9. Develop quality tasks and skill practice sessions integrating appropriate practices and curricular scope and sequence for middle and/or secondary school physical education lessons.
10. Knowledgeably discuss legal issues relevant to physical education.

Major Teaching Methods

Lecture, Lab, Group Activities, Discussion, Reading, Writing, Other

Associated Assessment Measures

Each of the above learning outcomes will be measured through one or more of the following methods:

1. Research of written and electronic materials,
2. Submission of written work,
3. Reading text and supplementary materials,
4. Active participation in class discussions,
5. Providing feedback on knowledge assessments,
6. Effectively teaching developmentally appropriate lessons.

Assignments/Homework

Teacher candidates will be given outside assignments or homework to complete for various tasks within the context of the course. Assignments are expected to be turned in on time. No late assignments will be accepted and a grade of “0” will be assigned.

All homework will be submitted as a typed document. No handwritten homework will be accepted.

Quizzes

Quizzes are a measure of candidate knowledge and will be administered as deemed appropriate by the course instructor. It is the candidate’s responsibility to be prepared for quizzes daily.

Lesson Plans/Teaching/Reflection

Teacher candidates will develop lesson plans that are developmentally appropriate for the assigned age group using the EdTPA lesson plan template and the state physical education standards for physical education.

No one will be allowed to teach without approved lesson plans. This means that if you do not submit your lesson plans for approval at least 1 class period before you are scheduled to teach that lesson, **you will not teach.** If you do not teach, you will not be able to satisfactorily complete this course. All candidates must earn a grade of “B” or better in order to advance to Residency.

Exams

Written exams contain information covered in class and in the reading assignments up to the date in which the exam is given. Final exam will be cumulative.

Teaching Portfolio

The teaching portfolio is a collection of artifacts and other documents that are collected by the teacher candidates throughout the semester. A checklist will be provided to identify specific requirements as well as how it will be graded.

Grading Procedures

Students are required to maintain a minimum grade of “B” in order to advance to Residency. Grades will be assigned as follows:

Item	Percentage
Assignments/Homework	Varies
Quizzes	10 each
Plan/Teach/Reflect	Varies
Exams	100 each
Portfolio	100
*The point values are subject to change throughout the semester.	

Grading Scale

Percentage	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

Attendance Policy

Regular attendance is expected. This course provides you, a prospective teacher, with the opportunities to demonstrate the dispositions of effective teachers. Regular attendance is an indication of responsibility. In the event of an absence, you are required to notify the teacher, and complete all assignments, activities and projects conducted during the missed class. Being absent will directly affect your final grade. An absence is excused if you have non-excessive doctor’s note qualifying the reason for your absence on the day of your return, or if you have been involved in an approved university function and the instructor had prior notification.

All unexcused absences count toward your total of absences regarding the effect of your grade.

- 0 – 1 Absences: No effect on grade
- 2: Reduction of final grade by 1 letter grade (Example: A → B)
- 3: Reduction of final grade by 2 letter grades (Example: A → C, B → D)
- 4: Reduction of final grade by 3 letter grades (Example: A → D)
- Greater than 4: Failure of the course and removal from the course.

Tardiness will not be tolerated. The door will lock at class time and any late student will not be allowed to enter, resulting in an unexcused absence for the day.

Inclement Weather Policy

Tennessee Tech University generally does NOT cancel classes for inclement weather. Public announcements will be made if there is to be a closing or delays. Otherwise, class will be held according to the published schedule. Students are not to call Campus Police or the President's Office for this information. Your personal safety should be considered first and foremost when weather related hazards are present. If you miss because you could not get to class, you have one class period from the missed date to get assignments completed and turned in. Timely notification of missing class for weather related reasons should be given.

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](#).

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Cell Phone Policy

Cell Phones and electronic devices must be turned off and out of sight during class. Failure to comply will result in dismissal from class. A second infraction will result in dismissal from the class with the grade of F. NO EXCEPTIONS

TK20

TTU's College of Education uses Tk20, a comprehensive data and reporting system to improve our processes, manage candidate transition points, and track key assessments in program coursework. All students, regardless of affiliated major and college, enrolled in courses requiring Tk20 must purchase an

account and submit the appropriate coursework. Failure to purchase Tk20 can result in a zero for Tk20 assignments and/or final course grade reduced a full letter. The one-time-only system cost is \$142.85 at the university bookstore, and your account is valid for seven years. You will be asked to access Tk20 for a variety of tasks, including coursework, advisement, field/clinical experiences, portfolios, and key program assessments. Access the [TTU Tk20 website](#) for more details.

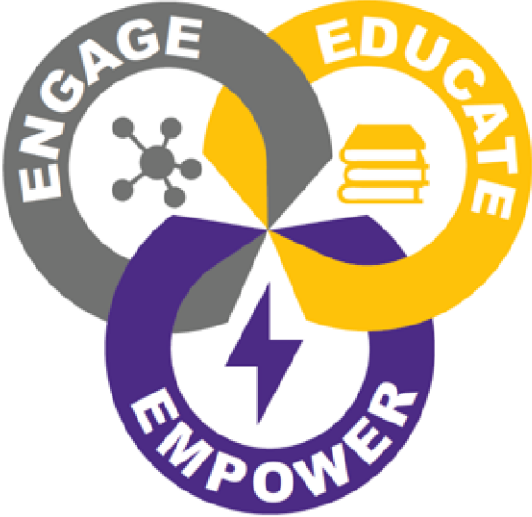
Classroom Policy

Departmental policy now states: “No food or drink other than water is allowed in the classroom. Any student who brings food or drink other than water will be asked to put it away, throw it away or leave the classroom.

EXPW 4722

Methods of Teaching Elementary Physical Education

Lec. 3, Credit 3.

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Instructor:
Office:
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College of Education Accreditation Standards

<https://www.tntech.edu/education/accreditations-reports/standards>

Course description

This course is designed for future teachers of elementary physical education to recognize, analyze, understand and demonstrate the methods of teaching skills employed by physical educators. This course will provide an understanding of the “Skill Theme Approach” based on skill themes, movement concepts and levels of skill proficiency, including rhythms and gymnastics. Emphasis will be placed on developing an applied understanding of both “how” and “what” to teach in elementary physical education. The student will experience a hands-on approach with the use of technology and laboratory activities to apply current pedagogical methods of teaching.

Required Texts

Graham, G., Holt/Hale, S., & Parker, M. (2014). *Children Moving: A Reflective Approach to Teaching Physical Education*. 9th edition.

Additional References

www.pecentral.com;

www.tahperd.us;

www.pelinks4u.org;

www.aahperd.org;

<http://208.183.128/hs/physed-lessons.html>, www.spartacus.schoolnet.co.uk/REVpe.htm;

<http://www.pedigest.com>;

<http://jc-schools.net/tutorials/tools/>;

www.usa-gymnasitcs.org;

www.fitnessgram.com

Required Special Instructional Materials

3 ring binder (2 inch), tab dividers, e-mail account, I learn account, jump drive, digital video writable disk, other as indicated by the instructor.

Topics Covered

National Standards for Beginning Physical Education Teachers,

NASPE/State Standards for Physical Education,

Developmentally Appropriate Physical Education,

Physical Fitness & Wellness of Children,

Fundamental Movement Skills and Concepts,

Manipulative Skills,

Physical Education in the Overall School Curriculum,

Physical Education for Children with Special Needs,

Appropriate Practices in Elementary Physical Education,

Classroom Management in an Activity Setting,

Instructional Approaches for Teaching Physical Education,

Lesson Planning,

Assessing Student Learning,

Liability in Physical Education,

Using Technology in the Physical Education Class,

Elementary Physical Education Curriculum Mapping across the grades

Other as indicated by the instructor.

Learning Objectives

1. Describe the National Standards for Beginning Physical Education Teachers and

discuss the importance of each.

Assignment – Spend time in class discussing the different standards and how they apply to what we are doing in elementary physical education.

2. Identify the 6 national standards for K-12 physical education and explain how standards are used in planning and assessment in elementary physical education.
Assignment – Quiz asking students to list the national standards
Assignment – Standards used in planning lessons and planning for assessment
3. Define skill themes, movement concepts and fitness/wellness concepts and provide at least several practical examples of each.
Assignment – Quiz related to skill themes, motor skills and movement concepts.
4. Define Generic Levels of Skill Proficiency and explain the need for GLSP including how GLSP is used to build developmentally appropriate physical education curricula for children.
Assignment – Quiz asking students to define and discuss GLSP and tell how it applies to them as they work to become physical education teachers.
5. Use the understanding of GLSP to expand/extend skill practice.
6. Organize developmentally appropriate movement tasks based on the observed skill level of children.
7. Accurately describe and execute an appropriate progression of critical components (cues) based on generic levels of skill proficiency.
8. Explain the relationship of games, gymnastics, dance and specific motor skills to subject areas, skill themes and movement concepts.
9. Practice teaching peers, focusing on skill extensions and teach/reteach.
10. Recognize and discuss the important pedagogical skills that constitute effective teaching in physical education and the context in which these skills are (or are not) effective.
11. Become a reflective practitioner who evaluates the effects of his/her actions on others and seek opportunities to grow professionally.
12. Write developmentally appropriate skill theme lesson plans using a “content development” format (tasks, cues, challenges) and linking lesson objectives to standards to body of the lesson to assessment using the EdTPA format.
13. Construct a curriculum map/crosswalk for grades k-5, including all motor skill themes and movement concepts as appropriate per grade level
14. Gain skills in juggling, cup stacking, jumping rope, tinkling, dance, educational gymnastics.
15. Identify games and activities that effectively teach and/or provide skill practice for students as they learn fundamental motor skills and movement concepts.

Assessment Measures

Each of the objectives will be assessed through quizzes, homework assignments, planning and peer teaching, written exams, skill tests and writing reflections in a daily journal.

Major Teaching Methods

Lecture, Lab, Group Activities, Reading Assignments, Written Assignments, Internet Assignments, I-learn

Grading and Evaluation

A=900-1000 B=800-899 C=700-799 D=600-699 F=599 ↓

Note: Students must make the minimum grade of “B” to satisfy the requirements of the course and advance on to student teaching.

Evaluation:

Quizzes	25%	(250 Points Maximum)
Homework	20%	(200 Points Maximum)
Portfolio	10%	(100 Points Maximum)
Professionalism	5%	(50 Points Maximum)
Knowledge Assessment	25%	(250 Points Maximum)
Peer Teaching	15%	(150 Points Maximum)
Total	100%	1000 possible points

Homework/Grades

Every outside of class assignment will be given with a specified due date attached. Assignments are expected to be turned in on time. No late assignment will be accepted and a grade of zero will be assigned.

In Class/Grades

Quizzes will generally be given during the first 10 minutes of class. Being tardy will hinder your opportunity to take the quiz and a grade of zero will be assigned.

Professional points will be given for attitude, studiousness, and professionalism while in class and in the schools. Your presentation of yourself is an important part of being a student as well as professional. You should take pride in your appearance and hygiene and consider those around you as well. Inappropriate dress will result in you being asked to leave class for the day....and will result in an unexcused absence.

No one will be allowed to peer teach in this course without approved lesson plans. This means that if you do not submit your lesson plans for approval, you will not teach. If you do not teach, you will not be able to satisfactorily complete this course. All candidates must earn a grade of “B” or better in order to advance.

Attendance Policy

Regular attendance is required!!!! This course provides you, the prospective teacher, with the opportunities to demonstrate the dispositions of effective teachers. Regular attendance is an indication of responsibility. In the event of an absence, you are required to complete all assignments, activities and projects conducted during the missed class. Missed work must be made up within 1 week or a grade of zero will be assigned. No quizzes will be made up for unexcused absence. If you know you will need to miss class, you should inform the instructor and make necessary arrangements work ahead of time. Habitual unexcused absence will directly affect your final grade. **You may miss this class once this semester without direct penalty to your grade, after which 50 points will be deducted from you final grade on the 1000 point scale for each unexcused absence.**

Tardiness will not be tolerated. The classroom door will be locked at the beginning of class. If you are not inside the room at that time, you are tardy, thus absent-unexcused. Tardiness in the school setting is inexcusable and will result in dismissal from the class.

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. If you do not know your TTU username and password see the following: <https://www.tntech.edu/its/password.htm>. Information on electronic media is available at <http://www.tntech.edu/library/>.

Copyright and Fair Use

All projects created in this course should follow appropriate copyright and fair use guidelines. Additional information is available at:

<http://www.utsystem.edu/ogc/intellectualproperty/cprtindx.htm>

Please note: TTU personnel may display your work created during the scope of this course during accreditation, conference presentations, workshops, and/or future classes.

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

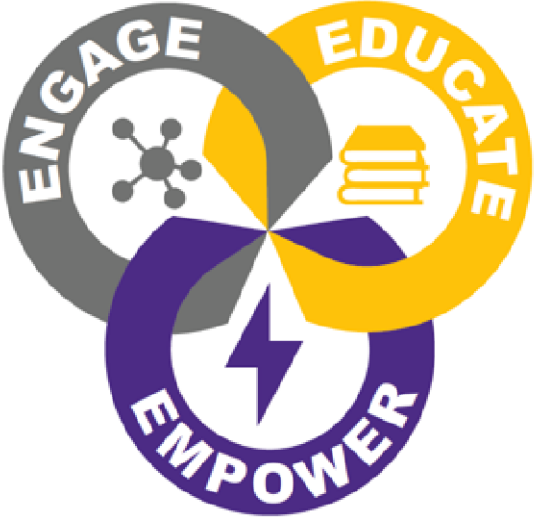
graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech’s Policy 217 – Student Academic Misconduct at [Policy Central](#).

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](#).

