

**University Curriculum Committee
February 15, 2018 Meeting Minutes**

The University Curriculum Committee met on **Thursday, February 15 at 3:00** in the Deans' Conference Room, DBRY 200.

Members Present:

Melinda Anderson	Julie Baker	Rita Barnes	Doug Bates
Jeff Boles	Mike Gotcher	Kristine Craven	Edith Duvier
Kurt Eisen	Ahmed Elsayy	Julie Galloway	Dennis Duncan
Martin Sheehan	Mike Harrison	Brandi Hill	Sharon Huo
Christy Killman	Robert Kissell	Hayden Mattingly	Allan Mills
Wendy Mullen	Ted Pelton	Mohan Rao	Lori Maxwell
Jeff Roberts	Stephen Robinson	Barry Stein	Thomas Timmerman
Jeremy Wendt	Janet Whiteaker	Brenda Wilson	Kim Winkle
Brittany Copley	Lisa Zagumny	Tea Phillips- student	Cayley Tuck- student
Zach Grainger-student	Ellie Fetzer- student		

Members Absent:

Pedro Arce	Leslie Crickenberger	Steve Frye	Gerald Gannod
Adam Grimm	Darrell Hoy	Steve Isbell	Wayne Johnson
Ben Mohr	Thomas Payne	Richard Rand	Liz Self-Mullens
Paul Semmes	Jennifer Shank	Mark Stephens	Kim Hanna
James Carter- student	Whitley Battles- student		

Official Representative(s):

Steve Sharpe	FOR: Joe Roberts	Natalie Bastian	FOR: Courtney Fowler- student
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Guest(s):

Cari Williams	Mary McCaskey	Lester McKenzie	Jerri Winningham
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Outline of Proceedings:

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| <ol style="list-style-type: none"> 1. Approval of Agenda 2. Approval of Minutes: October 19, 2017 3. School of Music: Information Item, Afro-Caribbean Ensemble, zero-credit hour option 4. Math: Curriculum Changes 5. Biology: Changes in Course Names and Numbers 6. English: Course and Curriculum Changes and Creation of a New Concentration 7. Physics: <ol style="list-style-type: none"> a. Information Item- Prerequisite course number changes re: CSC changes b. New Course and Changes to Curriculum 8. Electrical & Computer: Catalog Changes 9. Mechanical: BSME Prerequisite and Co-requisite Changes 10. Environmental & Sustainability Studies: Course Changes | <ol style="list-style-type: none"> 11. History: <ol style="list-style-type: none"> a. New Course b. Changes in Course Names and Numbers 12. Counseling & Psychology: Course Description Changes 13. Physical Education: <ol style="list-style-type: none"> a. Fast Track Program in Exercise Science b. New Courses 14. Human Ecology: Curriculum and Course Changes 15. Agriculture: New Concentration 16. Grading Scale Subcommittee: Update 17. Other Such Matters |
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Proceedings

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

1. Approval of agenda.

Motion to approve. Lisa Zagumny

Second. Christy Killman

Vote. Motion carried.

2. Approval of minutes- October 19, 2017.

Correction- Dr. Martin Sheehan was present.

Motion to approve. Lisa Zagumny

Second. Lori Maxwell

Vote. Motion carried.

3. Music: Information Item

A. Memo- November 10, 2017 Afro-Caribbean Ensemble, Zero Credit Option

The School of Music has introduced a new Ensemble, Zero Credit Option.

4. Math

A. Memo- January 25, 2018 Curriculum Change

I. Course Deletions.

Mathematics B.S. Pure Math

- a) MATH 3430 College Geometry
- b) MATH 4310 Topology I

Motion to approve. Allan Mills

Second. Dennis Duncan

Vote. Motion carried.

5. Biology

A. Memo- January 2, 2018 Changes in Course Names and Numbers

I. Course Changes.

- a) **From:** BIOL 1010 Introduction to Biology I
To: BIOL 1010 Introduction to Biology †
- b) **From:** BIOL 1020 Introduction to Biology II
To: BIOL 1020 **Diversity of Life**
- c) **From:** BIOL 1310 Concepts of Biology and Environment
To: BIOL **1080 Concepts of Biology**
- d) **From:** BIOL 1105 Foundations of Biology
To: BIOL **1113 General Biology I**
- e) **From:** BIOL 1114 General Zoology
To: BIOL **1123 General Biology II**
- f) **From:** BIOL 2110 General Botany
To: BIOL **2310 General Botany**

Note: Some of the number changes do not align with the Tennessee Transfer Pathways. The numbers designated by TTP have been previously used by BIOL and cannot be used for these courses. Dr. Randy Schulte at TBR has been notified.

II. Curriculum Changes.

- a) Provide an option of Animal Physiology or Plant Physiology for the Biology B.S., Cellular and Molecular Biology concentration, Senior Year Curriculum
From: BIOL 4320 (5320) – Plant Physiology Credit 3.
To: BIOL 4320 (5320) – Plant Physiology Credit 3. **Or**
BIOL 3530 – Animal Physiology Credit 3.
- b) Remove BIOL 4150 Molecular Genetics as a required course of the Biology B.S., Health Sciences concentration, and add it to the list of directed electives along with CHEM 4610 General Biochemistry, increasing the number of directed electives from two (2) to three (3) in the Senior Year Curriculum
From: BIOL 4150 (5150) Molecular Genetics Credit 3.
Biology Directed Electives Credit: 6-8²
Footnote 2
Choose two courses from: BIOL 3040, BIOL 3060, BIOL 4000 (5000), BIOL 4040 (5040), BIOL 4060 (5060), BIOL 4140 (5140), and BIOL 4750 (5750).
To: ~~BIOL 4150 (5150) Molecular Genetics Credit 3.~~
Biology Directed Electives Credit: 9-12²
Footnote 2
Choose three courses from: BIOL 3040, BIOL 3060, BIOL 4000 (5000), BIOL 4040 (5040), BIOL 4060 (5060), BIOL 4140 (5140), **BIOL 4150 (5150)**, BIOL 4750 (5750), and **CHEM 4610 (5610)**.

Motion to approve. Robert Kissell

Second. Jeff Boles

Vote. Motion carried.

6. English

A. Memo- January 23, 2018 Course Changes and Curriculum Changes in the English B.A. Program

Creation of a New Concentration in the English B.A.: Rhetoric and Language

I. Course Changes.

- a) Change course description of ENGL 4250 (5250)
From: ENGL 4250 (5250). Post Modern Literatures in English. Studies in postmodern literary issues of significance in English-speaking countries outside the United States.
To: Postmodern Literatures in English. Studies in postmodern literary issues. ~~of significance in English-speaking countries outside the United States.~~
- b) Change the prerequisite of ENGL 3400. Introduction to Creative Writing
From: At least a grade of C in one sophomore-level course (ENGL 2130, 2235, ENGL 2330) or a grade of C or better in ENGL 3810, ENGL 3820, ENGL 3910, or ENGL 3920
To: A grade of C or better in one sophomore-level course (ENGL 2130, ENGL 2235, ENGL 2330) or a grade of C or better in ENGL 3810, ENGL 3910, ENGL 3820, or ENGL 3920, or **consent of instructor.**
- c) Change the course number of ENGL 4551 (5551) Introduction to Rhetoric: Theory and Practice
From: ENGL 4551 (5551)
To: ENGL **4451 (5451)**
- d) Add a graduate component for ENGL 4982 Topics and ENGL 4983 Topics
*These two courses are listed as ENGL 4982 (5982) and ENGL 4983 (5983) in the **graduate catalog**, but not in the **undergraduate catalog**. This change will correct an oversight.*

Friendly Amendment: ENGL 4982 and ENGL 4983 are repeatable for credit as long as the course content is different each time.

II. Curriculum Changes.

In the English B.S., Literature concentration

- a) **Delete the Culture/Genre Block and the Writing Block.** The remaining blocks are British I, British II, American, and Language. This statement will be included following the blocks:
“The remaining 12 hours of upper-division ENGL courses must be taken from any ENGL courses at the 3000-level or above EXCEPT core courses. The upper-division core courses are ENGL 3000, 3810, 3820, 3910, 3920, 4121 (5121), and 4995.
- b) **Delete ENGL 4250 (5250)** from the British II Block.
- c) **Add** the following courses to the American Literature Block: ENGL 4712 (5712) African American Literature, ENGL 4713 (5713) Native American Literature.
- d) **Require two** rather than one American literature course from the American Literature Block
- e) **Reduce** the number of elective hours in the **senior year from 9 to 6** and **increase** the number of approved ENGL course hours **in senior year from 15 to 18.**
- f) **Add ENGL 4561 (5561)** American English to the Language Block
- g) **Add ENGL 4541 (5541)** Topics in Linguistics/Language to the Language Block
- h) Change the content of the first footnote

From:

English majors meet the foreign language requirement by making a C or better in a foreign language course at the 2020 level or higher excluding Country and People and the Global Studies courses. ~~Electives must include at least six credit hours in any upper-division courses in FREN, GERM, SPAN (all excluding Country and People), HIST, PHIL, PSY, SOC, COMM, or THEA.~~

To:

English majors meet the foreign language requirement by making a C or better in a foreign language course at the 2020 level or higher excluding Country and People and the Global Studies courses. **Students who have completed the foreign language requirement should take six credit hours of electives in any course at the 3000-level or above.**

In the Creative Writing Concentration

- a) Change the name of the concentration
From: Writing/Language/Genre
To: **Creative Writing**
- b) **Delete the Culture Block and the Genre Block.** The remaining blocks are British Literature, American Literature, and Language. **This statement will follow the Blocks:**
“The remaining 9 hours of upper-division ENGL courses must be taken from any ENGL courses 3000 or above EXCEPT the core courses. The upper-division core courses are ENGL 3000, 3810, 3820, 3910, 3920, 4121 (5121), and 4995.
- c) **Add ENGL 3400** to the sophomore year curriculum.
- d) **Reduce** the number of elective hours in the **sophomore year from 6 to 3.**
- e) **Move** the following courses to the American Literature Block: ENGL 4712 (5712) and ENGL 4713 (5713).
- f) **Add ENGL 4561 (5561)** and ENGL 4541 (5541) to the Language Block
- g) **Require one** course from the Brit. Lit. Block, one from the American Lit. Block, and one from the Language Block.
- h) **Delete ENGL 4250 (5250)** from the Brit. Lit. Block.
- i) **Delete Writing Studies and Creative Writing Options.**

- j) **Creative Writing Concentration** will take ENGL 3400 plus 12 hours from:
ENGL 4430 (5430), ENGL 4440 (5440), ENGL 4450 (5450), ENGL 4620 (5620). ENGL 4430 (5430)
ENGL 4440 (5440), AND ENGL 4450 (5450) may be repeated for credit provided the content is
different each time.

- k) Change footnote one

From:

English majors meet the foreign language requirement by making a C or better in a foreign
language course at the 2020 level or higher excluding Country and People and the Global
Studies courses. ~~Electives must include at least six credit hours in any upper-division courses in
FREN, GERM, SPAN (all excluding Country and People), HIST, PHIL, PSY, SOC, COMM, or THEA.~~

To:

English majors meet the foreign language requirement by making a C or better in a foreign
language course at the 2020 level or higher excluding Country and People and the Global
Studies courses. **Students who have completed the foreign language requirement take six
credit hours of electives in any course at the 3000-level or higher.**

III. New Concentration.

Creation of new Language and Rhetoric Concentration. See attachment for curriculum.

Motion to approve. Ted Pelton

Second. Kurt Eisen

Vote. Motion carried.

7. Physics

A. Memo- December 1, 2017, Prerequisite Course Number Changes- Information Only

Physics is changing prerequisite numbers to align with recent TTP changes from Computer Science.
PHYS 3610, PHYS 3810, and PHYS 4610

From: CSC 2100

To: CSC 1300

PHYS 3120 and PHYS 4130

From: CSC 2110

To: CSC 1310

B. Memo- January 18, 2018, New Physics Course and Changes to Physics Curriculum

I. New Course.

PHYS 1137 Frontiers of Physics. Rec. 1 Credit 1.

An overview of topics currently at the frontiers of physics.

II. Curriculum Changes.

Applies to Option I and Option II:

- a) **Remove PHYS 1020 or MSCI 1020** from the 120 credit hours required for graduation.
- b) **Add PHYS 1137** as a requirement for all freshmen required to take a 1020 class.
- c) **HON 1010** can substitute for UNIV 1020.

Motion to approve. Stephen Robinson

Second. Doug Bates

Vote. Motion carried.

8. Electrical and Computer Engineering

A. Memo- November 15, 2017, Catalog Changes

I. Course Deletion.

ECE 4240 Computer-based Control Systems

II. Course Changes.

- a) ECE 3060 Electrical Engineering Lab II

From:

Prerequisite: C or better in ECE 2011, C or better in ECE 3010 and C or better in ECE 3300. (ECE 3010 and/or ECE 3300 may be taken concurrently.)

To:

Prerequisite: **C or better in ECE 2001**, C or better in ECE 2011, **C or better in ECE 2020**, C or better in ECE 3010, and C or better in ECE 3300 (ECE 3010 and/or ECE 3300 may be taken concurrently).

- b) ECE 4961 Capstone Design I, ECE 3360 Electronics Lab

Add: C or better in ECE 3010

- c) ECE 3310 Electronics II

From:

C or better in ECE 3300.

To:

C or better in ECE 3010 and C or better in ECE 3300.

- d) ECE 33600 Electronics I

From:

C or better in ECE 2011 and C or better in ECE 2020.

To:

C or better in ECE 2011, ~~and~~ C or better in ECE 2020, **and C or better in ECE 3010 (ECE 3010 may be taken concurrently).**

- e) ECE 2020 Electric Circuits II

From:

Laplace transform methods for electric circuit analysis. Sinusoidal steady-state and power, mutual inductance, 3- phase circuits, frequency response, Bode plots, resonance, and filters. Circuit simulation with SPICE.

To:

Laplace transform methods for electric circuit analysis. Sinusoidal steady-state and power, mutual inductance, 3- phase circuits, frequency response, Bode plots, resonance, and filters. Circuit simulation with SPICE. **Circuit applications of probability.**

Motion to approve. Ahmed Elsayw

Second. Zach Grainger

Vote. Motion carried.

9. Mechanical Engineering

Memo- October 25, 2017, BSME Prerequisite and Co-requisite Changes for 2018-19 Catalog Year

I. Course Changes.

- a) ME 4410 Senior Design Project I

From:

Prerequisite: Completion of required 3000-level ME courses; **ME 4010**. Corequisite: **ME 3050, ME 3060, ME 4910, ME 4020 (5020) or ME 4720**. Principles of engineering

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

To:

Prerequisite: ~~Completion of required 3000-level ME courses; ME 3001, ME 3023, ME 3220, ME3610, ME 3710, ME 3720, ME 4010~~, Corequisite: **ME**

3050, ME 3060, ME 4910, ME 4020 (5020) or ME 4720. Principles of engineering design with emphasis on contemporary industrial design processes and engineering economics with applications in product design. Development phase for capstone team design project in mechanical engineering: preliminary design, supporting analyses and drawings with bill of materials. **ME 3050, ME 3060, and ME 4910 may all be taken concurrently.**

b) ME 4420 Senior Design Project II

From:

Prerequisite: **ME 4410; ME 4020 (5020) or ME 4720; ME 3050; ME 3060; ME 4910.**

Continuation of ME 4410. Prototyping and testing phase for capstone team design project. Final design reporting (written and oral).

To:

Prerequisite: **ME 4410, ME 3050, ME 3060, ME 4910, ME 4020 (5020), or ME 4720.**

Continuation of ME 4410. Prototyping and testing phase for capstone team design project. Final design reporting (written and oral). **ME 4020 (5020) or ME 4720 may be taken concurrently.**

c) ME 3010 Materials and Processes in Manufacturing

From:

Prerequisite: **CHEM 1010 or CHEM 1110.** Processing/microstructure/property interrelations; heat treatment of steels and alloys; overview of manufacturing processes; interrelations among materials, design and manufacturing; and introduction to material selection.