EXPW 4750/4751

Secondary Physical Education Practicum
Lab 4, Credit 2
Elementary Physical Education Practicum
Lab 4, Credit 2

	<p style="text-align: center;"><u>Mission</u></p> <p>The mission of the College of Education at Tennessee Tech is to provide unique and rigorous, learner-centered academic experiences for our students to achieve their highest potential as life-long learners, professionals, and citizens.</p> <p style="text-align: center;"><u>Vision</u></p> <p>The College of Education will be an empowering force in education.</p> <p style="text-align: center;"><u>Conceptual Framework</u></p> <p>The College of Education prepares effective, engaging professionals through a clinically rich, evidence-based program with a network of mutually beneficial partnerships.</p>
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Instructor:
Office:
Phone:
Email:
Office Hours:

College of Education Accreditation Standards

<https://www.tntech.edu/education/accreditations-reports/standards>

Course description

This course is designed for teacher candidates to go into a field placement and spend a minimum of 60 hours working directly with the cooperating teacher and students. The candidate will observe, assist, teach instant activities, watch-one/teach-one, and then plan and teach their own lessons in each of the grade levels at the assigned school. The cooperating teacher and university supervisor will be providing feedback to the candidates as they work to improve their teaching and classroom management skills. At least twice during the practicum experience the candidate must videotape their teaching and complete a video analysis assignment in preparation for the EdTPA assessment to come. Candidates will complete self assessments and identify strengths and weaknesses

and points of growth in teaching and management throughout the course of the practicum experience.

Required Texts

No text is required, however, candidates will be encouraged to utilize the EdTPA student manual and physical education standards as references as well as the textbooks from the methods portion of the experience.

Required Special Instructional Materials

Topics Covered

Lesson Planning

Teaching

Providing Feedback

Classroom Management

Equipment Distribution & Collection

Skill and Knowledge Assessment

Adapting the Lesson for Higher Skilled and Lower Skilled Students

Fitness

Learning Objectives

The candidate will:

1. Write developmentally appropriate, standards based lesson plans that provide relevant skill practice for students at all skill levels.
2. Provide constructive/corrective feedback during student skill practice.
3. Determine the need to make adjustments to the lesson after monitoring student practice, and progress as determined necessary.
4. Maintain control of the class, keeping students engaged and safe while participating in the planned activities.
5. Demonstrate instructional strategies and management strategies each time teaching.
6. Link class objectives to the standards, the skill practice and the assessment, and share with students to make class relevant.
7. Analyze self teaching by watching and critiquing both videotapes. The candidate will be looking for improvement from the first video to the second.
8. Be reflective at the end of the day, identifying positives and negatives, successes and failures, things that worked and things that didn't work during the lessons.
9. Strive to make skill extensions for students who are highly skilled and adaptations for students who are less skilled than average so everyone is challenged at their own level of development.
10. Provide an emotionally and physically safe learning environment each time he/she is in charge of the learning.
11. Assist the cooperating teacher and/or students as needed.

12. Complete a self evaluation after each time teaching.

Assessment Measures

Candidates will self assess, be observed and evaluated by the cooperating teacher and be evaluated by the university supervisor using a standardized evaluation method known as the TEAM model.

Major Teaching Methods

Lesson planning, teaching, evaluating and reflecting.

Grading and Evaluation

A=900-1000 B=800-899 C=700-799 D=600-699 F=599 ↓

Note: Students must make the minimum grade of “B” to satisfy the requirements of the course and advance on to Residency I.

Evaluation:

Lesson Plans	30%	(300 Points Maximum)
Professionalism	5%	(50 Points Maximum)
Classroom Management	10%	(100 Points Maximum)
Teaching	30%	(300 Points Maximum)
Evaluations	20%	(200 Points Maximum)
<u>Reflection</u>	5%	<u>(50 Points Maximum)</u>
Total	100%	1000 possible points

Professional points will be given for attitude, studiousness, and professionalism while in class and in the schools. Your presentation of yourself is an important part of being a student as well as professional. You should take pride in your appearance and hygiene and consider those around you as well. Inappropriate dress will result in you being asked to leave class for the day....and will result in an unexcused absence.

No one will be allowed to teach in this course without approved lesson plans. This means that if you do not submit your lesson plans for approval, you will not teach. If you do not teach, you will not be able to satisfactorily complete this course. All candidates must earn a grade of “B” or better in order to advance.

Attendance Policy

Regular attendance is required!!!! The candidate must complete a minimum of 60 contact hours teaching and working in the gym with students of all grade levels. Missing for anything except sickness is not acceptable. A grade of “B” or better is required to move on to the Residency series. Absence and/or tardiness will be documented and

assessed in the final dispositional evaluation completed by the cooperating teacher and will directly affect the final grade.

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. If you do not know your TTU username and password see the following: <https://www.tntech.edu/its/password.htm>. Information on electronic media is available at <http://www.tntech.edu/library/>.

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Tennessee Tech University
Department of Exercise Science, Physical Education & Wellness
EXPW 4874 – Professional Seminar I

Lecture 2, Credit 2

Instructor:

Office:

Office Hours:

E-mail:

Departmental Phone: (931) 372- 3467



Course Description

This course provides problem-based learning experiences based on the fieldwork being done by candidates in Residency I. Students will share situations and work together to devise acceptable and appropriate solutions. The candidates will become familiar with edTPA and practice each of the tasks to better prepare for the required Residency II submission of 3 tasks.

Textbook

The edTPA student manual contains all necessary materials needed for this course.

Learning Outcomes: By the end of this course the candidate will:

1. Demonstrate knowledge and skills related to problem-based learning.
2. Write commentary related to planning, teaching and assessment.
3. Distinguish the characteristics of a quality learning segment.
4. Reflect and self-assess teaching and assessment.
5. Identify strengths and weaknesses in teaching and self-evaluation.

Associated Assessment Measures: During this course you will be expected to meet the learning outcomes by:

- a. Participating in class discussions,
- b. Participate in problem based learning activities,
- c. Keeping a daily journal – reflecting on the days happenings,
- d. Write commentary to practice for edTPA success

Topics to be covered:

Writing Quality Lesson Plans
Planning for Student Success and Skill Development
Instruction
Student Skill Assessment
Writing Commentary
Linking Planning, Instruction, Skill Practice, and Assessment together
Self-evaluation
Reading and Understanding the edTPA Rubrics
Planning for edTPA success

Assessment Activities/ To Get the Grade:

Understanding the requirements	10 points
Task 1	30 points
Task 2	30 points
Task 3	30 points
Using the Rubrics to your advantage	10 points

Grading Scale: A=90-100
 B=80-89
 C=70-79
 D=60-69
 F= 59 & below

Major Teaching Methods: Problem-based Learning, Group Activities, Class Discussion, Writing Commentary

Classwork: Work done in class will be collected and graded from time to time. This must be turned in before leaving the classroom to receive credit. Groups may submit one document with everyone's name and partners may do the same.

Homework: All homework must be typed – double spaced, 12 point Times New Roman font. Homework will not be graded if it is submitted in any other format. No late work will be accepted. Late is defined as 30 minutes after class.

Attendance Policy: Regular class attendance is expected! This course provides you with the opportunities to demonstrate the dispositions of effective teachers. Regular attendance is an indication of responsibility and is one of the identified dispositions reflected in the TTU Conceptual Framework. In the event of any excused absence, you are **required** to complete all assignments, activities and projects conducted during the missed class- in a timely manner. It is your responsibility to contact the instructor to make the necessary arrangements for make-up work. All missed work must be made up within 1 week. If you know you will need to miss class, you should inform the instructor ahead of time and make arrangements to get assignments. Habitual absence will directly affect your final grade. Excused absence is defined as university sanctioned events or one that is qualified by a note from a doctor.

Tardiness will not be tolerated. The classroom door will lock at 1:25 each day. Any student not in the room at that time will be marked absent for the day.

Tk20: TTU's College of Education has purchased Tk20, a comprehensive data and reporting system that will improve our processes, manage candidate transition points, and track key assessments in program coursework. All College of Ed students are required to purchase and maintain a Tk20 account. The one-time-only system cost is \$133.33 at the university bookstore, and your account is valid for seven years. You will be asked to access Tk20 for a variety of tasks, including coursework, advisement, clinical experiences including Residency, portfolio-building and edTPA tasks, and key program assessments. We are excited about the possibilities Tk20 will provide and the positive effects on your educational experience at TTU. Phase 1 of implementation begins in Spring 2013. Check your syllabi and consult with your instructors for assessments that must be submitted to Tk20. By Fall 2013, all professional education courses will include assessments within Tk20. See our website for more details: <https://tntech.tk20.com>

Inclement Weather Policy: Tennessee Technological University generally does NOT cancel classes for inclement weather. Public announcements will be made if there is to be a closing or delays. Otherwise, class will be held according to the published schedule. Students are not to call Safety & Security or the President for this information. Your personal safety should be considered first and foremost in this situation. If you miss because you could not get to class, you are responsible for all work missed as a result of inclement weather. You should also contact the instructor by text messaging or e-mail to explain why you are absent.

Fire Safety: The fire exit from MG 107 is out the classroom door, turn left, travel down the stairs and out the glass doors. The fire exit from Gym C (the sweat box) is out the southwest door and down the backstairs to the exit door by the pool.

Academic Dishonesty: Academic dishonesty involves cheating on exams or assignments, plagiarizing, and/or presenting false information. Plagiarizing involves taking ideas from another source and writing them down as if they were your own.

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. Any time you refer to another person's work, whether as a direct quotation or paraphrased, you must use a citation. All citations must be properly documented and references must be provided using APA guidelines. Any course papers or project may be submitted to turnitin.com to determine originality. Students who plagiarize will be given an F for the assignment; will receive a grade reduction, no credit for the course, or dismissal according to university policy.

Reasonable Accommodation for Students with Disabilities: Accommodations for special needs for students with disabilities are coordinated through the Office of Disability Services. Please contact that office at 372-6119 if you need assistance.

CELL PHONES AND ELECTRONIC DEVICES MUST BE TURNED OFF AND OUT OF SIGHT DURING CLASS. FAILURE TO COMPLY WILL RESULT IN DISMISSAL FROM CLASS the first time and every time.

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

**Exercise Science, Physical Education and Wellness, Licensure Concentration,
 B.S.**

Curriculum

Freshman Year

Course Name	Credit	Term Taken	Grade	Gen Ed
BIOL 1010 - Introduction to Biology	Credit: 4.			
BIOL 1020 - Diversity of Life	Credit: 4.			
EDPY 2210 - Educational Psychology	Credit: 3.			
ENGL 1010 - English Composition I	Credit: 3.			
ENGL 1020 - English Composition II				
Prerequisite: ENGL 1010.	Credit: 3.			
EXPW 1021 - Connection to Exercise Science, Physical Education and Wellness	Credit: 1.			
EXPW 1022 - Introduction to Exercise Science, Physical Education and Wellness	Credit: 2.			
EXPW 2130 - Concepts of Comprehensive Health	Credit: 3.			
FOED 2011 - Introduction to Teaching and Technology Corequisite: FOED 1820, all licensure majors. FOED 1822, for freshmen only.	Credit: 2.			
MATH Credit: 3.	Credit: 3.			
PSY 1030 - Introduction to Psychology	Credit: 3.			
PHED 1002 - Physical Fitness Test	Credit: 0.			

Total: 31

Sophomore Year

Course Name	Credit	Term Taken	Grade	Gen Ed
BIOL 2350 - Introductory Anatomy and Physiology	Credit: 4.			
ENGL 2130 - Topics in American Literature or ENGL 2235 - Topics in British Literature or ENGL 2330 - Topics in World Literature	Credit: 3.			
Prerequisite: ENGL 1020.				
EXPW 2150 - Human Sexuality	Credit: 3.			
EXPW 2430 - First Aid, Safety and CPR	Credit: 2.			
EXPW 3012 - Educational Gymnastics, Dance & Fitness	Credit: 1.			
EXPW 3565 - Physical Activity & Sport Skills	Credit: 3			
HIST 2010 - Early United States History	Credit: 3.			
HIST 2020 - Modern United States History	Credit: 3.			
Humanities/Fine Arts Electives Credit: 6.	Credit: 6			
Social/Behavioral Sciences Elective Credit: 3. (Advised toward EXPW 2015)	Credit: 3			
PC 2500 - Communicating in the Professions or COMM 2025 - Fundamentals of Communication	Credit: 3.			
PHED 1002 - Physical Fitness Test	Credit: 0.			

Total: 33

Junior Year

Course Name	Credit	Term Taken	Grade	Gen Ed
EXPW 3132 - School Health Pedagogy and Practicum	Credit: 3.			
EXPW 3170 - Motor Learning	Credit: 3.			
EXPW 3410 - Lifespan Motor Development	Credit: 3.			
EXPW 3560 – Techniques and Tactics of Sports	Credit: 2.			
EXPW 3000 – Professional Development and Career Planning	Credit: 1			
EXPW 3720 - Instructional Strategies	Credit: 3.			
EXPW 4420 - Kinesiology	Credit: 3.			
EXPW 4711 – Analysis and Development of Sport Skills				
Prerequisite: Physical Education licensure major and acceptance into Teacher Education.	Credit: 4.			
EXPW 4712 – Methods of Teaching Secondary Physical Education Co-requisite: EXPW 4750	Credit: 3			
EXPW 4750 – Secondary Physical Education Practicum Co-requisite: EXPW 4712	Credit: 2			
EXPW 4721 - Methods of Elementary Movement				
Prerequisite: Physical Education licensure major and acceptance into Teacher Education.	Credit: 4.			
EXPW 4722 – Methods of Teaching Elementary Physical Education Co-requisite: EXPW 4751	Credit: 3.			
EXPW 4751 – Elementary Physical Education Practicum Co-requisite: EXPW 4722	Credit: 2.			
EXPW 4731 - Assessment in the Physical Education Classroom	Credit: 2.			
FOED 3010 - Integrating Instructional Technology into the Classroom	Credit: 3.			
PHED 1002 - Physical Fitness Test	Credit: 0.			

Total: 31

Senior Year

Course Name	Credit	Term Taken	Grade	Gen Ed
EXPW 4440 - Physiology of Exercise	Credit: 3.			
EXPW 3660 – Curriculum in Physical Education				
Prerequisite: Full admission to the Teacher Education Program.	Credit: 2.			
EXPW 4520 - Adapted Physical Activity and Sport	Credit: 3.			
EXPW 4871 - Residency I				
Prerequisite: Physical Education licensure major, acceptance into Upper Division Teacher Education and completion of EXPW 4711 and EXPW 4721 with a grade of B or higher. Corequisite: EXPW 4874.	Credit: 5.			