To:

Prerequisite: ~~CHEM 1010 or~~ **CHEM 1110; C or better in CEE 2110.**

Processing/microstructure/property interrelations; heat treatment of steels and alloys; overview of manufacturing processes; interrelations among materials, design and manufacturing; and introduction to material selection.

d) ME 2330 Dynamics

From:

Prerequisite: **CEE 2110 and PHYS 2110.** Kinematics; relative motion; kinetics, applications of Newton's Laws, work-energy principle, impulse-momentum principle, vibrations.

To:

Prerequisite: **C or better in CEE 2110; PHYS 2110.** Kinematics; relative motion; kinetics, applications of Newton's Laws, work-energy principle, impulse-momentum principle, vibrations.

e) ME 4010 Machine Design

From:

Prerequisite: **CEE 3110, ME 2330 and ME 3010.** Tools of machine design; stress strain and deformation of machine parts; inherent properties of machine parts; design of machine parts for strength; design of machine parts for rigidity.

To:

Prerequisite: **CEE 3110; ME 2330; ME 3010**. Loads analysis; design of machine parts or stiffness and rigidity; design of machine parts for strength; design of machine parts for fatigue life; introduction to fastening and joining.

f) ME 3610 Dynamics of Machinery

From:

Prerequisite: **ME 2330**. Motion converters and design process. Mobility equations; solutions of vector equations; kinematic position, velocity and acceleration analysis of mechanisms; introductory geometric synthesis of linkages; design of cam-follower mechanisms; gear tooth geometry; analysis and synthesis of gear trains and planetary gear differentials; and computer aided studies.

To:

Prerequisite: **ME 2330**. Motion converters and design process. Mobility equations; solutions of vector equations; kinematic position, velocity and acceleration analysis of mechanisms; **kineto-static load analysis of machines**; introductory synthesis of linkages; design of cam-follower mechanisms; gear tooth geometry; analysis and synthesis of gear trains and planetary gear differentials; and computer aided studies.

II. Course Deletions.

- a) ME 2001 Elementary Mechanical Engineering Analysis
- b) ME 4444 Senior Design Project

Motion to approve. Mohan Rao

Second. Kristine Craven

Vote. Motion carried.

10. Environmental and Sustainability

Memo- February 2, 2018, Course Change for Environmental and Sustainability Studies (ESS) Program

I. Course Changes.

- a) ESS 4900 Internship

From:

Prerequisite: At least 9 hours in ESS coursework and Junior Standing.

Students are placed in a public or private agency or organization that is compatible with their interests in environmental and sustainability studies.

To:

Prerequisite: At least 9 hours in ESS coursework and Junior Standing.

Students **work with** a public or private agency or organization that is compatible with their interests in environmental and sustainability studies. **(May be taken up to three times (9 hours) if assignments are with different organizations or with different divisions within an organization.)**

Motion to approve. Hayden Mattingly

Second. Jeff Boles

Vote. Motion carried.

11. History

Memo- January 25, 2017, Add HIST 4941 to Course Catalog

I. Course Addition.

HIST 4941 History Internship II

Credits: 3. Prerequisite: HIST 4940.

Course description: Students develop specific skills in the research and/or the interpretation of history by working with archives, museums, historic sites, attorneys, and other relevant professionals. Students may not duplicate work in HIST 4940.

II. Course Change.

From: HIST 4940 History Internship

To: HIST 4940 History Internship I

Memo- January 23, 2017, Changes in Course Names and Numbers

I. Course Change.

From: HIST 3550 The Classical World

To: HIST 3550 **Ancient Greece and Rome**

Motion to approve. Jeff Roberts

Second. Lori Maxwell

Vote. Motion carried.

12. Psychology

Memo- December 5, 2017

I. Course Changes.

PSY 3010 Statistics and Experimental Design

From:

Prerequisite: PSY 1030, 3 additional PSY credit hours; and MATH 1530 or MATH 1130. Corequisite: PSY 3020. Fundamental statistics for the behavioral sciences, descriptive uses, probability, one-way, factorial designs, repeated measures and split-plot designs, bivariate correlation and regression, and non-parametrics.

To:

Prerequisite: PSY 1030, 3 additional PSY credit hours; **a grade of B or higher in MATH 1530 or MATH 1130; 45 hours of completed course work and be a psychology major.** Corequisite: PSY 3020.

Fundamental statistics for the behavioral sciences, descriptive uses, probability, one-way, factorial designs, repeated measures and split-plot designs, bivariate correlation and regression, and non-parametrics.

Motion to approve. Barry Stein

Second. Julie Baker

Vote. Motion carried.

13. Exercise Science

Memo- January 31, 2018, Fast Track Program in Exercise Science

I. New Fast-Track Program

The fast track will allow eligible students to accumulate up to six (6) hours of graduate level coursework, to satisfy both undergraduate and graduate degree requirements. Participation in this program will enable an efficient graduate program transition with potential for accelerated completion.

Courses Included*:

EXPW 5520/EXPW 4520	Adapted Physical Education and Sport
EXPW 5730/EXPW 4730	Assessment in Exercise Science
EXPW 5440/EXPW 4440	Exercise Physiology
EXPW 5032/EXPW 4032	Health Promotion

Friendly Amendment: Memo lists EXPW 6140, EXPW 6240, EXPW 6440, and EXPW 6042 as the graduate-level courses. However, these courses are not exactly the same as the 4000-level courses, so Exercise Science will instead cross-list the 4000-level courses as indicated above.

Memo- February 1, 2018 Addition of Undergraduate Level Classes

I. New Courses.

- a) **EXPW 4760 Functional Movement. Credit 3.**
Prerequisite: EXPW 3032 with a grade of B or better.
This course is designed to provide understanding of the importance of functional movements in life. Functional movements mimic motor recruitment patterns that are found in everyday life. Students will learn that functional movements are mechanically sound, can help alleviate injury, and elicit a high neuroendocrine response.
- b) **EXPW 4442 Advanced Exercise Physiology. Credit 3.**
Pre-requisite: EXPW 4440 with grade of B or better
This course is the study of the immediate and long-term effects of physical activity on the acute and chronic effects of physical activity on body systems with regard to the neuromuscular, energy, respiratory and cardiovascular systems with reference to exercise evaluation and prescription.
- c) **PHED 1005 Lifetime Fitness and Wellness. Credit 2.**
This course is designed to explore and apply principles of lifetime physical fitness, with a key focus on optimal wellness, nutrition and disease prevention. Online delivery method.
- d) **PHED 1505 Divemaster. Credit 2.**
Pre-requisite – Minimum age 18; Certified SDI Advanced Adventure Diver or equivalent; Advance certification must include verifiable experience in deep, navigation, night, and limited vision specialties; Certified SDI Rescue Diver or equivalent; CPR certified and current; Proof of 40 logged dives/hours.
This course is the next in the scuba diving series of certifications, that once successfully completed will lead to divemaster certification.
- e) **PHED 1015 Beginning Yoga. Credit 1.**
This course is designed for the student who has little or no prior experience practicing yoga. Simple yoga poses and controlled breathing techniques are included to calm the mind and strengthen the body. Students will need to have their own yoga mat.
- f) **PHED 1025 Advanced Yoga. Credit 1.**
This course is designed for students who have experience practicing yoga. More advanced yoga poses and controlled breathing techniques are included to calm the mind and strengthen the body. Students will need to have their own yoga mat.
- g) **PHED 1035 Pickleball. Credit 1.**
This course is for students who enjoy racket/paddle games. Pickleball is a net game that is similar to tennis and ping pong. Played on a court similar to badminton, pickleball is played with a wooden paddle and a plastic ball – like a wiffleball. Skills and rules are easy to learn and pickleball is a fun and competitive way to be active.

Motion to approve. Christy Killman

Second. Julie Baker

Vote. Motion carried.

14. Human Ecology

Memo- January 8, 2018, Curriculum and Course Changes

I. Course Deletions.

- a) HEC 3305 Fashion Forecasting. Credit 2.
- b) HEC 4005 Senior Seminar in Human Ecology. Credit 2.
- c) HEC 3900, 3901, 3902, AND 3903 Leadership Development.
- d) HEC 2031 Aspects of Dress. Credit 3.
- e) HEC 2320 Analysis of Apparel and Furnishings. Credit 3.