EXPW 4881 - Residency II Prerequisite: Physical education licensure major, acceptance into Upper Division Teacher Education and completion of EXPW 4871 and with EXPW 4873 with a grade of B or higher. Corequisite: EXPW 4882.	Credit: 10.			
EXPW 4882 - Professional Seminar II Corequisite: EXPW 4881.	Credit: 2.			
EXPW 4873 - Professional Seminar I Prerequisite: Full admission to the Teacher Education Program; completion of EXPW 4711 and EXPW 4721 with a grade of B or better. Corequisite: EXPW 4871.	Credit: 3.			
EXPW 4874 – Professional Seminar I	Credit: 2			
PHED 1002 - Physical Fitness Test	Credit: 0.			
Total: 25				
Notes:				

MEMORANDUM

TO: University Curriculum Committee (UCC)
VIA: Teacher Education Committee (TEC)
VIA: College of Education Executive Leadership Council (ELC)
VIA: Dr. Julie Baker, Associate Dean, College of Education
FROM: Dr. Christy Killman, Chair, Department of Exercise Science, Physical Education & Wellness
DATE: September 3, 2018
SUBJECT: New courses added to PHED options

JUSTIFICATION: The following new courses will provide current and trending options for physical activity and outdoor recreational activities for Tech students.

FINANCIAL IMPLICATIONS: NONE

EFFECTIVE DATE: Spring 2019

Course Additions:

1. PHED 1265 – Kickboxing (credit 1).

Thai boxing or Muay Thai is a Martial Arts form of Thailand. It is known as the “art of eight limbs”. This course is designed to introduce Thai boxing at basic skill levels. The class will be conducted in a friendly, self-paced manner. Protective gear will be required for safety as students learn basic punches, elbow strikes, knee strikes and kicking.

2. PHED 1275 – Disc Golf (credit 1).

Disc golf has become a popular outdoor recreational activity all over the nation. This course is designed to provide basic instruction in various throws including the backhand throw, forehand drive, and the backhand roller. Students will learn about the drive, approach and putt as well as rules of game play and keeping score.

3. PHED 1280 – Kayaking (credit 1).

This course is designed for the beginner kayaker. Fundamental skills and techniques will be discovered and practiced as well as rules and etiquette on the water and general safety. Once students have the knowledge and basic skills necessary to stay afloat, there will be multiple opportunities to go kayaking.

Tennessee Tech University

Department of Exercise Science, Physical Education & Wellness

PHED 1265 – Kickboxing

Credit: 1

Instructor:

Office:

Office Hours: As posted or by appointment

E-mail:

Departmental Phone: (931) 372- 3467



Textbook/Materials

All necessary materials will be distributed by the instructor.

Course Description

Thai boxing or Muay Thai is a Martial Arts for of Thailand. It is known as the “art of eight limbs”. This course is designed to introduce Thai boxing at basic skill levels. The class will be conducted in a friendly, self-paced manner. Protective gear will be required for safety as students learn basic punches, elbow strikes, knee strikes and kicking.

Topics/Skills to be covered

- History
- Basic kickboxing moves
- Partner drills
- Offensive Strategies
- Defensive Strategies
- Safety

Learning Objectives

The objectives for this course are as follows:

1. Demonstrate fundamental skills of kickboxing including basic punches, strikes and kicks.
2. Display understanding of rules safety and engagement.
3. Exhibit offensive and defensive strategies.
4. Know the origin of Kickboxing.
5. Participate in kickboxing as a means for exercise and perhaps self-defense.
6. Gain self-confidence as the class progresses and students become more proficient at executing the skills of kickboxing efficiently.

Major Teaching Methods

Student participation during physical demonstration and partner drills is the major teaching method for this course.

Safety Considerations

For the safety of students and care of equipment and facility, please note and adhere to the following safety guidelines.

- Safety is the single most important consideration while participating in physical activity.
- Warm up and stretch your muscles at the beginning of each class.
- Be aware of your surrounding at all times.
- Wear the required safety gear.
- Practice skills only as instructed and for self-efficacy and activity.
- Aggressive and unwarranted advances are not allowed.
- No horse-play.
- Listen to and follow directions.
- Report injury or faulty equipment immediately.

Dress Requirements

Appropriate dress for physical activity is required for this class. Clothing should be comfortable and not binding. Shorts and t-shirt are recommended. Shin guards and half-finger boxing gloves are required and the responsibility of the student to obtain and have at every class meeting.

Student is encouraged to bring water to class to aid in staying hydrated during game play.

Attendance

Students are expected to be in class whenever class meets. Considering that things come up, including illness, each student is allowed two free cuts throughout the course of the semester without direct penalty. After those 2.....the final grade will be reduced by 10 points (or 1 letter grade) for each unexcused absence.

Consider! The 3rd unexcused absence will create the situation where the BEST grade a student can make is “B”. The 4th unexcused absence will create the situation where the BEST grade a student can make is “C”, and so on. If a student has 6 unexcused absences, the grade of “F” will be assigned.

2 tardies = 1 unexcused absence.

Excused absences included documented illness or participation in approved university functions. If class is missed because of sickness, **a doctor’s note** must be presented to the instructor **on the first day back in class**. Absence due to approved university functions should be coordinated with the instructor prior to the absence.

Any make up work must be completed within 5 days of return IF the absence is excused. **No make-up work, test, or skills test will be accepted or allowed if the absence is unexcused.**

Grading System

This class will be graded on a points system as follows:

40% - Attendance & Participation

40% - Skills Test(s)

20% - Knowledge Assessment

Grading Scale

90 – 100 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

Below 60 = F

Reporting an Injury

If any injury occurs during class, please report the incident to the instructor as soon as possible so that an accident report can be filed. It is the responsibility of the student to alert the instructor immediately should any injury – no matter how small – occur.

Cell Phone Policy

It is the policy of the Exercise Science Department that cell phones and electronic devices must be turned off and out of sight during class. Failure to abide by the policy will result in student being dismissed from class for the day and an UNEXCUSED absence assigned for the day. No Exceptions.

Student Academic Misconduct Policy

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Disability Accommodation

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

Inclement Weather

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

Tennessee Tech University

Department of Exercise Science, Physical Education & Wellness

PHED 1275 – Disc Golf

Credit: 1

Instructor:

Office:

Office Hours: As posted or by appointment

E-mail:

Departmental Phone: (931) 372- 3467



Textbook/Materials

All necessary materials will be distributed by the instructor.

Course Description

This course is designed for the beginner who is interested in learning the basics of playing disc golf. Fundamental skills and techniques will be discovered and practiced as well as rules and etiquette for game play. Skills will be assessed and students will have the opportunity to play various courses in the local area.

Topics/Skills to be covered

- History
- Equipment
- Fundamental Skills and Techniques
- Safety
- General Rules of Play

Learning Objectives

The objectives for this course are as follows:

1. Demonstrate fundamental skills associated with playing disc golf.
2. Display understanding of rules, safety and course etiquette.
3. Exhibit offensive strategies to score well during game play.
4. Know the origin of disc golf.
5. Play disc golf as a means of exercise, socialization and outdoor recreation.

Major Teaching Methods

Lecture with demonstration, skill practice, skill assessment, game play

Safety Considerations

For the safety of students and care of equipment and facility, please note and adhere to the following safety guidelines.

- Safety is the single most important consideration while participating in physical activity.
- Warm up and stretch your muscles at the beginning of each class.
- Be aware of your surrounding at all times.
- No horse-play.
- Listen to and follow directions.
- Report injury or faulty equipment immediately.

Dress Requirements

Appropriate dress for physical activity is required for this class. Clothing should be comfortable and not binding. Shorts and t-shirt are recommended.

Student is encouraged to bring water to class to aid in staying hydrated during game play.

Attendance

Students are expected to be in class whenever class meets. Considering that things come up, including illness, each student is allowed two free cuts throughout the course of the semester without direct penalty. After those 2.....the final grade will be reduced by 10 points (or 1 letter grade) for each unexcused absence.

Consider! The 3rd unexcused absence will create the situation where the BEST grade a student can make is “B”. The 4th unexcused absence will create the situation where the BEST grade a student can make is “C”, and so on. If a student has 6 unexcused absences, the grade of “F” will be assigned.

2 tardies = 1 unexcused absence.

Excused absences included documented illness or participation in approved university functions. If class is missed because of sickness, **a doctor’s note** must be presented to the instructor **on the first day back in class**. Absence due to approved university functions should be coordinated with the instructor prior to the absence.

Any make up work must be completed within 5 days of return IF the absence is excused. **No make-up work, test, or skills test will be accepted or allowed if the absence is unexcused.**

Grading System

This class will be graded on a points system as follows:

40% - Attendance & Participation

40% - Skills Test(s)

20% - Knowledge Assessment

Grading Scale

90 – 100= A

60 – 69 = D

80 – 89 = B

Below 60 = F

70 – 79 = C

Reporting an Injury

If any injury occurs during class, please report the incident to the instructor as soon as possible so that an accident report can be filed. It is the responsibility of the student to alert the instructor immediately should any injury – no matter how small – occur.

Cell Phone Policy

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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](#).

Inclement Weather

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Tennessee Tech University

Department of Exercise Science, Physical Education & Wellness

PHED 1280 - Kayaking

Credit: 1

Instructor:

Office:

Office Hours: As posted or by appointment

E-mail:

Departmental Phone: (931) 372- 3467



Textbook/Materials

All necessary materials will be distributed by the instructor. Kayak's for practice in the Memorial Gym pool will be provided, but individual students will be responsible for acquiring use of a kayak on trips.

Course Description

This course is designed for the beginner kayaker. Fundamental skills and techniques will be discovered and practiced as well as rules and etiquette on the water and general safety. Once students have the knowledge and basic skills necessary to stay afloat, there will be multiple opportunities to go kayaking.

Topics/Skills to be covered

- History
- Equipment
- Mechanics of Paddling
- Fundamental Skills and Techniques
- Safety
- General Rules and Water Etiquette
- Kayaking in still water and moving water

Learning Objectives

The objectives for this course are as follows:

1. Demonstrate fundamental skills associated with kayaking.
2. Display understanding of rules, safety and water etiquette.
3. Exhibit basic understanding of launching the kayak.
4. Demonstrate basic mechanics of paddling
5. Exhibit understanding of buoyancy and balance.
6. Participate in kayaking as an outdoor recreational activity and means of exercise.

Major Teaching Methods

Lecture with demonstration, skill practice, skill assessment, kayaking

Safety Considerations

For the safety of students and care of equipment and facility, please note and adhere to the following safety guidelines.

- Safety is the single most important consideration while participating in physical activity.
- Warm up and stretch your muscles at the beginning of each class.
- Be aware of your surrounding at all times.
- No horse-play.
- Listen to and follow directions.
- Report injury or faulty equipment immediately.

Dress Requirements

Appropriate dress for physical activity is required for this class. Clothing should be comfortable and not binding. Shorts and t-shirt are recommended.

Student is encouraged to bring water to class to aid in staying hydrated during game play.

Attendance

Students are expected to be in class whenever class meets. Considering that things come up, including illness, each student is allowed two free cuts throughout the course of the semester without direct penalty. After those 2.....the final grade will be reduced by 10 points (or 1 letter grade) for each unexcused absence.

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Grading System

This class will be graded on a points system as follows:

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MEMORANDUM

TO: Undergraduate Curriculum Committee
VIA: COE Undergraduate Curriculum Committee *D. Hoy*
FROM: Omar Elkeelany, Interim Chair, ECE Dept. *Omar Elkeelany*
Charles Carnal, Chair, BSEE Curriculum Committee *CLC*
DATE: September 9, 2018
SUBJECT: ECE BSEE Program Curriculum changes

CURRICULUM CHANGES:

Motion:

1. Delete ECE 3310 Electronics II as a specifically required course for the BSEE (no concentration) and BSEE (Vehicle Engineering concentration) programs.
2. Add ECE 3310 Electronics II as an EE Breadth Elective in the BSEE (no concentration) program.
3. Reduce the number of hours of EE Breadth Electives from 12 to 9 hours in the BSEE (no concentration) program.
4. Create an elective category named "EE Elective" which includes all courses in the EE Breadth Electives and EE Senior Electives.
 - a. Add 6 hours of EE Electives to the BSEE (no concentration), with 3 hours in the junior year and 3 hours in the senior year.
 - b. Increase the hours from 3 to 6 in the EE Vehicle Elective category taken in the BSEE (Vehicle Engineering concentration).

Note: These proposed changes will not change the total hours required for the BSEE degrees affected.

FROM: BSEE Curriculum (No Concentration)

FRESHMAN YEAR

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

TOTAL: 28

SOPHOMORE YEAR

- ENGL 2130 - Topics in American Literature Credit: 3. or
- ENGL 2235 - Topics in British Literature Credit: 3. or
- ENGL 2330 - Topics in World Literature Credit: 3.

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

- Social/Behavioral Sciences Elective² Credit: 3.
- ECE 2001 - Computer-Aided Engineering in ECE Credit: 1.
- MATH 2110 - Calculus III Credit: 4.
- MATH 2120 - Differential Equations Credit: 3.
- PHYS 2110 - Calculus-based Physics I Credit: 4.
- PHYS 2120 - Calculus-based Physics II Credit: 4.
- ECE 2010 - Electric Circuits I Credit: 3.
- ECE 2011 - Electrical Engineering Lab I Credit: 1.
- ECE 2020 - Electric Circuits II Credit: 3.
- ECE 2110 - Introduction to Digital Systems Credit: 3.

TOTAL: 35

JUNIOR YEAR

- ECE 3010 - Signals and Systems Credit: 3.
- ECE 3020 - Discrete-Time Signals and Systems Credit: 3.
- ECE 3060 - Electrical Engineering Lab II Credit: 1.
- ECE 3130 - Microcomputer Systems Credit: 4.
- ECE 3300 - Electronics I Credit: 3.
- ECE 3310 - Electronics II Credit: 3.
- ECE 3510 - Electromagnetic Fields I Credit: 3.
- ECE 3920 - Professional Issues in Electrical and Computer Engineering Credit: 1.
- EE Breadth Electives³ Credit: 9.
- EE Lab Elective³ Credit: 1.
- MATH 3470 - Introductory Probability and Statistics Credit: 3.

TOTAL: 34

SENIOR YEAR

- ECE 4961 - Capstone Design I Credit: 3.
- ECE 4971 - Capstone Design II Credit: 3.
- EE Depth Electives³ Credit: 6.
- EE Breadth Elective³ Credit: 3.
- EE Senior Elective³ Credit: 3.
- EE Lab Elective³ Credit: 1.
- Humanities/Fine Arts Electives² Credit: 6.

- Career Electives³ Credit: 6.

TOTAL: 31

To: BSEE Curriculum (No Concentration)

FRESHMAN YEAR

- ENGL 1010 - English Composition I Credit: 3.
- ENGL 1020 - English Composition II Credit: 3.
- MATH 1910 - Calculus I Credit: 4.
- MATH 1920 - Calculus II Credit: 4.
- MATH 2010 - Introduction to Linear Algebra Credit: 3.
- CHEM 1110 - General Chemistry I Credit: 4.
- CSC 1300 - Introduction to Problem Solving and Computer Programming Credit: 4.
- Social/Behavioral Sciences Elective² Credit: 3.
- ECE 1020 - Connections to Electrical and Computer Engineering Credit: 1. ¹

TOTAL: 28

SOPHOMORE YEAR

- ENGL 2130 - Topics in American Literature Credit: 3. or
- ENGL 2235 - Topics in British Literature Credit: 3. or
- ENGL 2330 - Topics in World Literature Credit: 3.
- COMM 2025 - Fundamentals of Communication Credit: 3. or
- PC 2500 - Communicating in the Professions Credit: 3.
- Social/Behavioral Sciences Elective² Credit: 3.
- ECE 2001 - Computer-Aided Engineering in ECE Credit: 1.
- MATH 2110 - Calculus III Credit: 4.
- MATH 2120 - Differential Equations Credit: 3.
- PHYS 2110 - Calculus-based Physics I Credit: 4.
- PHYS 2120 - Calculus-based Physics II Credit: 4.
- ECE 2010 - Electric Circuits I Credit: 3.
- ECE 2011 - Electrical Engineering Lab I Credit: 1.
- ECE 2020 - Electric Circuits II Credit: 3.
- ECE 2110 - Introduction to Digital Systems Credit: 3.

TOTAL: 35

JUNIOR YEAR

- ECE 3010 - Signals and Systems Credit: 3.
- ECE 3020 - Discrete-Time Signals and Systems Credit: 3.
- ECE 3060 - Electrical Engineering Lab II Credit: 1.

- ECE 3130 - Microcomputer Systems Credit: 4.
- ECE 3300 - Electronics I Credit: 3.
- ~~ECE 3310 - Electronics II Credit: 3.~~ **EE Elective³ Credit: 3.**
- ECE 3510 - Electromagnetic Fields I Credit: 3.
- ECE 3920 - Professional Issues in Electrical and Computer Engineering Credit: 1.
- EE Breadth Electives³ Credit: 9.
- EE Lab Elective³ Credit: 1.
- MATH 3470 - Introductory Probability and Statistics Credit: 3.

TOTAL: 34

SENIOR YEAR

- ECE 4961 - Capstone Design I Credit: 3.
- ECE 4971 - Capstone Design II Credit: 3.
- EE Depth Electives³ Credit: 6.
- ~~EE Breadth Elective³ Credit: 3.~~ **EE Elective³ Credit: 3.**
- EE Senior Elective³ Credit: 3
- EE Lab Elective³ Credit: 1.
- Humanities/Fine Arts Electives² Credit: 6.
- Career Electives³ Credit: 6.

TOTAL: 31

Justification:

This proposal moves ECE 3310 Electronics II from a specifically required course to an EE Breadth Elective. The area of analog electronics in ECE at TTU is not found in any ECE senior courses, nor does it appear in our graduate program offerings. ECE 3310 is not a prerequisite to any other courses in the BSEE program. Consequently, ECE students for whom it is required, typically wait until their last semester to take it. This has created the situation whereby the ECE department has been compelled to offer ECE 3310 every fall and spring semester. It should be noted that ECE 3310 is not specifically required in the BSCmpE program, nor is it required in the BSEE (Mechatronics concentration) program. Only the first electronics course, ECE 3300 Electronics I, is prerequisite to any other ECE courses that need background knowledge in analog electronics. ECE 3300 is required in all programs offered by the ECE department. In light of limited resources to provide coverage of other required courses in the programs offered by ECE, ECE 3310 will be offered whenever sufficient demand exists and a faculty member's load can accommodate the offering assuming the ECE department can offer all other courses required in ECE degree programs in such manner that students do not experience delays in graduation.

The creation of the EE Elective category includes all courses in the EE Breadth Electives and EE Senior Electives. It provides more flexibility both for students and the ECE department. Students can choose a more detailed focus of an EE area or opt for greater breadth. The ECE department will have greater flexibility in course offerings regarding faculty teaching assignments.

Financial Impact: None

Effective: Spring 2019

BSEE – Vehicle Engineering Concentration

FROM:

FRESHMAN YEAR

- ENGL 1010 - English Composition I Credit: 3.
- ENGL 1020 - English Composition II Credit: 3.
- MATH 1910 - Calculus I Credit: 4.
- MATH 1920 - Calculus II Credit: 4.
- MATH 2010 - Introduction to Linear Algebra Credit: 3.
- CHEM 1110 - General Chemistry I Credit: 4.
- CSC 1300 - Introduction to Problem Solving and Computer Programming Credit: 4.
- Social/Behavioral Sciences Elective² Credit: 3.
- ECE 1020 - Connections to Electrical and Computer Engineering Credit: 1. ¹

TOTAL: 28

SOPHOMORE YEAR

- ENGL 2130 - Topics in American Literature Credit: 3. or
- ENGL 2235 - Topics in British Literature Credit: 3. or
- ENGL 2330 - Topics in World Literature Credit: 3.

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

- Social/Behavioral Sciences Elective² Credit: 3.
- ECE 2001 - Computer-Aided Engineering in ECE Credit: 1.
- MATH 2110 - Calculus III Credit: 4.
- MATH 2120 - Differential Equations Credit: 3.
- PHYS 2110 - Calculus-based Physics I Credit: 4.
- PHYS 2120 - Calculus-based Physics II Credit: 4.
- ECE 2010 - Electric Circuits I Credit: 3.
- ECE 2011 - Electrical Engineering Lab I Credit: 1.
- ECE 2020 - Electric Circuits II Credit: 3.
- ECE 2110 - Introduction to Digital Systems Credit: 3.

TOTAL: 35

JUNIOR YEAR

- ECE 3010 - Signals and Systems Credit: 3.
- ECE 3020 - Discrete-Time Signals and Systems Credit: 3.
- ECE 3060 - Electrical Engineering Lab II Credit: 1.
- ECE 3130 - Microcomputer Systems Credit: 4.
- ECE 3300 - Electronics I Credit: 3.
- ECE 3310 - Electronics II Credit: 3.
- ECE 3510 - Electromagnetic Fields I Credit: 3.

- ECE 3920 - Professional Issues in Electrical and Computer Engineering Credit: 1.
- EE Breadth Electives³ Credit: 6.
- EE Lab Elective³ Credit: 1.
- MATH 3470 - Introductory Probability and Statistics Credit: 3.
- VE 3400 - Introduction to Automotive Systems Credit: 3.

TOTAL: 34

SENIOR YEAR

- VE 4100 - Senior Design Project I Credit: 3.
- VE 4100 - Senior Design Project II Credit: 3.
- VE 4500 - Reliability and Quality Engineering Credit: 3.
- VE 3500 - Sensors, Transducers and Instrumentation Credit: 3.
- EE Vehicle Elective³ Credit: 3.
- EE Breadth Elective³ Credit: 6.
- EE Senior Elective³ Credit: 3
- EE Lab Elective³ Credit: 1.
- Humanities/Fine Arts Electives² Credit: 6.

TOTAL: 31

TO: BSEE – Vehicle Engineering Concentration

FRESHMAN YEAR

- ENGL 1010 - English Composition I Credit: 3.
- ENGL 1020 - English Composition II Credit: 3.
- MATH 1910 - Calculus I Credit: 4.
- MATH 1920 - Calculus II Credit: 4.
- MATH 2010 - Introduction to Linear Algebra Credit: 3.
- CHEM 1110 - General Chemistry I Credit: 4.
- CSC 1300 - Introduction to Problem Solving and Computer Programming Credit: 4.
- Social/Behavioral Sciences Elective² Credit: 3.
- ECE 1020 - Connections to Electrical and Computer Engineering Credit: 1. ¹

TOTAL: 28

SOPHOMORE YEAR

- ENGL 2130 - Topics in American Literature Credit: 3. or
- ENGL 2235 - Topics in British Literature Credit: 3. or
- ENGL 2330 - Topics in World Literature Credit: 3.
- COMM 2025 - Fundamentals of Communication Credit: 3. or

- PC 2500 - Communicating in the Professions Credit: 3.
- Social/Behavioral Sciences Elective² Credit: 3.
- ECE 2001 - Computer-Aided Engineering in ECE Credit: 1.
- MATH 2110 - Calculus III Credit: 4.
- MATH 2120 - Differential Equations Credit: 3.
- PHYS 2110 - Calculus-based Physics I Credit: 4.
- PHYS 2120 - Calculus-based Physics II Credit: 4.
- ECE 2010 - Electric Circuits I Credit: 3.
- ECE 2011 - Electrical Engineering Lab I Credit: 1.
- ECE 2020 - Electric Circuits II Credit: 3.
- ECE 2110 - Introduction to Digital Systems Credit: 3.

TOTAL: 35

JUNIOR YEAR

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- ECE 3020 - Discrete-Time Signals and Systems Credit: 3.
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- ECE 3130 - Microcomputer Systems Credit: 4.
- ECE 3300 - Electronics I Credit: 3.
- ~~ECE 3310 - Electronics II Credit: 3.~~
- ECE 3510 - Electromagnetic Fields I Credit: 3.
- ECE 3920 - Professional Issues in Electrical and Computer Engineering Credit: 1.
- EE Breadth Electives³ Credit: 6.
- EE Lab Elective³ Credit: 1.
- MATH 3470 - Introductory Probability and Statistics Credit: 3.
- VE 3400 - Introduction to Automotive Systems Credit: 3.

TOTAL: ~~34~~ 31

SENIOR YEAR

- VE 4100 - Senior Design Project I Credit: 3.
- VE 4100 - Senior Design Project II Credit: 3.
- VE 4500 - Reliability and Quality Engineering Credit: 3.
- VE 3500 - Sensors, Transducers and Instrumentation Credit: 3.
- EE Vehicle Elective³ Credit: ~~3~~ 6.
- EE Breadth Elective³ Credit: 6.
- EE Senior Elective³ Credit: 3
- EE Lab Elective³ Credit: 1.
- Humanities/Fine Arts Electives² Credit: 6.

TOTAL: ~~31~~ 34

Justification:

The first electronics course, ECE 3300 Electronics I, provides sufficient background knowledge in

analog electronics for the Vehicle Concentration. Other reasons based on topical need and department resources, are the same as cited for the proposed changes to the BSEE degree without concentration.

The EE Vehicle Elective category is increased from 3 hours to 6 hours to allow students to choose a more detailed focus of Vehicle Engineering courses.

Financial Impact: None

Effective: Spring 2019



Memorandum

To: University Curriculum Committee
VIA: Engineering Curriculum Committee (approved by ECC on 9-13-2018)
From: Ahmed H. ElSawy, Professor and Chairperson (approved by the MET faculty on 9/11/2018)
Department of Manufacturing and Engineering Technology
Date: Wednesday, September 12, 2018
Re: MET curriculum changes

The Department of Manufacturing and Engineering Technology Faculty request the approval of the following curriculum changes:

1. Course Additions, Deletions and Changes

- a. **Addition:** None
- b. **Deletion:** None
- c. **Changes:** None

2. Curriculum Changes

Changes in Concentration II

Change MET 4550 (5550), MET 4650 (5650) from electives to required courses in Concentration II- Engineering Technology Management

From:

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 4430 \(5430\)](#), ~~[MET 4550 \(5550\)](#)~~, [MET 4600 \(5600\)](#), ~~[MET 4650 \(5650\)](#)~~, [MKT 3400](#), [PSY 3400](#).

To:

Concentration II - Engineering Technology Management

MET 4550 (5550), MET 4650 (5650) and select three from:- **BMGT 3600, BMGT 3630, BMGT 4520 (5520), DS 3620, DS 3540, FIN 3210, LAW 2810, BMGT 4930 (5930), MET 4430 (5430), , MET 4600 (5600), MKT 3400, PSY 3400.**

Justifications:

This change will add more required MET courses and create a balance and similarities in the required and elective courses between concentrations II & I. The implementation of these changes are required before applying for ETAC-ABET reaccreditation.

3. Financial Impact:

No additional resources are needed

4. Effective Date:

Spring Fall 2019*

**Friendly Amendment- Catalog changes for program of study will not be effective until the following catalog year, Fall 2019.*

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. ⁴³

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 **two** courses 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

MET 4550 (5550), 4650 (4650) and select **three** 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 4650 (5650)~~, MET 4600 (5600), MKT 3400, PSY 3400.



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

MEMORANDUM

TO: University Undergraduate Curriculum Committee

THRU: College of Engineering Undergraduate Curriculum Committee (approved by ECC on 9-13-2018)

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

FROM: Undergraduate Program Committee, Mechanical Engineering

DATE: March 22, 2018

SUBJECT: Math prerequisite changes to the required ME courses

I. COURSE ADDITIONS, DELETIONS, AND CHANGES

A. EXISTING COURSE PREREQUISITE CHANGE

ME 3001: Mechanical Engineering Analysis

Catalog Data: Lec. 3. Cr. 3.