II. Course Additions.

- a) **HEC 4920** Nutrition Counseling and Education. Lec. 3. Credit 3.
- b) **HEC 2611** Sports Nutrition Practicum. Credit 1, 2, 3.
- c) **AGHE 4500** Senior Seminar. Lec. 2. Credit 2.
- d) **HEC 1100** Design Concepts of Dress. Lec. 2. Credit 2.
- e) **HEC 1150** Analysis of Apparel and Findings. Lec. 3. Credit 3.
- f) **HEC 3100*** Intercultural Competence. Lec. 3. Credit 3.

** Friendly Amendment: Originally listed as HEC 2100 in the memo. This was a mistake. Corrected to 3100.*

III. Course Changes.

From: HEC 1300 Clothing Construction. Lec 1. Lab 4. Credit 3.

Prerequisites: Human Ecology major or Fine Arts major with a concentration in Fiber Arts. Theories of apparel construction, principles of fitting, and their application to garment construction.

To: HEC **2355** Clothing Construction. Lec 1. Lab 4. Credit 3.

Prerequisites: **Minimum grade of C in HEC 1100 and HEC 1150.** Theories of apparel construction, principles of fitting, and their application to garment construction.

From: HEC 3310 Textiles I. Lec 2. Lab 2. Credit 3

Prerequisite Grade of C or better in ~~HEC 2031~~, CHEM 1010, CHEM 1020. Fibers, yarns, fabrics, finishes and applied design related to the selection, evaluation, use and care of textile products.

To: HEC 3310 Textiles I. Lec 2. Lab 2. Credit 3

Prerequisites: Grade of C or better in **MATH 1130 or MATH 1530***, CHEM 1010 and CHEM 1020. Fibers, yarns, fabrics, finishes and applied design related to the selection, evaluation, use and care of textile products.

**Friendly Amendment: Memo simply states 'Math course'. In order to prevent issues with substitutions and Banner, this was changed in the meeting to the above.*

IV. Curriculum Changes.

Nutrition and Dietetics Concentration:

Freshman Year-

From: Math 1130 College Algebra credit 3 Total 32 credits

To: **Delete Math 1130** College Algebra Total **29** credits

Add superscript 4 to AGHE 1020 to add Note 4: AGHE 1020 not required for Transfer students with more than 12 hours. Change SOC 1100 to ANTH 1100 Introduction to Anthropology

Sophomore Year-

From: BIOL 2350 Intro Anatomy & Phys Credit 4

HEC 2031 Aspects of Dress or HEC 2041 Aspects of Housing Credit 3

Total credits 31

To: BIOL 2350 Intro Anatomy & Phys Credit 4 **OR BIOL 2010/2020 Credit 8**

Delete HEC 2031 or HEC 2041

Total Credits **28**

Senior Year-

From: HEC 4005; Total Credits **25**

To: **Add** HEC 3565 End of Life Applications for Children & Families Credit 3

Add HEC 4920 Nutrition Counseling and Education Credit 3

Remove HEC 4005 and **replace with** AGHE 4500 Senior Seminar

Total Credits **31**

Food Systems Administration Concentration:

Freshman Year- **add superscript #4** to AGHE 1020 to add Note 4: AGHE 1020 not required for Transfer students with more than 12 hours.

Sophomore Year-

From: HEC 2031 or HEC 2041 Credit 3

BIOL 3230 Health Science Microbiology

Total credits 33

To: **Add** BIOL 1020 Introduction to Biology II OR CHEM 3005 Elementary Organic Chemistry Credit 4

Remove HEC 2031 or HEC 2041

Move BIOL 3230 to Junior Year

Change SOC 1100 to ANTH 1100 Introduction to Anthropology

Total Credits **30**

Junior Year-

From: Elective Credits 5

Total Credits 27

To: **Add** BIOL 2350 Introductory Anatomy & Physiology Credit 4

Add BIOL 3230 Health Science Microbiology (from soph year) Credit 4

Remove Elective Credit 5

Total Credits **30**

Senior Year-

From: Elective (Upper Division) Credit 3

HEC 4005

To: **Remove** Elective Upper Division Credit 3

Add HEC 3201 Community Nutrition Credit 3

Total Credits remains 28 credits

Remove HEC 4005 and add AGHE 4500 Senior Seminar

Child Development and Family Relations Concentration-

Freshman Year- **Add superscript Note #3** to AGHE 1020 to add Note 3 AGHE 1020 not required for Transfer students with more than 12 hours. (see notes section below)

Sophomore Year-

From: HEC Core Credit 3
Credits 30
To: **Replace** HEC Core Credit with HEC 1010 Credit 3
Add HEC 2100 Intercultural Competence
Total Credits **33**

Junior Year-

From: ECSP 3001 Curriculum for Infants, Toddlers and Preschoolers Credit 3
ECSP 3211 Practicum Infants Toddlers and Preschoolers Credit 1
Total Credits 33

To: **Remove** ECSP 3001 and 3201
Total Credits **29**

Senior Year-

From: Electives Credit 6
HEC 4005
Total Credits 29

To: Electives Credit **7 (3 credits must be upper division)**
Remove 3 credit on HEC 4910 – this is not in the catalog
Remove HEC 4005 and **add** AGHE 4500 Senior Seminar
Total Credits **30**

Notes Section on CDFR Concentration:

Remove Note 2 HEC-CDFR students may select 3 credits from the HEC Core List of Courses
Remove Note 3 Total Credit Hours for program must total to 120 hours. Three hours must be upper division.
Note 4 is now numbered Note 2
Note 3 AGHE 1020 not required for Transfer students with more than 12 hours.
Remove HEC Core Section

Child Life Concentration:

Freshman Year-

From: HEC Core Credit 3
To: **Replace** HEC Core Credit 3 with PSY 1030 Introduction to Psychology credit 3 (move from Junior year)
Total Credits remain 29
Add superscript note # 4 to AGHE 1020 to add Note 4 AGHE 1020 not required for Transfer students with more than 12 hours

Junior Year-

From: PSY 1030 Introduction to Psychology Credit 3
To: **Move** PSY 1030 Intro to Psychology Credit 3 to Freshman year
Add BIOL 3700 Humanism in Medicine Credit 3
Total Credits remain 32

Senior Year- **Remove** HEC 4005 and **Add** AGHE 4500 Senior Seminar

HEC Core:

Remove HEC Core Section

Merchandising and Design Concentration:

Freshman Year -

From: HEC Core Credit 6

HEC 1300 Clothing Construction

HEC 2031 Aspects of Dress

CHEM 1010 Introduction to Chemistry I

CHEM 1020 Introduction to Chemistry II

Total Credits 34

To: **Remove** HEC Core Credit 6 and **Remove** Note 1

Add HEC 1010 Life Span Development Credit 3

Add HEC 1100 Design Concepts of Dress Credit 3

Add superscript note # 1 to AGHE 1020 to **add** Note 1 AGHE 1020 not required for Transfer students with more than 12 hours

Add superscript note #2 to CHEM 1010 and CHEM 1020; **Add** Note 2 to Notes section: To progress into Textiles I, a minimum grade of "C" is required in CHEM 1010 and CHEM 1020 and these courses must be taken before the Junior year.

Add HEC 1150 Analysis of Apparel and Findings Credit 3.

Remove HEC 1300 Clothing Construction

Delete HEC 2031 Aspects of Dress

Total Credits **30**

Sophomore Year-

From: HEC 2320 Analysis of Apparel and Furnishings. credit 3

Total Credits 31

To: **Remove** HEC 2320 Analysis of Apparel and Furnishings

Add HEC 2355 Clothing Construction Credit 3

Total Credits 31

Remove HEC Core Section and all courses listed in that section

Junior Year-

From: HEC 4340 History of Dress

HEC 3005 Fashion Forecasting

Total Credits 29

To: **Move** HEC 4340 History of Dress to Senior Year

Delete HEC 3305 Fashion Forecasting 2 credit

Add: Elective Credit 6

Total Credits **30**

Senior Year- **Remove** HEC 4005 and **add** AGHE 4500 Senior Seminar

Add HEC 4340 History of Dress

Total Credits **29**

Housing and Design Concentration:

Freshman Year- **Add** superscript note # 1 to AGHE 1020 to **add** Note 1 AGHE 1020 not required for Transfer students with more than 12 hours

Change SOC 1100 to ANTH 1100 Introduction to Anthropology

Sophomore Year-

From: HEC Core Credit 6
Total Credits 31
To: **Remove** HEC Core Credit 6
Remove Note 1
Add HEC 1010 Lifespan Development Credit 3
Total Credit **28**

Junior Year-

From: HEC 3310 Textiles I
To: HEC 3310 Textiles I – add superscript Note #2
Add Note #2 in Notes Section: 2. Transfer students must take at least CHEM 1010 as a prerequisite for Textiles I.