Prerequisite: **ENGR 1120**, **MATH 2010** and **MATH 2120**. Analytical and numerical techniques are developed for problems arising in mechanical engineering. Analytical methods include applications of Laplace transforms, Fourier series and separation of variables. Numerical methods include root finding, quadrature rules, and solutions to ordinary and partial differential equations. Use of modern numerical computing tools for problem solving.

to

ME 3001: Mechanical Engineering Analysis

Catalog Data: Lec. 3. Cr. 3.

Prerequisite: **ENGR 1120**; **C or better in MATH 2010**; **C or better in MATH 2120**. Analytical and numerical techniques are developed for problems arising in mechanical engineering. Analytical methods include applications of Laplace transforms, Fourier series and separation of variables. Numerical methods include root finding, quadrature rules, and solutions to ordinary and partial differential equations. Use of modern numerical computing tools for problem solving.



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B. EXISTING COURSE PREREQUISITE CHANGE

ME 3710: Heat Transfer

Catalog Data: Lec. 3. Cr. 3.

Prerequisite: **MATH 2120** and **ME 3210**. **ME 3210** may be taken concurrently. Single and multidimensional steady-state and transient heat conduction; role of convection for internal and external forced flows and in buoyancy-driven flow; and thermal radiation processes and properties.

to

ME 3710: Heat Transfer

Catalog Data: Lec. 3. Cr. 3.

Prerequisite: **ME 3210**; **C or better in MATH 2120**. **ME 3210** may be taken concurrently. Single and multidimensional steady-state and transient heat conduction; role of convection for internal and external forced flows and in buoyancy-driven flow; and thermal radiation processes and properties.

C. EXISTING COURSE PREREQUISITE CHANGE

ME 3210: Thermodynamics I

Catalog Data: Lec. 3. Cr. 3.

Prerequisite: **CHEM 1110** and **MATH 2110**. Concepts, models and laws; energy and the first law; properties and state; energy analysis of thermodynamics systems; entropy and the second law; and conventional power and refrigeration cycles.

to

ME 3210: Thermodynamics I

Catalog Data: Lec. 3. Cr. 3.

Prerequisite: **CHEM 1110**; ~~and~~ **C or better in MATH 2110**. Concepts, models and laws; energy and the first law; properties and state; energy analysis of thermodynamics systems; entropy and the second law; and conventional power and refrigeration cycles.

II. CURRICULUM CHANGES: None

III. IMPACT ON FACULTY: None

IV. EFFECTIVE DATE: Fall 2019

V. JUSTIFICATIONS: Our students need a higher level of proficiency in math than D-level work. In addition, our students are currently required to take several math and engineering courses that require a C or better. Thus, this change avoids the confusion of having some courses allow a D and some courses require a C.



Computer Science

TENNESSEE TECH

MEMORANDUM

TO: University Curriculum Committee
VIA: College of Engineering Curriculum Committee *D. Hoy*
VIA: Dr. Gerald Gannod, Chair, Computer Science
FROM: Computer Science Curriculum Committee
DATE: September 10, 2018
SUBJECT: Computer Science Curriculum Changes

Effective Date: Fall 2018, **Cost:** None

Course Additions: None.

Course Deletions: None.

Course Changes:

1. Modify prerequisite for CSC 4100.

Current description:

CSC 4100 (5100) – Operating Systems

Lec. 3. Credit 3.

Prerequisite: C or better in CSC 1310 or both CSC 2110 and CSC 2111; and C or better in CSC 3410 or ECE 3130. A historical perspective of operating systems; overview of modern systems; processor, storage, and process management; virtual memory; deadlocks; concurrent processing and programming; protection; and case studies.

Proposed description:

CSC 4100 (5100) – Operating Systems

Lec. 3. Credit 3.

Prerequisite: C or better in CSC 1310 or both CSC 2110 and CSC 2111; and ~~C or better in~~ CSC 3410 or ECE 3130. A historical perspective of operating systems; overview of modern systems; processor, storage, and process management; virtual memory; deadlocks; concurrent processing and programming; protection; and case studies.

Justification: This change can help prevent potential graduation delays.

2. Modify prerequisite for CSC 4200.

Current description:

CSC 4200(5200) – Computer Networks

Lec. 3. Credit 3.

Prerequisite: C or better in CSC 2400. Data communications and computer networks; network models and protocols; local area networks; and data security.

Proposed description:

CSC 4200(5200) – Computer Networks

Lec. 3. Credit 3.

Prerequisite: ~~C or better in~~ CSC 2400. Data communications and computer networks; network models and protocols; local area networks; and data security.

Justification: This change can help prevent potential graduation delays.

Curriculum Changes:

1. Allow algebra-based physics (PHYS 2010-2020) as a choice for a science sequence for computer science majors.

Justification: Computer science students are interested in physics, but they are not required to take Calculus III (MATH 2110) or Differential Equations (MATH 2120), which are possible corequisites for PHYS 2120-2121 (Calculus-Based Physics II with Lab), so very few computer science students take physics. Physics is beneficial for computer science students, especially those with an interest in computer graphics. To satisfy ABET accreditation goals, we want students to take a science sequence required by a natural science major. Although the PHYS 2010-2020 does not count for physics majors, it is required for geology majors and some concentrations in some other majors, so it meets the ABET goals. MTSU, a sister institution which is also ABET-accredited in computer science, allows algebra-based physics to count as a science sequence for computer science majors.

This change only affects footnote 3 in the **Note** section for the four concentrations within computer science.

Current footnote 3:

³ Take at least one science sequence from BIOL 1113-BIOL 1123, BIOL 1113-BIOL 2310, CHEM 1110-CHEM 1120, GEOL 1040-GEOL 1045 or PHYS 2110-PHYS 2120. The two sequences must be in different disciplines.

Proposed footnote 3:

³ Take at least one science sequence from BIOL 1113-BIOL 1123, BIOL 1113-BIOL 2310, CHEM 1110-CHEM 1120, GEOL 1040-GEOL 1045, **PHYS 2010-2020** or PHYS 2110-PHYS 2120. The two sequences must be in different disciplines.



Computer Science

TENNESSEE TECH

MEMORANDUM

TO: University Curriculum Committee
VIA: College of Engineering Curriculum Committee (approved by ECC on 9-13-2018)
VIA: Dr. Gerald Gannod, Chair, Computer Science
FROM: Computer Science Curriculum Committee
DATE: April 13, 2017
SUBJECT: Computer Science Curriculum Changes

Effective Date: Fall 2018, **Cost:** None

Course Additions: None.

Course Deletions: None.

Course Changes:

1. Add a prerequisite choice for CSC 1300.

Current description:

CSC 1300 – Introduction to Problem Solving and Computer Programming

Lec. 3. Lab. 2. Credit 4.

Prerequisite: CSC 1200 or MATH 1910. MATH 1910 may be taken concurrently.

Digital computers; problem solving and algorithm development; programming is introduced using a procedural approach, but classes and object-orientation are introduced; design and testing are emphasized. Students complete a series of weekly laboratory exercises for developing proficiency in problem solving and computer programming.

Proposed description:

CSC 1300 – Introduction to Problem Solving and Computer Programming

Lec. 3. Lab. 2. Credit 4.

Prerequisite: CSC 1200 or **MATH 1845 or** MATH 1910. **MATH 1845 or** MATH 1910 may be taken concurrently.

Digital computers; problem solving and algorithm development; programming is introduced using a procedural approach, but classes and object-orientation are introduced; design and testing are emphasized. Students complete a series of weekly laboratory exercises for developing proficiency in problem solving and computer programming.

Justification: The Department of Manufacturing and Engineering Technology has recently added CSC 1300 as a requirement for one of its emphasis areas. MET students take MATH 1845 (Technical Calculus) as their required calculus course. This change will eliminate the need for permits for MET students.

TO: University Curriculum Committee

FROM: Dr. Bruce Greene, Interim 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: September 10, 2018

RE: Curriculum and Course Changes

All deletions, additions and changes have an effective date of Fall 2019. There is no financial impact for any proposed item.

Course Deletions: None

Course Additions: None

Course Changes:

From:

HEC 3350 Merchandising I

Lec 3. Credit 3.

Prerequisite: HEC 2031. Introduction to the merchandising of apparel and home furnishings.

TO:

HEC 3350 Merchandising I

Lec 3. Credit 3.

Prerequisite: **HEC 1100**. Introduction to the merchandising of apparel and home furnishings.

Justification:

HEC 2031 was deleted from the course catalog earlier in 2018; the new prerequisite should be HEC 1100.

From:

HEC 4340 History of Dress Lec. 3 Credit 3
Prerequisite: HEC 2031. Study of dress and adornment from ancient times to present da

To:
HEC 4340 History of Dress Lec. 3 Credit 3
Prerequisite: HEC 1100. Study of dress and adornment from ancient times to present day

Justification:
HEC 2031 was deleted from the course catalog earlier in 2018; the new prerequisite should be HEC 1100.

From:
HEC 3660 Interpersonal Relationships Lec 3. Credit 3.
Prerequisite: HEC 2060 or HEC 2065. An indepth exploration of the diverse and multidisciplinary field of interpersonal relationships.

To:
HEC 3660 Interpersonal Relationships Lec 3. Credit 3.
Prerequisite: HEC 2065. An in-depth exploration of the diverse and multidisciplinary field of interpersonal relationships.

Justification:
HEC 2060 was deleted from the course catalog.

FROM:
HEC 4630 Family Life Education Lec. 3. Credit 3.
Prerequisite: HEC 2060 or HEC 2065; Junior or Senior Standing in Human Ecology. An understanding of the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such educational programs.

TO:
HEC 4630 Family Life Education Lec. 3. Credit 3.
Prerequisite: HEC 2065; Junior or Senior Standing in Human Ecology. An understanding of the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such educational programs.

Justification:
HEC 2060 was deleted from the course catalog.

FROM:
HEC 4990 Internship Credit 3,6,8,12
Prerequisite: Departmental approval. Minimum GPA 2.5. Minimum grade of B in upper division Human Ecology courses. Supervised practical experience in a variety of professional settings.

See the HEC 4990 Internship Manual, Additional information section, regrading criteria including student eligibility and responsibilities and work requirements for HEC Internships and Field Experiences.

TO:

HEC 4990 Internship Credit 3,6,8,12

Prerequisite: Departmental approval. Minimum GPA 2.5. Minimum grade of B in upper division Human Ecology courses. Supervised practical experience in a variety of professional settings.

~~See the HEC 4990 Internship Manual, Additional information section, regrading criteria including student eligibility and responsibilities and work requirements for HEC Internships and Field Experiences.~~

Justification:

To remove sentence about HEC Internship Manual from course description

Curriculum Changes:

Foodsystems Administration Curriculum

From Senior Year

Total Credits 28

To Senior Year

Add Elective Credit: 1

Total Credits 28

Justification:

To correct credit hours on senior year; total credits only add to 27 but the page states 28 credits

HEC Minor

From:

HEC 1010, HEC 1020, HEC 3011 and HEC Electives (3 hours must be upper division), 8 credits

To:

HEC 1010, ~~HEC 1020~~ AGHE 2022, HEC 3011 and HEC Electives (3 hours must be upper division), 8 credits

Justification:

HEC 1020 was replaced with AGHE 2022

Please update wording in catalog in each place that HEC minor is listed

Changes for HEC Undergraduate Catalog:

Under Human Ecology, General Human Ecology Courses in the catalog:

HEC 2365 Social Media in the Workplace and HEC 4325 Sustainable Apparel should be moved under the category Human Ecology, Merchandising and Design in the catalog

Under Human Ecology, Family and Consumer Sciences Education in the catalog:
Move HEC 3100 Intercultural Competence to the Human Ecology, Child Development and Family Relations section of the course descriptions in the catalog

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

Catalog: 2018-2019 Undergraduate Catalog
 Program: Human Ecology, Food Systems Administration
 Concentration, B.S.H.E.
 Minimum Credits Required:

Human Ecology, Food Systems Administration Concentration, B.S.H.E.

Curriculum

Freshman Year

Course Name	Credit	Term Taken	Grade	Gen Ed
CHEM 1010 - Introductory Chemistry I	Credit: 4.			
CHEM 1020 - Introductory Chemistry II Prerequisite: CHEM 1010.	Credit: 4.			
ENGL 1010 - English Composition I	Credit: 3.			
ENGL 1020 - English Composition II Prerequisite: ENGL 1010.	Credit: 3.			
HEC 1005 - Introduction to Human Ecology	Credit: 1.			
HEC 1010 - Life Span Development	Credit: 3.			
HEC 2065 - Families in Society	Credit: 3.			
HIST 2010 - Early United States History	Credit: 3.			
MATH 1130 - College Algebra	Credit: 3.			
COMM 2025 - Fundamentals of Communication	Credit: 3.			
AGHE 1020 - Connections in Agriculture and Human Ecology ⁴ Prerequisite: Freshman classification.	Credit: 1.			

Total: 31

Sophomore Year

Course Name	Credit	Term Taken	Grade	Gen Ed
AGHE 2022 - Professionalism in Agriculture and Human Ecology	Credit: 1.			
BIOL 1010 - Introduction to Biology	Credit: 4.			
BIOL 1020 - Diversity of Life or	Credit: 4.			
CHEM 3005 - Elementary Organic Chemistry Prerequisite: CHEM 1020 or CHEM 1120.	Credit: 4.			
ENGL 2130 - Topics in American Literature or Prerequisite: ENGL 1020.	Credit: 3.			
ENGL 2235 - Topics in British Literature or Prerequisite: ENGL 1020.	Credit: 3.			
ENGL 2330 - Topics in World Literature Prerequisite: ENGL 1020.	Credit: 3.			
HEC 2020 - Nutrition for Health Sciences Prerequisite: Completion of 15 credit hours.	Credit: 3.			
HEC 2240 - Food Preparation and Management Prerequisite or corequisite: HEC 1030 or HEC 2020.	Credit: 4.			
• Humanities/Fine Arts Electives Credit: 6.				
MATH 1530 - Introductory Statistics	Credit: 3.			
SOC 1010 - Introduction to Sociology or	Credit: 3.			
ANTH 1100 - Introduction to Anthropology	Credit: 3.			

Total: 31

Junior Year

Course Name	Credit	Term Taken	Grade	Gen Ed
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BIOL 2350 - Introductory Anatomy and Physiology	Credit: 4.			
BIOL 3230 - Health Science Microbiology Prerequisite: Sophomore standing.	Credit: 4.			
HEC 3011 - Consumer Economics Prerequisite: Junior or Senior standing.	Credit: 3.			
HEC 3240 - Quantity Food Production Prerequisite: HEC 2240 and three semester hours of math.	Credit: 4.			
HEC 3270 - Nutrition in Disease Prerequisite: Grade of C or better in HEC 2020 and BIOL 2350 and admission to the HEC-DPD program.	Credit: 3.			
HIST 2020 - Modern United States History	Credit: 3.			
PSY 1030 - Introduction to Psychology	Credit: 3.			
ACCT 2110 - Principles of Accounting I Prerequisite: Sophomore standing or consent of instructor.	Credit: 3.			
ECON 2010 - Principles of Microeconomics	Credit: 3.			

Total: 30

Senior Year

Course Name	Credit	Term Taken	Grade	Gen Ed
AGHE 4500 - Senior Seminar Prerequisite: Senior standing.	Credit: 1.			
BMGT 3510 - Management and Organization Behavior	Credit: 3.			
BMGT 3630 - Human Resource Management Prerequisite: BMGT 3510.	Credit: 3.			
HEC 3290 - Nutrition through the Life Cycle or Prerequisite: HEC 1030 or HEC 2020.	Credit: 3.			
HEC 3201 - Community Nutrition Prerequisite: HEC 1030 or HEC 2020.	Credit: 3.			
HEC 4242 - Food Systems Administration Prerequisite: HEC 2240 and HEC 3240.	Credit: 3.			
HEC 4940 - Nutrition, Fitness and Wellness Prerequisite: HEC 1030 or HEC 2020.	Credit: 2.			
HEC 4254 - Field Experience in School Nutrition or Prerequisite: HEC 3240 and HEC 4242.	Credit: 6.			
HEC 4995 - Field Experience – Food Systems Prerequisite: HEC 4242, HEC Major and Senior Standing.	Credit: 6.			
MKT 3310 - Services Marketing or	Credit: 3.			
MKT 3400 - Principles of Marketing Prerequisite: ECON 2010.	Credit: 3.			
AGHE 3000 - (WSL2) Leadership and Service or	Credit: 3.			
AGHE 3200 - Study Abroad Exploration or Prerequisite: Sophomore standing and/or 30 credit hours toward degree program.	Credit: 1-6.			
AGHE 3275 - Research in Agriculture and Human Ecology Prerequisite: Sophomore standing, AGHE 2022.	Credit: 3.			

Total: 28

Note:

Notes:

TO: University Curriculum Committee

VIA: Arts and Sciences Curriculum Committee

**FROM: Dr. Jeff Roberts, Chair
Department of History**

DATE: August 29, 2018

SUBJECT: Course Addition, Hist 4090-4099/5090-5099, “Studies in Popular Culture”

The History Department proposes the following curriculum change:

I. Course Addition: Hist 4090-4099/5090-5099, Studies in Popular Culture, Lec. 3, Credit 3.

CATALOG DESCRIPTION: Considers issues relating to the history of popular culture.

JUSTIFICATION: The department has consistently offered courses on various topics related to the history of popular culture through its Hist 4900 “Topics” option. Due to the number of courses that we have offered in the past and expect to offer in the future, and further supplemented by the addition of two new department members, we would like to create a separate and formal catalog entry with the Hist 4090-4099 designation, thereby allowing students to take more than one course, each on a different topic, in this category.

Note: Hist 4090, currently existing in the TTU Catalog, is part of this series, and is the reason for choosing the 4090-4099 range for Studies in Popular Culture.

The proposal for the graduate-level version of the course will be submitted to GSEC upon approval by the University Curriculum Committee.

COST: None.

EFFECTIVE DATE: Spring, 2019

II. Course deletions – none

III. Course changes – none

IV. Program change – none. The addition of Studies in Popular Culture does not affect program requirements or information sheets.

Sample syllabus for the current Topics version of this course is attached.

Tennessee Tech University
Department of History
History 4905: History of Comic Books

Note: This course is currently being offered as a History Topics class, and is one of the courses that would be part of the Studies in Popular Culture sequence.

History 4905 Section 001
August 27 – Dec. 13, 2018
Monday 6-8:50 p.m. 114 Henderson Hall
Credit Hours: 3
Semester: Fall 2018

Dr. Troy D. Smith
110 Henderson Hall
Phone: (931) 372 3332 ext. 6297
Email: tdsmith@tntech.edu
Office hours: MWF 11:10 a.m. - 12:10 p.m., T 5:00 p.m.

Required Texts:

(Complete) Maus: A Survivor's Tale by Art Spiegelman
A Contract with God by Will Eisner
March (Complete Trilogy) by John Lewis and Andrew Aydin
Watchmen by Alan Moore & Dave Gibbons
Daredevil: Born Again by Frank Miller & David Mazzuchelli
Flintstones (Vol. 1 & Vol. 2) by Mark Russell & Steve Pugh

Course Description:

Students will engage with both primary texts and scholarly articles, learning to identify artistic and historic themes. In addition to the assigned books, there will often be auxiliary readings posted on ilearn, documentary films watched and discussed in class, and lecture to provide background. The course will operate on two levels: first, serving as a chronological examination of the medium's history, and second, investigating the ways that different works, genres, and creators were influenced by contemporary events, reflected historical trends, and impacted American culture, thus demonstrating the value of mining popular media for historical perspectives. Examples include immigration, the Black Freedom Era, the Great Depression, WWII and the Cold War, and ongoing discussions of gender and race.

Course Objectives:

- Developing critical thinking and writing skills

- Gaining basic knowledge of the factors, ideas, individuals and themes in the development of the U.S. comic book/graphic novel industry
- Learning to analyze popular culture sources, and learning the importance of doing so
- Learning to recognize the nature of change over time
- Developing an informed and examined viewpoint on the role sequential art and popular culture have played in U.S. history

Major Teaching Methods:

Primarily lecture, with significant reading and writing assignments and some discussion

Special Instructional Platform/Materials:

iLearn

Grading and Evaluation Procedures:

Grading Scale

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

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. [See academic regulations](#)

Attendance Policy: After the second unexcused absence, each subsequent unexcused absence will result in a 5 point reduction in your final grade. Excused absences include: sickness (with a doctor’s note), funerals, court appearances, university athletics (with documentation), other (at the professor’s discretion.)

Assignments and Exams:

Students will be divided into six teams, each assigned to make a class-length presentation about one of those texts, giving an overview of the work, analysis of its influences and subsequent effects on the medium, and exploration of its themes and historical context (Vol. 1 & 2 of *Flintstones* count as one text). Students not presenting on that text will instead write a two-page reaction paper to be turned in at the

beginning of the class presentation. Each student will therefore have one group presentation and five short reaction papers. As a final project, each student will write a ten-to-twelve-page research paper on a relevant topic of the student's choice, subject to instructor's approval. There will be a midterm and a final.

Students will be expected to follow the stylistic guide posted on ilearn.

Disabilities:

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

FINAL GRADE:

Reaction papers = 20%

Presentation = 10%

Midterm = 15%

Final = 15%

Final paper = 30%

Attendance and participation = 10%

LECTURE AND READING SCHEDULE:

Week 1: Aug 27

“Rise of the Comic Strip”

Week 2: Sept. 3

Labor Day- No class

Week 3: Sept. 10

“The Golden Age of Comics”

Movie: *Wonder Women! The Untold Story of American Superheroines*

Week 4: Sept 17

“The Great Comics Scare”

Week 5: Sept. 24

“The Silver Age”

Week 6: October 1

“Genres”

Movie: *White Scripts and Black Supermen*

Week 7: Oct. 8
“Underground Comix”

Week 8: Oct. 15
Fall Break

Week 9: Oct. 22
Midterm Exam
Movie: *Crumb*

Week 10: October 29
“Race and Gender”
Presentation: *March*

Week 11: Nov. 5
“The Bronze Age”
Presentation: *Contract with God*

Week 12: Nov. 12
“The Rise of the Indies”
Presentation: *Maus*

Week 13: Nov. 19
“The Dark Age and the Foil Age”
Presentation: *Daredevil: Born Again*

Week 14: Nov. 26
“The Graphic Novel Renaissance”
Presentation: *Watchmen*

Week 15: Dec. 3
“Comics Conquer Hollywood”; “The Blue Age”
Presentation: *Flintstones*

Week 16: **FINALS**
6:00 p.m. Monday, Dec. 10

MEMORANDUM

TO: University Curriculum Committee
VIA: College of Arts and Sciences Curriculum Committee
FROM: Lori Maxwell, Chair of Sociology & Political Science
DATE: 8/28/18

**SUBJECT: I. Course Non-Substantive Name Changes; and
II. Course Addition**

I. Course Non-Substantive Name Changes

(A)

1. CJ 2700 – from Introduction to Law Enforcement to “Police and Society”
2. SOC-CJ 3650- from Juvenile Delinquency to “Youth and Society”

Justification: These changes were recommended by last year’s Sociology Program Reviewer, Dr. Travis Linnemann. These changes better reflect the sociological approach to these topics typical of our department and also reflect current trends in sociology and criminal justice.

II. Course Addition (See attached syllabus)

(B)

1. SOC- CJ 4350 - White Collar Crime

Catalog Description: SOC-CJ Lec. 3. Credit 3. Criminological and sociological examination of offenders and victims of crimes in the world of business and government committed in the course of legitimate occupations.

Prerequisite: SOC 1010, or SOC 2660, or consent of the instructor.

Justification: This class has been successfully offered three times as a special topic. The QEP course must be taught again spring 2019.

Effective: Spring 2019.

Financial Impact: None.

**TENNESSEE TECH UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND POLITICAL SCIENCE**

SOC/CJ 4350: WHITE COLLAR CRIME

CONTACT INFORMATION

Instructor Name: Dr. Travis Milburn

Office Location: Matt 263

Office Hours:

Email Address: tmilburn@tntech.edu

*Email is the best way to contact the instructor. Please only email from your university email account and include the course number (SOC/CJ 4350) in the subject line.

COURSE DESCRIPTION:

The purpose of this course is to describe and explain white-collar crime and the intellectual developments of the field since its inception. The course will focus on white-collar crime, corporate crime, state crime, state-corporate crime and crimes of globalization. These phenomena will be considered from a criminological and sociological perspective. The perpetrators of these types of crime, which may be individuals, organizations, businesses, or even nations, will be considered alongside those victimized by these crimes.

COURSE OBJECTIVES:

1. To introduce students to white-collar crime and developments of the subfield.
2. To give students an understanding of society's reaction to white-collar crime and how it affects victims and society as a whole, including emerging issues such as cybercrime and cybersecurity.
3. To encourage critical thinking skills about society's attention to, experience with, and management of white-collar crime.

IDEA Objectives for this course:

1. Gaining factual knowledge (terminology, classifications, methods, trends) (Essential)
2. Learning fundamental principles, generalizations, or theories (Essential)

REQUIRED READINGS:

Brian Payne (2016). *White Collar Crime: The Essentials* (2nd Edition). Thousand Oaks, CA: Sage.
ISBN: 978-1-5063-4477-5

SPECIAL INSTRUCTIONAL PLATFORM/MATERIALS:

This course will use Tennessee Tech's iLearn system. It is necessary that you familiarize yourself with iLearn. The iLearn Resource Center is helpful if you are unfamiliar with the system:

<http://www2.tntech.edu/ilearn/> . You should plan ahead for potential technological mishaps (which often occur) so that assignments or exams can be submitted on time.

GRADING AND EVALUATION PROCEDURES

Exams

This course consists of three exams worth 50 points each. The exams will cover material discussed in class or in the readings and are not cumulative. Exams may consist of multiple choice, true/false, matching, or short answer questions (see the syllabus for dates).

Class Project

Everyone must give a five-to-seven-minute presentation and submit a 5-page paper about a case that fits into one of the types of crimes we covered during the semester. A visual component is also required as part of the presentation. The Class Project is worth 50 points and will be worked on throughout the semester.

Another important part of the project is showing the instructor that you were present and engaged with other presentations. Each student will turn in a sheet provided by the instructor on presentation days that displays attentiveness during other presentations. This is worth 10 points.

The class will be provided with a guideline that will give a more detailed explanation of the project, including semester due dates for the project, and a grading rubric in week 2.

Assignments

There will be 5 assignments throughout the course that will supplement that material we are learning in class. Instructions for the assignment will be given on the date listed in the course schedule. Assignments must be submitted by 11:59pm on iLearn by Sunday of the week they are due in order to receive credit.

Late Assignments will not be accepted.

The final grade for the course will be calculated as follows:

Item	Points Possible
Assignments (5) 10 pts each	50
Exam 1	50
Exam 2	50
Exam 3	50
Class Project	50
<u>Project Feedback</u>	<u>10</u>
Total	260 points

Grading Scale

A	90 – 100%
B	80 – 89.9%
C	70 – 79.9%
D	60 – 69.9%
F	0 – 59.9%

COURSE POLICIES

Attendance and Participation

Attendance will not be taken in this course, but all students are expected to attend. Students who are not present are solely responsible for finding out what material was covered and information about assignments. Not attending is no excuse for making up late work or exams. Make-up assignments and exams may be given on a case-by-case basis determined by the instructor. In order to be eligible to take a make-up exam or to make-up a class assignment, the absence must be a university-sponsored absence or an emergency (with documentation).

Professionalism and Conduct

Students should conduct themselves using basic classroom etiquette during this course. Please arrive to class on time and be respectful to other students and the professor. Electronic devices should be silenced during class. Habitual disrupters will be warned and multiple warnings may result in a grade reduction.