Senior Year-

From: Elective Credit 3
HEC 4005
Total Credits 29
To: Elective Credits **6**
Remove HEC 4005 and **add** AGHE 4500 Senior Seminar
Total Credits **32**
Remove HEC Core and all courses listed in that section

Family and Consumer Sciences Education Concentration:

Freshman Year- **Add** superscript note # 5 to AGHE 1020 to add Note 1 AGHE 1020 not required for Transfer students with more than 12 hours

Junior Year- **Remove** HEC 4005 and Add AGHE 4500 Senior Seminar

Note 1: **Change** HEC 4005 to AGHE 4500 Senior Seminar (2 hours)

V. Course Changes.

- a) HEC 4910 Internship in Child Development and Family Relations Credit 6, 8, 12
Change grading of this course to “S” Satisfactory or “U” Unsatisfactory

Motion to approve. Melinda Anderson

Second. Lisa Zagumny

Vote. Motion carried.

15. Grading Scale Subcommittee

Dr. Pelton reported the results of a survey sent out by the subcommittee. Students were against by almost 3-1; faculty were against by 2-1.

Dr. Wendt and Dr. Huo asked that the full results of the survey be brought to the next UCC meeting. Tea Phillips, student member, advised that students may not have enough information to make an informed decision.

16. Other Such Matters

I. New Program of Study Regulations from Financial Aid.

Lester McKenzie, Director of Financial Aid, reported new federal regulations to take effect at TTU:

- Federal financial aid will only be given for credit hours directly related to the degree program.
- State financial aid will not be affected by this change.
- This will affect how substitutions are handled.
- Internships not listed on Program of Study will have to be added to POS to be covered.
- General Education is covered.
- No retroactive consequences for courses taken while in Gen. Ed that don't apply to final major.
- Pre-Health programs are not covered. May have to change these to concentrations.
- Basic Business and Basic Engineering are covered.

II. Use of SharePoint for UCC Agenda Items.

Dr. Wendt asked the committee whether they would be willing to try using SharePoint as a means of accessing agenda items. They will not upload or change. Misty Brown will do all changes and send link for everyone to view only. No one opposed the idea.

Motion to adjourn. Lisa Zagumny

Meeting adjourned at 4:30.



MEMORANDUM

TO: University Curriculum Committee

VIA: College of Fine Arts Executive Leadership Council 

FROM: Dr. Wendy Mullen, Director, School of Music 

DATE: September 26, 2017; Revised November 10, 2017

SUBJECT: Course Change – New Course Proposal: Afro-Caribbean Ensemble

I. Course Addition:

MUS 1075 Afro-Caribbean Ensemble, Lec. 2, Credit 0-1
Prerequisite: Permission of the instructor.

Curriculum Changes: None

Justification:

The Afro-Caribbean Ensemble, provides an opportunity for students to experience and perform this rich culture of music. The course will serve as an elective for both music and non-music majors. Funding for this ensemble was recently secured through a TBR Student Engagement, Retention, and Success Grant and supplemented by two TTU sponsored fundraising events. No additional resources are needed.

Students will explore and learn about the Afro-Caribbean culture through a hands-on study of Afro-Caribbean instruments, imported from Trinidad and Tobago, as well as other authentic resources. This hands-on pedagogical approach will enhance the students' educational interest, understanding, and appreciation for the Afro-Caribbean diaspora, while increasing their involvement with the campus and community. As part of the students' assessment, members of this ensemble will be expected to participate in public concerts, educational workshops, and assembly presentations. These service opportunities will provide students with an enriched educational experience and promote personal growth as they become community ambassadors for cultural diversity.

Effective Date: Spring 2018

A sample syllabus is attached.

MEMORANDUM

TO: University Curriculum Committee
VIA: Arts and Sciences Curriculum Committee
FROM: Allan Mills, Chair, Department of Mathematics
DATE: January 25, 2018
SUBJECT: BS in MATH Curriculum change

The Department of Mathematics requests the following change to its curriculum.

CURRICULUM CHANGES:

- I. Delete MATH 3430 (College Geometry) – MATH 4310 (Topology I) from the list of approved pure mathematics course sequences in the BS in Mathematics curriculum.

The B.S. in Mathematics requirements state that a student must take 3 approved course sequences from the lists below including at least 1 Pure Math course sequence and at least 1 Applied Math course sequence. For reference the approved course sequences are listed below:

Pure Math List

~~MATH 3430 College Geometry – MATH 4310 Topology I~~

MATH 4010 Modern Algebra I - MATH 4020 Modern Algebra II

MATH 4110 Advanced Calculus I - MATH 4120 Advanced Calculus II

MATH 4310 Topology I - MATH 4320 Topology II

MATH 4530 Linear Algebra I - MATH 4540 Linear Algebra II

MATH 4850 Computational Algebraic Geometry I - MATH 4860 Computational Algebraic Geometry II

Applied Math List

MATH 3070 Statistical Methods I – MATH 3080 Statistical Methods II

MATH 4210 Numerical Analysis I - MATH 4220 Numerical Analysis II

MATH 4250 Advanced Ordinary Differential Equations I - MATH 4260 Advanced Ordinary Differential Equations II

MATH 4470 Probability and Statistics I - MATH 4480 Probability and Statistics II

Any two of MATH 4350 Introductory Combinatorics, MATH 4360 Graph Theory, or MATH 4050 Number Theory

Effective Date: Fall 2018

FINANCIAL IMPACT: None

MEMORANDUM

TO: University Curriculum Committee and Graduate School Executive Committee
VIA: Arts and Sciences Curriculum Committee
FROM: Rob Kissell, Chair, Department of Biology
DATE: January 2, 2017
RE: Changes in course names and numbers

I. Course additions – none

II. Course deletions - none

III. Course changes –

A. Change the name of BIOL 1010 from Introduction to Biology I to Introduction to Biology.

B. Change the name of BIOL 1020 from Introduction to Biology II to Diversity of Life.

C. Change the name and number of BIOL 1310 (Concepts of Biology and Environment) to BIOL1080 (Concepts of Biology)

D. Change the name and number of BIOL 1105 (Foundations of Biology) to BIOL 1113 (General Biology I)

E. Change the name and number of BIOL 1114 (General Zoology) to BIOL 1123 (General Biology II)

F. Change the number of General Botany from BIOL 2110 to BIOL 2310.

Justification: These changes will bring the biology offerings in the TTU catalog in line with Tennessee Transfer Pathway courses.

IV. Program Changes –

A. Provide an option of Animal Physiology or Plant Physiology for the Biology, Cellular and Molecular Biology Concentration.

Senior Year

FROM:

BIOL 4320 (5320) – Plant Physiology Credit 3.

TO:

BIOL 4320 (5320) – Plant Physiology Credit 3. or

BIOL 3530 – Animal Physiology Credit 3.

Justification: Plant Physiology is only taught on odd years, and many students must substitute other courses for it. Providing an option of these two courses will provide students with more flexibility when scheduling classes and reduce substitutions.

B. Remove BIOL 4150 (Molecular Genetics) as a required course of the Biology, Health Sciences Concentration; add it to the list of directed electives; add CHEM 4610 (General Biochemistry) to the list of directed electives; and increase the number of directed electives from two to three.

Senior Year

FROM:

BIOL 4150 (5150) – Molecular Genetics Credit: 3.

Biology Directed Electives Credit: 6-8. ²

TO:

~~BIOL 4150 (5150) – Molecular Genetics Credit: 3.~~

Biology Directed Electives Credit: 9-12. ²

Footnote 2

FROM:

Choose two courses from: BIOL 3040, BIOL 3060, BIOL 4000 (5000), BIOL 4040 (5040), BIOL 4060 (5060), BIOL 4140 (5140), and BIOL 4750 (5750).

TO:

Choose three courses from: BIOL 3040, BIOL 3060, BIOL 4000 (5000), BIOL 4040 (5040), BIOL 4060 (5060), BIOL 4140 (5140), BIOL 4150 (5150), BIOL 4750 (5750), and CHEM 4610 (5610).

Justification: These changes will provide students with more flexibility when scheduling their classes. Also, several professional schools require Biochemistry as an entrance requirement, and adding this course to the list of directed electives will better meet their needs.

Cost – No costs are associated with any of these changes because all of the classes will continue to be offered on the same rotation as before. We anticipate only minor changes to the number of students enrolled in each of the classes involved in the changes.

Effective Date: Fall Semester 2018

DRAFT

TO: The University Curriculum Committee

VIA: The College of Arts and Sciences Curriculum Committee
The Department of English
The Department of English Curriculum Committee

FROM: Ted Pelton, Chair, Department of English

DATE: January 23, 2018

SUBJECT: Course changes and curriculum changes in the English BA program
Creation of a new concentration in the English BA: Rhetoric and Language
(To become effective Fall 2018)

I. Course changes

A. Change the course description of ENGL 4250 (5250)

From: ENGL 4250 (5250). Post Modern Literatures in English. Studies in postmodern literary issues of significance in English-speaking countries outside the United States.

To: ENGL 4250 (5250). Postmodern Literatures in English. Studies in postmodern literary issues.

JUSTIFICATION: This change will allow a wider selection of literature to be included. It should be obvious that the content is “significant.”

B. Change the prerequisite of ENGL 3400. Introduction to Creative Writing

From: At least a grade of C in one sophomore-level course (ENGL 2130, 2235, ENGL 2330) or a grade of C or better in ENGL 3810, ENGL 3820, ENGL 3910, or ENGL 3920

To: A grade of C or better in one sophomore-level course (ENGL 2130, ENGL 2235, ENGL 2330) or a grade of C or better in ENGL 3810, ENGL 3910, ENGL 3820, or ENGL 3920, or **consent of instructor**.

JUSTIFICATION: This change will allow students who are appropriately prepared to take ENGL 3400 earlier in their academic careers.

C. Change the course number of ENGL 4551 (5551) Introduction to Rhetoric: Theory and Practice

From: ENGL 4551 (5551)

To: ENGL 4451 (5451)

JUSTIFICATION: Introduction to Rhetoric: Theory and Practice is a writing course. The writing courses in the department are indicated by “44” numerals.

D. Add a graduate component for ENGL 4982 Topics and ENGL 4983 Topics

JUSTIFICATION: These two courses are listed as ENGL 4982 (5982) and ENGL 4983 (5983) in the graduate catalog, but not in the undergraduate catalog. This change will correct an oversight.

- II. Curriculum Changes in the Literature Concentration
- A. Delete the Culture/Genre Block and the Writing Block. The remaining blocks are British I, British II, American, and Language. This statement will be included following the blocks: "The remaining 12 hours of upper-division ENGL courses must be taken from any ENGL courses at the 3000-level or above EXCEPT core courses. The upper-division core courses are ENGL 3000, 3810, 3820, 3910, 3920, 4121 (5121), and 4995."
 - B. Delete ENGL 4250 (5250) from the British II Block.
 - C. Add the following courses to the American Literature Block: ENGL 4712 (5712) African American Literature, ENGL 4713 (5713) Native American Literature.
 - D. Require two rather than one American literature course from the American Literature Block
 - E. Reduce the number of elective hours in the senior year from 9 to 6 and increase the number of ENGL approved course hours in the senior year from 15 to 18
 - F. Add ENGL 4561 (5561) American English to the Language Block
 - G. Add ENGL 4541 (5541) Topics in Linguistics/Language to the Language Block
 - H. Change the content of the first footnote

From:

*English majors meet the foreign language requirement by making a C or better in a foreign language course at the 2020 level or higher excluding Country and People and the Global Studies courses. Electives must include at least six credit hours in any upper-division courses in FREN, GERM, SPAN (all excluding Country and People), HIST, PHIL, PSY, SOC, COMM, or THEA.

TO:

English majors meet the foreign language requirement by making a C or better in a foreign language course at the 2020 level or higher excluding Country and People and the Global Studies courses. Students who have completed the foreign language requirement should take six credit hours of electives in any course at the 3000-level or above.

JUSTIFICATION: Item A: This change will allow more flexibility in students' choice of courses. Item B: ENGL 3500, 3600, 4931 (5931), and 4990 (5990) were never placed in blocks. Item B: ENGL 4250 (5250) was formerly in the British Literature Block and is being moved because the change of course description means that the course may not cover British literature. Item C: ENGL 4712 (5712) and 4713 (5713) cover American literature and therefore should be included in the American Literature Block. Item D: Students in the Literature Concentration are required to take two British literature courses. Requiring two American literature courses creates curriculum parity for American literature. Item E: Because students will take six hours of American literature rather than three, the number of hours of

approved electives will increase from 15 to 18 in the senior year, and the number of free electives will decrease by three, from 9 to 6. Items F and G: ENGL 4561 (5561) and 4541 (5541) were created after the blocks were established and should be placed in the Language Block. Item H: This change will allow students more freedom in their curriculum choices.

III. Curriculum Changes in the Creative Writing Concentration

- A. Change the name of the concentration
From: Writing/Language/Genre
To: Creative Writing
- B. Delete the Culture Block and the Genre Block. The remaining blocks are British Literature, American Literature, Language. This statement will be included following the blocks:
“The remaining 9 hours of upper-division ENGL courses must be taken from any ENGL courses 3000 or above EXCEPT core courses. The upper-division core courses are ENGL 3000, 3810, 3820, 3910, 3920, 4121 (5121), and 4995.
- C. Add ENGL 3400 to the sophomore year curriculum
- D. Reduce the number of elective hours in the sophomore year from 6 to 3
- E. Move the following courses to the American Literature Block: ENGL 4712 (5712) and ENGL 4713 (5713)
- F. Add ENGL 4561 (5561) and ENGL 4541 (5541) to the Language Block
- G. Require one course from the British Literature Block, one course from the American Literature Block, one course from the Language Block. Move ENGL 4250 (5250) from the British Literature Block.
- H. Delete the Writing Studies Option. Delete the Creative Writing Option.
- I. Students in the Creative Writing Concentration will take ENGL 3400 plus 12 hours from the following courses: ENGL 4430 (5430), ENGL 4440 (5440), ENGL 4450 (5450), ENGL 4620 (5620). ENGL 4430 (5430), ENGL 4440 (5440), and ENGL 4450 (5440) may be repeated for credit provided the content is different each time.
- J. Change the content of footnote one
From:

English majors meet the foreign language requirement by making a C or better in a foreign language course at the 2020 level or higher excluding Country and People and the Global Studies courses.

Electives must include at least six credit hours in any upper-division courses in FREN, GERM, SPAN (all excluding Country and People), HIST, PHIL, PSY, SOC, COMM, or THEA.

TO: English majors meet the foreign language requirement by making a C or better in a foreign language course at the 2020 level or higher excluding Country and People and the Global Studies courses.

Students who have completed the foreign language requirement take six credit hours of electives in any course at the 3000-level or higher.

JUSTIFICATION: Item A: In practical usage, the concentration has hardly ever been called Writing/Language/Genre. In addition, this proposal includes a request to create a Language and Rhetoric Concentration. Item B: This change will allow more flexibility in students' choice of courses. Item C: ENGL 3400 is a prerequisite for upper-division creative writing courses. Moving the course to the sophomore year will allow students to begin taking the upper-division creative writing courses sooner. D. This change makes room for ENGL 3400

E. ENGL 4712 (5712) and 4713 (5713) are American literature courses and should be included in the American Literature Block. Item F. ENGL 4561 (5561) and 4541 (5541) were created after the blocks were established and should be placed in a block. Item G: Students will continue to take the same number of courses (1) from the British Literature Block, the American Literature Block (1), and the Language Block (1). ENGL 4250 (5250) was formerly in the British Literature Block and is being moved because the change of course description means that the course may not cover British literature. Items H: These changes are needed due to renaming of the concentration and the creation a new concentration in Language and Rhetoric. Item I: These courses will offer students a variety of opportunities to develop skills in various genres in their creative writing curriculum. Item J: This change gives students more freedom in their curriculum choices.