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](#).

COURSE SCHEDULE

Week	Content	Reading/Items Due
1	Introduction and Overview of WCC	Chapter 1
2	Understanding WCC	Chapter 2
3	Crimes in the Sales-Related Occupation	Chapter 3
4	Crimes in the Health Care System	Chapter 4
5	Crimes in Systems of Social Control	Chapter 5 / Exam 1
6	Crimes in the Education System	Chapter 6
7	Crimes in the Economic & Cyber Systems	Chapter 7 & 8
8	Crimes in the Housing System	Chapter 9
9	Crimes in the Corporate System	Chapter 10
10	Environmental Crime	Chapter 11 / Exam 2
11	Explaining WCC	Chapter 12
12	Policing WCC	Chapter 13
13	Judicial Proceedings and WCC	Chapter 14
14	Corrections and WCC	Chap. 15
15	Presentations	Project Due
16	Final Exam Week	Exam 3

*****This syllabus is subject to change at any time at the discretion of the instructor.**

MEMORANDUM

To: University Curriculum Committee

Via: COIS Curriculum Committee

From: Dr. Steven Frye, Assistant Professor, School of Interdisciplinary Studies
Dr. H.A. Stretz, Professor, Department of Chemical Engineering
Dr. S. Canfield, Team Leader, TTU Innovation & Entrepreneurship Initiative

Date: September 19, 2018

Re: New courses approvals

I. Course Additions

1. LIST 3990. Innovation and Entrepreneurship Studies. Lec. 0. Credit. 0.

The purpose of this course is to introduce students to methods and mindsets for creating a start-up business. By registering for LIST 3990, students declare intent to pursue the Certificate in Innovation and Entrepreneurship.

2. LIST 4990*. Special Topics in Innovation and Entrepreneurship. Lec. 1. Credit 1.

The purpose of this **series** is to study special topics in innovation and entrepreneurship development problems, customer discovery, minimally viable product prototyping, and planning and pitching for a small business through experiential learning activities, written works, and presentations. ~~May be repeated under a different sub-title.~~ Students may register for up to 3 hours of LIST 4900 **series** per semester. Up to 6 hour may be used to meet the Entrepreneurial Perspective requirement in the Certificate in Innovation and Entrepreneurship.

II. Justification

The two new courses will be listed under Entrepreneurial Perspective in the TTU Innovation & Entrepreneurship Certificate. The LIST 3990 course is a declarative course to initiate the student's intent to pursue the Certificate. This will allow the I&E Faculty Team to interact with the student, inform them of progress and news, and track student progress towards the goal. The LIST 4990 course is envisioned as a series of workshops or colloquia, each worth 1 credit hour, allowing for maximum flexibility in the delivery of course content.

**Friendly Amendment- Records representative suggested making LIST 4990 into a series, like the example from HIST. After the meeting, Records discovered that, although 4990 was approved as available prior to UCC, the course number 4995 was already in use; recommended making the series 4900 – 4909.*

III. **Financial Impact:** None.

IV. **Effective Date:** Fall 2019.

V. Effects on Program Outcomes:

Formal adoption of these two courses will promote the tracking of TTU students interested in the Innovation & Entrepreneurship Certificate through inclusion of the program in Banner and Degree Works.

TENNESSEE TECH UNIVERSITY
LIST 3990 - INNOVATION AND ENTREPRENEURSHIP STUDIES

INSTRUCTOR INFORMATION

Instructor's Name: Dr. Melissa J. Geist

Office: Bell Hall 329

Telephone Number: 931-372-6305

Email: Mgeist@tntech.edu (*I will respond within 48 hours except for weekends and holidays*)

OFFICE HOURS : PER APPOINTMENT

TEXTS AND REFERENCES

To be determined by instructor.

Course Description: The purpose of this course is to introduce students to the methods and mindsets for creating a start-up business. In registering for LIST 3990, students declare intent to pursue the Certificate in Innovation and Entrepreneurship (I&E Certificate).

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

1. Declare intent to pursue the Certificate in Innovation and Entrepreneurship
2. Understand the requirements to obtain the I&E Certificate
3. Develop connections to faculty and community stakeholders who will serve as mentors in the development of I&E mindset.
4. Identify resources at TTU and in the community that support I&E activities.

MAJOR TEACHING METHODS

Lecture, small group work, digital learning tools

SPECIAL INSTRUCTIONAL PLATFORM/MATERIALS

ILearn

GRADING AND EVALUATION PROCEDURES

This course is a pass/fail course.

EVALUATION METHODS

Attendance at Orientation	50%
Identify Faculty Mentor	20%
List Resources at TTU	30%

Course Policies

ACADEMIC CONDUCT: PLAGARISM, CONFIDENTIALITY:

<https://tntech.policytech.com/dotNet/documents/?docid=701&mode=view>

COURSE CORE PERFORMANCE REQUIREMENTS:

The core performance requirements listed below that are marked with an X are required for this course.

<u>X</u> Critical thinking	<u>X</u> Motor skills
<u>X</u> Interpersonal skills	<u>X</u> Hearing
<u>X</u> Communication skills	<u>X</u> Visual
<u>X</u> Mobility	<u>X</u> Tactile

All students should use the above performance requirements in determining individual ability to meet the requirements for this course. 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 at the Roaden University Center, Room 112; phone 372-6119.

EXPECTATIONS AND RESPONSIBILITIES

1. Students are responsible for all material presented in class whether the student is present or not.
2. Attendance in class is mandatory and students are expected to be on time. It is the responsibility of the student to notify the scheduled lecturer of expected absences **prior** to the lecture date and time. Failure to notify the scheduled lecturer of absences will be documented. Excessive absences will be reported to the Dean of Student Affairs and can result in the student being required to drop the course.
3. All requirements for the course must be completed to receive a grade for that course. Assignments are due on the designated date/time. No late work accepted unless prior arrangements have been made with the faculty.
4. Students guilty of academic dishonesty (plagiarism, cheating, and other forms of dishonesty) are dealt with at the discretion of the instructor(s). According to the TTU Academic Misconduct Policy, the instructor has the authority to give a grade of F or 0 for the assignment, test, or course (see <https://tntech.policytech.com/dotNet/documents/?docid=701&mode=view>).

ASSIGNMENTS AND RELATED POLICY

For details of course assignments, see course content located in iLearn.

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](#).

Effective July 1, 2016, the university's student academic misconduct policy has been revised and is published at <https://tntech.policytech.com/dotNet/documents/?docid=701&mode=view>. Students are expected to review and read this policy as part of their orientation to the syllabus and the course expectations. Students will be expected to adhere to this policy and understand that all courses, both within the classroom and the clinical settings, are subject to governance by this policy.

MEMORANDUM

To: University Curriculum Committee

Via: College of Arts and Sciences Curriculum Committee

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

Via: Communication Studies Curriculum Committee

From: Scott Christen, Assistant Professor of Communication in the Department of Communication

Subject: The addition of new courses and to rename the communication minor.

Date: 08/29/2018

Catalog Changes:

I. Change of the Minor

From:

Curriculum:

A minor in Communication will consist of:

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

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

To:

Curriculum:

A minor in Communication will consist of:

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

The minor will consist of 4 additional courses offered by the Communication Studies Program, two of the courses must be upper division (3000 and above). **JOUR 2100 and 2200 can be applied to the minor in Communication.**

Justification:

COMM 4440 is being removed since it was transferred to the Communication department two years ago and the name was also changed. JOUR 2100 and 2200 has been added due to their overall fit in the Communication Minor.

Effective: Fall 2019

Course Additions

I. Communication and Effective Team Work - COMM 3080 - Lec. 3 hours

Catalog Description:

This introductory course offers students a chance to learn about effective group processes for decision-making and problem solving. Students will learn new and pertinent information about effectively communicating in teams, as well as practice these skills through team assignments throughout the semester.

Justification:

Communication skills are among the top soft skills required to be successful on both on the job market and on the job. Teamwork skills, much like communication skills, are a top priority for employers, according to a 2013 Forbes article. Working effectively in a team is “the skill employers most want when they are recruiting new college grads. The next most important skill: ability to make decisions and solve problems” Adams, 2013, Para. 1). Further, when top executives were asked what skills were most sought in new employees, interpersonal communication and teamwork were among the top 10 (Robles, 2012). Finally, in the most up-to-date research, 7,000 national and international companies reported that the number 1 issue facing work organizations is redesigning organizational structures to incorporate the use of team-based approaches to problem solving. In this Deloitte Insights report, Bersin, McDowell, Rahnema, and Van Durme (2017) explain that using smaller teams are “a natural way for humans to work” (Para 6), and note that the most successful companies “are built around systems that encourage teams and individuals to meet each other, share information transparently, and move from team to team depending on the issue to be addressed” (Para. 7).

List of schools around the state that offer group communication:

UT Knoxville
MTSU
ETSU
TSU
University of Memphis

II. Principles of Event Planning – COMM 3030 - Lec. 3 Hours

Catalog Description:

This course introduces students to the theory and practices of event planning. This course will focus on the beginning preparation and planning for an event, the what and why behind the scenes, and how to effective planning occurs in this growing field.

Justification:

Event Planning is a specific course to help students gain knowledge and theoretical application with a specific skill set. This area of study is fast becoming a new trend in a variety of programs across our state and the nation. For instance, Austin Peay not only offers courses in Event Planning, but offers a minor in this area, as well. More importantly, employers are looking for new hires to do this job. A simple search on Indeed.com resulted in more than 575 specific jobs for event coordinators. Finally, the Bureau of Labor Statistics projects “meeting, convention and event planner employment growth of 10 percent between 2016 and 2026, adding 11,800 more jobs” (2018), and US News and World Report ranked Event Planning 20th for best business jobs (2018).

List of schools around the state that offer event planning:

Austin Peay	Courses and a minor offered
UT Knoxville	Event Management
MTSU	Incorporated within the organizational courses which emphasize experiential learning including fundraising, event planning, and communication campaigns
ETSU	Offered within various disciplines including sports and leisure management
TSU	Offers courses within hospitality management
University of Memphis	Offers a degree in hospitality and resort management

III. Event Management and Promotion - COMM 4030/5030 - Lec. 3 Hours

Course Description:

Pre-requisite – COMM 3030 or permission of the instructor. This course will provide students with the opportunity to implement skills learned to manage and promote an actual event, either in pairs or small groups.

Justification:

Employers are looking for students who have both knowledge and skills that can be immediately applied on the job. This course will allow students to gain real-life experience managing and promoting a special event to be held on campus, which is a needed skill for Event Planning employment.

List of schools around the state that offer event planning at this level:

Austin Peay
MTSU

Effective: Spring 2019

IV. Placement of courses in Communication Studies Degree:

From:

Freshman Year

ENGL 1010 - English Composition I Credit: 3.
ENGL 1020 - English Composition II Credit: 3.
COMM 2025 – Fundamentals of Communication Credit: 3.
MATH Credit: 3.
JOUR 2200 - Mass Communication in a Changing Society Credit: 3.
Natural Science Credit: 8.
Social/Behavioral Science Elective Credit: 3.
COMM 1020 - Foundations of Communication Credit: 3
UNIV 1020 - First-Year Connections⁴ Credit 1
Elective Credit: 1.
Total: 30

Sophomore Year

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

Junior Year

COMM 3100 - Communication Theory Credit: 3.
COMM 3200 - Research Methods in Communication Credit: 3.
JOUR 3770 - Law of Journalism Credit: 3.
COMM 3620 - Intercultural Communication Credit: 3.
COMM 3630 - Discussion and Parliamentary Procedure Credit: 3.
Communication Application Elective³ Credit: 3.

Communication Theory Electives² Credit: 6.
Mass Communication Application Elective¹ Credit: 3.
Electives Credit: 3.
Total: 30

Senior Year

COMM 4620 (5620) - Advanced Public Speaking Credit: 3.
COMM 4630 (5630) - Persuasion Credit: 3.
Electives Credit: 12
Communication Application Electives³ Credit: 6.
Communication Theory Electives² Credit: 6.
Total: 30

Note:

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

To:

Freshman Year

ENGL 1010 - English Composition I Credit: 3.
ENGL 1020 - English Composition II Credit: 3.
COMM 2025 – Fundamentals of Communication Credit: 3.
MATH Credit: 3.
JOUR 2200 - Mass Communication in a Changing Society Credit: 3.
Natural Science Credit: 8.
Social/Behavioral Science Elective Credit: 3.
COMM 1020 - Foundations of Communication Credit: 3
UNIV 1020 - First-Year Connections⁴ Credit: 1
Elective Credit: 1
Total: 30

Sophomore Year

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

Total: 30

Junior Year

COMM 3100 - Communication Theory Credit: 3.

COMM 3200 - Research Methods in Communication Credit: 3.

JOUR 3770 - Law of Journalism Credit: 3.

COMM 3620 - Intercultural Communication Credit: 3.

COMM 3630 - Discussion and Parliamentary Procedure Credit: 3.

Communication Application Elective³ Credit: 3.

Communication Theory Electives² Credit: 6.

Mass Communication Application Elective¹ Credit: 3.

Electives Credit: 3.

Total: 30

Senior Year

COMM 4620 (5620) - Advanced Public Speaking Credit: 3.

COMM 4630 (5630) - Persuasion Credit: 3.

Electives Credit: 12

Communication Application Electives³ Credit: 6.

Communication Theory Electives² Credit: 6.

Total: 30

Note:

1. Students may choose from the following: **JOUR 2100**, JOUR 3400, JOUR 3460, JOUR 3750.
2. Students may choose from the following: COMM 3000, **COMM 3080**, COMM 3120, **COMM 4030**, COMM 4410, COMM 4430, COMM 4440, COMM 4603, COMM 4900.
3. Students may choose from the following: COMM 2000, COMM 2800, **COMM 3030**, COMM 3130, COMM 3400, COMM 4540, COMM 4550, COMM 4603, COMM 4850, COMM 4900.
4. This course is not included in the 120-hour curriculum.

Cost: None

Effective: Fall 2019

COMM 3030: Principles of Event Planning

Colleen Mestayer
Tennessee Technological University

Textbook: to be determined

Course Goals:

This course will focus on the beginning preparation and planning for an event. Course content will focus on the “what and why” behind the scenes and provide the necessary background and reasoning for understanding how effective planning takes place. Emphasis will be placed on the industry standards and theoretical implications of organizational management, the planning phase, interpersonal and group communication, and industry trends and career opportunities. Lecture, discussion, and case studies will be used. Students will be expected to present information about particular cases and engage in on-line discussions.

Course Purpose and Learning Outcomes:

This course is designed to develop students’ understanding of event planning, including theory, history, communication implications, and current trends

Upon completion of the course, the student should be able to:

1. Identify history and basic principles of Event Planning.
2. Identify and discuss the basic principles of communication.
3. Apply appropriate rules of group discussion, leader and member roles, and effective listening.
4. Explain and apply appropriate strategy for decision-making & problem-solving.
5. Demonstrate procedures for Event Planning.
6. Demonstrate the ability to create timelines to effectively prepare and plan events.
7. Effectively create strategic media packages.
8. Summarize and demonstrate understanding of Event Planning through a class presentation.

Grading Scale:

- A = 90 – 100
- B = 80 – 90
- C = 70 – 80
- D = 60 –70
- F = 59 and below

Course Requirements:

- Exams: Each student is required to take two (2) exams, which will cover material covered in class and may include multiple-choice, short answer and essay questions.
 1. Exam #1 – 50 points
 2. Exam #2 – 50 points
- Class Activities and Projects: Each student is required to participate in class activities and projects to apply concepts learned in class.
 1. Case Study #1 Analysis/Personal Discussion Board – 50 points
 2. Case Study #2 Analysis/Personal Discussion Board – 50 points
 3. Case Study #3 Analysis/Personal Discussion Board – 50 points
- Papers & Presentations: Each student will participate in a small group presentation and compose a well-written paper
 1. Final Event Planning Presentation – 75 points (individual) and 60 points (group)
 2. Final Event Planning Reflection Paper – 100 points
- Discussion Post & Response: Each student is required to compose 3 well-developed discussion posts, focusing on topics learned in class.
 1. Discussion Post #1 and Response to Fellow Students - 35 points
 2. Discussion Post #2 and Response to Fellow Students - 35 points
 3. Discussion Post #3 and Response to Fellow Students - 35 points
- Participation & Attendance: Students are expected to attend **ALL** 5 class sessions and participate in **ALL** out-of-class activities. Situations may arise that are unforeseen; however, students should attempt to meet with the class through a mediated method such as Skype or FaceTime. Students **MUST** notify the professor of any anticipated absence. Students are expected to keep up with reading assignments and be prepared to discuss the material and participate in class activities in class.

TENTATIVE COURSE OUTLINE

<u>Week</u>	<u>Topics and Assignments</u>
Week 1 – 3	<u>Main Topic: EVENT PLANNING & COMMUNICATION</u> Course overview / In-class and online components discussed Industry Trends and Career Opportunities What is Event Planning? Components of Event Planning Communication Elements Effective Listening, Organization, and Leadership Case Study Analysis/Personal Discussion #1 Discussion Post #1 & Responses
Week 4 – 6	<u>Main Topic: ORGANIZATIONAL THEORY & RESEARCH</u>

Organizational Research and Theory
Systems Theory
Stakeholder Theory
Organizational Mission, Goals, and Objectives
Event Planning as Organizational Activity
Event Planning Development
Case Study Analysis/Personal Discussion #2
Discussion Post #2 & Responses

Week 7 – 9

Main Topic: PREPARATION AND PLANNING

Understanding process
Planning Processes
Meetings, Agenda Setting, & Follow-Up
Decision Making & Problem Solving
Case Study Analysis/Personal Discussion
Group Project/Planning an Event
Discussion Post #3 & Responses

Week 10 – 12

Main Topic: PROBLEM SOLVING & CRITICAL THINKING

Handling Difficulties
Meeting Deadlines
Preparing for Adversity
Event Planning Diversity
Event Planning Today
Group Project/Planning an Event
Preparing for Event Planning Presentations

Week 13 – 15

Main Topic: PRESENTATIONS/EVALUATIONS & QUESTIONING

Final Event Planning Presentation
Evaluations & Questioning

COMM 3080 Communication and Effective Team Work

No prerequisites
Colleen Mestayer
Tennessee Technological University

Textbook:

Rothwell, J. D. (2016). *In Mixed Company: Communicating in Small Groups and Teams*. Belmont, CA: Cengage/Thomson Wadsworth. ISBN: 9781111346850

Course Goals & Structure:

The goal of this course is to provide students with the knowledge *and* skills needed to work effectively in teams. Students will learn new and pertinent information about effectively communicating in teams, as well as practice these skills through team assignments. The class will be structured as a team-based organization and all assignments (except tests) will be conducted within this team. Each team will engage in a discussion board on iLearn to work on assignments outside of class. Students may choose to additionally work face-to-face or use computer-mediated meetings using Skype or another platform.

During Class:

Each class will focus on a particular topic, and then students will engage in team work to demonstrate their understanding of the topic. The instructor will utilize lecture, discussions, and learning activities to introduce communication and teamwork concepts; once students have mastered this level of learning, they will be expected to actively participate in teamwork activities to fully acquire the learning components of the course.

Outside of Class:

Students will be expected to collaborate with their teammates to research and create presentations through the iLearn Platform and other methods of meeting (face-to-face or mediated).

Course Purpose and Learning Outcomes:

This course is designed to develop students' abilities to work effectively in teams and present information in a group style.

Upon completion of the course, the student should be able to:

1. Identify and discuss the basic principles of communicating in teams, including member roles, group climate, & conflict management.
2. Apply appropriate rules of group discussions & recognize the pros and cons of different leadership styles.
3. Explain the aids and barriers to small group communication for decision-making & problem-solving.
4. Conduct research and use this research within the team to create an informative group presentation.
5. Demonstrate the ability to cite credible sources during a presentation.
6. Collaborate with team members to identify, analyze, and design a solution to a relevant problem.
7. Demonstrate the ability to describe the problem-solving process through a group presentation.
8. Effectively utilize visual aids to add to a group presentation.
9. Engage in productive self and team evaluation and formulate pertinent and reasonable questions to ask after presentations.

Grading Scale:

A = 90 – 100
B = 80 – 90
C = 70 – 80
D = 60 – 70
F = 59 and below

Course Requirements:

- Team Development & Presentations: Students are required to engage in teamwork and complete two presentations:
 1. Informative Small Group Presentation – 135 points
Team Discussions (iLearn) – 30 points
 2. Problem Solving Group Presentation – 240 points
Team Discussions (iLearn) & Progress Reports– 60 points
- Group Evaluations: Students are required to evaluate themselves and classmates' presentations and compose questions to be asked of the group after the presentation:
 1. Presentation 1 Self & Group Evaluation – 15 points
 1. Presentation 2 Evaluation & Questioning – 20 points
- Exams: Each student is required to take two (2) exams online through the iLearn platform, which will cover material covered in class and the text and may include multiple-choice, short answer and essay questions.
 1. Exam #1 – 75 points
 2. Exam #2 – 75 points
- Final Discussion Post & Response: Each student is required to compose a well-developed discussion post, focusing on topics learned in class, as well as evaluations and discussions of the team development process.
 1. Discussion Post - 35 points
 2. Response to Fellow Students – 15 points
- Participation & Attendance: You are expected to keep up with reading assignments and be prepared to discuss the material and participate in group activities in class. Finally, you are expected to be in attendance for all classes.

TEAM ASSIGNMENTS

Students will engage in effective teamwork to accomplish goals. In turn, students will present the findings of this group work in team presentations. Each student in the group must actively participate and present material pertinent to the topic. Each student is to speak in an extemporaneous mode (using notes only). During each presentation, individual students will be evaluated based on content, organization, delivery, and overall value to the group presentation. Both group and individual grades will be given for all of the team presentations.

An outline of the group presentation and a works cited (in proper bibliographic form) must be turned in with both group presentations. Speaking within the time limits is very important, not only for the efficient running of the class but also because speakers in the "real world" are expected to adhere to time limits. If you are severely over or under the time limit (one minute or more), your presentation grade will be penalized. Complete guidelines and rubrics will be available to all students.

Team Informative Presentation: – 165 Points Total

Teamwork/Preparation (30 pts.)

Individual Presentation (60 pts.)

Team Presentation (75 pts.)

In teams, students brainstorm ideas pertinent to the audience, vote on the topic, research, and actively participate in team discussion to develop a presentation of the information. Students will then present their findings in a group presentation. Each student will be responsible for presenting pertinent information, adding to the overall presentation of the topic. Each student's portion of the presentation

(approximately 2 – 3 minutes) should offer valuable and research-based information about the topic, and students must cite all sources used during the presentation. A complete outline and works cited is required for each group (MLA or APA Format).

Team Problem-Solving Project: 300 Points Total
Teamwork/Progress Reports/Discussions (60 pts.)
Individual Presentation (85 pts.)
Team Presentation (155 pts.)

In teams, students are to create an appropriate organizational division (team) to solve a current problem. Students will brainstorm to identify a particular problem, vote on the problem to be solved, conduct research to analyze what has been done to solve this problem in the past, and offer a doable solution to the problem. Throughout the process, students will actively engage in group discussions and create progress reports of each step of the problem-solving process.

The organizational division (team) will present findings to the class by addressing all phases of problem solving (identifying the problem, analyzing the problem, and offering a workable solution to the problem) within the presentation. Each student's portion should be approximately 4 - 5 minutes. A complete outline and works cited is required for each group (APA or MLA Format).

TENTATIVE COURSE OUTLINE

<u>Week</u>	<u>Topics and Assignments</u>
Week 1 – 3	<u>Main Topic: TEAMWORK</u> Course overview / In-class and online components discussed What is Small Group Communication? (Chapters 1, 2) How do Groups Develop? (Chapter 3) What is Group Climate & How does it Affect the Group? (Chapter 4) Introduce Informative Presentation #1: Guidelines, groups, topics In-Class Team Activity
Week 4 – 6	<u>Main Topic: TEAM OPERATIONS & RESEARCH</u> Conducting Effective Meetings Roles & Leadership (Text--Chapter 5) Effective Groups – turning groups into teams (Text—Chapter 6) Gathering Material & Citing Sources Workday Effective Presentations Overcoming Anxiety Gaining Attention In-Class Teamwork
Week 7 – 9	<u>Main Topic: PRESENTATIONS/CONFLICT & DECISION MAKING</u> <i>Informative Presentations</i> Conflict and Conflict Management (Text—Chapter 10) Decision Making & Problem Solving (Text—Chapters 7 – 8) Final Presentation: Guidelines, groups, topics In-Class Teamwork
Week 10 – 12	<u>Main Topic: PERFECTING PRESENTATIONS & CRITICAL THINKING</u> Using Visual Aids (Text—Appendix A) Critical Thinking (Text—Appendix B)

Identification and Analysis of the problem
In-Class Teamwork

Week 13 – 15

Main Topic: PRESENTATIONS/EVALUATIONS & QUESTIONING

Final Small Group Project Presentations
Group Evaluations & Questioning

COMM 4030/5030 Event Management and Promotion

Prerequisite: COMM 3030 Introduction to Event Planning

Colleen Mestayer
Tennessee Technological University

Textbook: to be determined

Course Goals:

This course will allow students to experience Event Planning through the successful management and promotion of an actual event.

Course Purpose and Learning Outcomes:

This course is designed to develop students' first-hand understanding of event planning, through the handling of all stages used in the process of Event Planning in pairs or small groups.

Upon completion of the course, the student should be able to:

1. Create and follow a timeline
2. Plan and manage meetings with organizational staff
3. Develop a media package to successfully promote the event
4. Develop a workable checklist, handle mishaps, and make critical decisions
5. Secure location and all necessary components for the event.
6. Secure media coverage and handle publicity
7. Execute the event

Course Requirements:

- Meeting Minutes & Analysis: Each student will complete detailed minutes of at least 2 meetings held with organizational staff, along with an analysis and reflections of the meetings:
 1. Minutes, Analysis, and Reflections – 50 points
 2. Minutes, Analysis, and Reflections – 50 points
- Progress Reports & Next Steps: Each student will compose three periodic progress reports, providing details of the management process and necessary next steps
 1. Progress Report #1 – 100 points
 2. Progress Report #2 – 100 points
 3. Progress Report #3 – 100 points
- Final Event Planning Portfolio: 400 points. Each student will compose a final portfolio featuring the event. The portfolio will include a detailed timeline, all promotional pieces for the event, pictures highlighting of the actual event, and an evaluation/reflection of the Event Planning process.

Grading Scale:

A = 90 – 100

B = 80 – 90

C = 70 – 80

D = 60 – 70

F = 59 and below

Event Planning Management & Promotion

TENTATIVE COURSE OUTLINE

<u>Week</u>	<u>Topics and Assignments</u>
Week 1 – 3	<u>Main Topic: GETTING STARTED</u> Setting & Conducting Meetings with Organizational Staff Developing a tentative timeline Brainstorming promotional ideas Securing locations and other components Meeting Minutes and Analysis Report #1 Due Progress Report #1 Due
Week 4 – 6	<u>Main Topic: DEVELOPING & DISSEMINATING MEDIA KITS</u> Final Design of Promotional Materials Setting & Conducting Meeting with Organizational Staff Plan for Disseminating Promotional Materials Brainstorming and Checklist and Problem-Solving Meeting Minutes and Analysis Report #2 Due Progress Report #2 Due
Week 7 – 9	<u>Main Topic: CHECKING & RECHECKING</u> Partner/Group Meeting (checklist overview) Follow-Up Contact for details of event Final Meeting – Instructor must be included Progress Report #3 Due
Week 10 – 12	<u>Main Topic: EXECUTION OF EVENT</u>
Week 13 – 15	<u>Main Topic: FINAL PORTFOLIOS</u> Evaluations and Decompression