IV. Creation of a new concentration

A. Language and Rhetoric Concentration

Freshman Year

ENGL 1010 English Composition I (3)
ENGL 1020 English Composition II (3)
Social/Behavioral Sciences Elective (3)
Foreign Language (6)
Natural Science (8)
Math (3)
COMM 2025 Communicating in the Professions or PC 2500 Communication in the Professions (3)
Humanities/Fine Arts Elective (3)
UNIV 1020 (1)
Total: 33

Sophomore Year

ENGL 3810 British Literature I (3)
ENGL 3910 American Literature I (3)
ENGL 3000 Introduction to English Methods and Research (3)
ENGL 2330 Topics in World Literature (3)
HIST 2010 Early United States History (3)
Social/Behavioral Sciences Elective (3)
Foreign Language/Electives (6)*
Electives (6)
Total: 30

Junior Year

ENGL 3820 British Literature II (3)
ENGL 3920 American Literature II (3)
ENGL 4121 (5121) Shakespeare (3)
HIST 2020 Modern United States History (3)

ENGL from Blocks or courses at or above 3000-level (12)**
Humanities/Fine Arts Elective (3)
Elective (3)
Total: 30

Senior Year

ENGL 4995 Senior Colloquium (3)
ENGL from Blocks or courses at or above 3000-level (18)**
Electives (6)
Total: 27

* English majors meet the foreign language requirement by making a C or better in a foreign language course at the 2020 level or higher excluding Country and People and the Global Studies courses. Students who have completed the foreign language requirement should take six credit hours of electives in any course at the 3000-level or higher.

** Students choose courses from Blocks or courses at or above 3000-level as indicated below, for a total of 30 hours.

Language and Rhetoric Block (choose any five courses)

ENGL 4411 (5111) Writing in the Professions
ENGL 4421 (5421) Forms of Argumentation and Persuasion: Theory and Practice
ENGL 4451 (5451) Introduction to Rhetoric: Theory and Practice
ENGL 4511 (5511) Introduction to Descriptive Linguistics
ENGL 4521 (5521) History of the English Language
ENGL 4531 (5531) Grammar and Language
ENGL 4541 (5541) Topics in Linguistics/Language
ENGL 4561 (5561) American English

British Literature Block (choose one)

ENGL 4111 (5111) Chaucer
ENGL 4130 (5130) Milton
ENGL 4140 (5140) Topics in Literature to 1667
ENGL 4210 (5210) Eighteenth-Century British Literature
ENGL 4221 (5221) Romantic Literature
ENGL 4231 (5231) Victorian Literature
ENGL 4240 (5240) Topics in British Literature after 1667

American Literature (choose one)

ENGL 4310 (5310) Early American Literature
ENGL 4320 (5320) Nineteenth-Century American Literature
ENGL 4330 (5330) Modern American Literature
ENGL 4340 (5340) Topics in American Literature
ENGL 4712 (5712) African American Literature

ENGL 4713 (5713) Native American Literature
ENGL 4830 (5830) Southern Literature

The remaining 9 hours of upper-division ENGL courses must be taken from any ENGL courses 3000 or above EXCEPT core courses. (The upper-division core courses are ENGL 3000, 3810, 3820, 3910, 3920, 4121 (5121), and 4995.)

Students in the Language and Rhetoric Concentration can also have a concentration in Professional and Technical Communication by taking 21 elective hours in the following courses: PC 2500, PC 3250, PC 4850 (5850) and 15 additional hours from the following: PC 3500, PC 3700, PC 3750, PC 4850 (5850), PC 4940 (5940), PC 4970 (5970), PC 4990 (5990).

Justification for creation of the Language and Rhetoric concentration

This concentration creates a new possible field of study by separating from the previously confusing and disjointed “Writing/Language/Genre” concentration, leaving that as simply “Creative Writing.” Linguistics and Rhetoric classes were grouped together to provide training in those two closely related fields. By forming this new concentration, the students are given a chance to lay a foundation in their linguistic and rhetoric training that can be continued in graduate studies in either Linguistics, or Rhetoric and Composition, both thriving fields in many graduate programs. Having such a distinct concentration will allow English majors to receive training in the fields concerned with the science and deployment of language, to complement their literary training.

The existing Writing/Language/Genre concentration is currently the largest in the department with 31 majors, which translates into reliable enrollment in classes in both the Creative Writing and the Language and Rhetoric concentrations. With respect to the latter concentration, student interest has recently led to the creation of a new language class, ENGL 4561: American English. Student interest and enrollment patterns in Rhetoric and Linguistics courses provide a reasonable expectation for success of this new concentration.

Enrollment in classes from the concertation block in the past 4 academic years.

Class	AY 13/14	AY 14/15	AY 15/16	AY 16/17
ENGL 4411				
ENGL 4421		8		
ENGL 4511	12	10	18	12
ENGL 4521	16	11	19	25
ENGL 4531	38	31	38	38
ENGL 4541	6	7	33	9
ENGL 4551	10			
Total per AY	82	67	108	74



Curriculum Comparison Table for a Revised or New Concentration

Curriculum Comparison Table

Program: BA English (Literature Concentration)

Proposed change: Modify course requirements

Current or Existing (120)			Proposed (Revised or New) (120)		
Name of the Concentration: Literature			Name of the Concentration: Literature		
<i>Rubric</i>	<i>Title</i>	<i>SCH</i>	<i>Rubric</i>	<i>Title</i>	<i>SCH</i>
General Education			General Education		
41			41		
ENGL 1010	English Composition I	3	ENGL 1010	English Composition I	3
ENGL 1020	English Composition II	3	ENGL 1020	English Composition II	3
Social/Behavioral Science Electives		6	Social/Behavioral Science Electives		6
Natural Science		8	Natural Science		8
Math		3	Math		3
Humanities/Fine Arts Electives		6	Humanities/Fine Arts Electives		6
ENGL 2330	Topics in World Literature	3	ENGL 2330	Topics in World Literature	3
HIST 2010	Early United States History	3	HIST 2010	Early United States History	3
HIST 2020	Modern United States History	3	HIST 2020	Modern United States History	3
PC 2500	Communicating in the Professions (or)	3	PC 2500	Communicating in the Professions (or)	3
COMM 2025	Fundamentals of Communication	3	COMM 2025	Fundamentals of Communication	3
Major Core (Required)			Major Core (Required)		
21			21		
ENGL 3000	Intro to English Methods & Research	3	ENGL 3000	Intro to English Methods & Research	3
ENGL 3810	British Literature I	3	ENGL 3810	British Literature I	3
ENGL 3820	British Literature II	3	ENGL 3820	British Literature II	3
ENGL 3910	American Literature I	3	ENGL 3910	American Literature I	3
ENGL 3920	American Literature II	3	ENGL 3920	American Literature II	3
ENGL 4121	Shakespeare	3	ENGL 4121	Shakespeare	3
ENGL 4995	Senior Colloquium	3	ENGL 4995	Senior Colloquium	3
Concentration			Concentration		
37			40		
ENGL	British Literature Block I*	3	ENGL	British Literature Block I*	3
ENGL	British Literature Block II*	3	ENGL	British Literature Block II*	3
ENGL	American Literature Block*	3	ENGL	American Literature Block*	6
ENGL	Culture/Genre Block*	3	ENGL	Language Block*	3
ENGL	Language Block*	3	ENGL	3000-5000 level, other than core	12
ENGL	Writing Block*	3	UNIV 1020	First-Year Connections	1
Foreign Language through 2020-level language courses. If FL requirement completed, upper division electives in FREN, GERM, SPAN (all excluding "Country and People"), HIST, PHIL, PSY, SOC, COMM or THEA.		12	Foreign Language language study through 2020-level language courses. If FL requirement completed, upper division electives in any field at 3000-level or above, excepting ENGL core courses.		12
ENGL	Courses from any Block*	6			
UNIV 1020	First-Year Connections	1			
Electives			Electives		
21			18		
Total		120	Total		120



Curriculum Comparison Table for a Revised or New Concentration

Curriculum Comparison Table

Program: BA English (Language and Rhetoric concentration)

Proposed change: New concentration

Current or Existing (120)			Proposed (Revised or New) (120)		
Name of the Concentration:			Name of the Concentration: Language and Rhetoric		
<i>Rubric</i>	<i>Title</i>	<i>SCH</i>	<i>Rubric</i>	<i>Title</i>	<i>SCH</i>
General Education			General Education		
		xx			41
			ENGL 1010	English Composition I	3
			ENGL 1020	English Composition II	3
			Social/Behavioral Science Electives		6
			Natural Science		8
			Math		3
			Humanities/Fine Arts Electives		6
			ENGL 2330	Topics in World Literature	3
			HIST 2010	Early United States History	3
			HIST 2020	Modern United States History	3
			PC 2500	Communicating in the Professions	3
			(or)		
			COMM 2025	Fundamentals of Communication	3
Major Core (Required)			Major Core (Required)		
		xx			21
			ENGL 3000	Intro to English Methods & Research	3
			ENGL 3810	British Literature I	3
			ENGL 3820	British Literature II	3
			ENGL 3910	American Literature I	3
			ENGL 3920	American Literature II	3
			ENGL 4121	Shakespeare	3
			ENGL 4995	Senior Colloquium	3
Concentration			Concentration		
		xx			43
			ENGL	Language and Rhetoric Block*	15
			ENGL	British Literature Block*	3
			ENGL	American Literature Block*	3
			ENGL	3000-5000 level, other than core	9
			UNIV 1020	First-Year Connections	1
			Foreign Language language study through 2020-level language courses. If FL requirement completed, upper division electives in any field at 3000-level or above, excepting ENGL core courses.		12
Electives			Electives		
		xx			15
Total			Total		
					120

	*Language and Rhetoric Block: ENGL 4411 (5411), ENGL 4421 (5421), ENGL 4451 (5451), ENGL 4511 (5511), ENGL 4521 (5521), ENGL 4531 (5531), ENGL 4541 (5541), ENGL 4561 (5561)
	*British Literature Block: ENGL 4111 (5111), ENGL 4130 (5130), ENGL 4140 (5140), ENGL 4210 (5210), ENGL 4221 (5221), ENGL 4231 (5231), ENGL 4240 (5240)
	*American Block: ENGL 4310 (5310), ENGL 4320 (5321), ENGL 4330 (5330), ENGL 4340 (5340), ENGL 4712 (5712), ENGL 4713 (5713), ENGL 4830 (5830)



Curriculum Comparison Table for a Revised or New Concentration

Curriculum Comparison Table

Program: BA English (Writing/Language/Genre concentration)

Proposed change: Modify and rename concentration as Creative Writing

Current or Existing (120)			Proposed (Revised or New) (120)		
Name of the Concentration: Writing/Language/Genre			Name of the Concentration: Creative Writing		
<i>Rubric</i>	<i>Title</i>	<i>SCH</i>	<i>Rubric</i>	<i>Title</i>	<i>SCH</i>
General Education			General Education		
41			41		
ENGL 1010	English Composition I	3	ENGL 1010	English Composition I	3
ENGL 1020	English Composition II	3	ENGL 1020	English Composition II	3
Social/Behavioral Science Electives		6	Social/Behavioral Science Electives		6
Natural Science		8	Natural Science		8
Math		3	Math		3
Humanities/Fine Arts Electives		6	Humanities/Fine Arts Electives		6
ENGL 2330	Topics in World Literature	3	ENGL 2330	Topics in World Literature	3
HIST 2010	Early United States History	3	HIST 2010	Early United States History	3
HIST 2020	Modern United States History	3	HIST 2020	Modern United States History	3
PC 2500 (or) COMM 2025	Communicating in the Professions Fundamentals of Communication	3	PC 2500 (or) COMM 2025	Communicating in the Professions Fundamentals of Communication	3
Major Core (Required)			Major Core (Required)		
21			21		
ENGL 3000	Intro to English Methods & Research	3	ENGL 3000	Intro to English Methods & Research	3
ENGL 3810	British Literature I	3	ENGL 3810	British Literature I	3
ENGL 3820	British Literature II	3	ENGL 3820	British Literature II	3
ENGL 3910	American Literature I	3	ENGL 3910	American Literature I	3
ENGL 3920	American Literature II	3	ENGL 3920	American Literature II	3
ENGL 4121	Shakespeare	3	ENGL 4121	Shakespeare	3
ENGL 4995	Senior Colloquium	3	ENGL 4995	Senior Colloquium	3
Concentration			Concentration		
43			46		
ENGL	Writing Block*	12	ENGL 3400	Introduction to Creative Writing	3
ENGL	British Literature Block*	3	ENGL	Creative Writing Block*	12
ENGL	American Literature Block*	3	ENGL	British Literature Block*	3
ENGL	Culture Block*	3	ENGL	American Literature Block*	3
ENGL	Genre Block*	3	ENGL	Language Block*	3
ENGL	Language Block*	3	ENGL	3000-5000 level, other than core	9
ENGL	Courses from any Block*	3	UNIV 1020	First-Year Connections	1
Foreign Language through 2020-level language courses. If FL requirement completed, upper division electives in FREN, GERM, SPAN (all excluding "Country and People"), HIST, PHIL, PSY, SOC, COMM or THEA.		12	Foreign Language language study through 2020-level language courses. If FL requirement completed, upper division electives in any field at 3000-level or above, excepting ENGL core courses.		12
UNIV 1020	First-Year Connections	1			
Electives			Electives		
15			12		
Total		120	Total		120

*Writing Block: ENGL 3400, ENGL 4411 (5411), ENGL 4421 (5421), ENGL 4430 (5430), ENGL 4440 (5440), ENGL 4450 (5450), ENGL 4551 (5551)	*Creative Writing Block: ENGL 4430 (5430), ENGL 4440 (5440), ENGL 4450 (5450), ENGL 4620 (5620). (ENGL 4430 (5430), ENGL 4440 (5440), and ENGL 4450 (5450) may be repeated for credit provided the content is different each time.)
*British Literature Block: ENGL 4111 (5111), ENGL 4130 (5130), ENGL 4140 (5140), ENGL 4210 (5210), ENGL 4221 (5221), ENGL 4231 (5231), ENGL 4240 (5240), ENGL 4250 (5250)	*British Literature Block: ENGL 4111 (5111), ENGL 4130 (5130), ENGL 4140 (5140), ENGL 4210 (5210), ENGL 4221 (5221), ENGL 4231 (5231), ENGL 4240 (5240)
*American Literature Block: ENGL 4310 (5310), ENGL 4320 (5321), ENGL 4330 (5330), ENGL 4340 (5340), ENGL 4830 (5830)	*American Block: ENGL 4310 (5310), ENGL 4320 (5321), ENGL 4330 (5330), ENGL 4340 (5340), ENGL 4712 (5712), ENGL 4713 (5713), ENGL 4830 (5830)
*Culture Block: ENGL 4561 (5561), ENGL 4712 (5712), ENGL 4713 (5713), ENGL 4720 (5720), ENGL 4731 (5731), ENGL 4741 (5741), ENGL 4751 (5751)	*Language Block: ENGL 4511 (5511), ENGL 4521 (5521), ENGL 4531 (5531), ENGL 4541 (5541), ENGL 4561 (5561)
*Genre Block: ENGL 4610 (5610), ENGL 4620 (5620), ENGL 4630 (5630), ENGL 4640 (5640), ENGL 4650 (5650), ENGL 4840 (5840)	
*Language Block: ENGL 4511 (5511), ENGL 4521 (5521), ENGL 4531 (5531), ENGL 4561 (5561)	

FROM:

Writing/Language/Genre Concentration

Freshman Year

ENGL 1010 English Composition I (3)
ENGL 1020 English Composition (3)
Social/Behavioral Sciences Elective (3)
Foreign Language (6)*
Natural Science (8)
Mathematics (3)
COMM 2025 Intro to Speech Communication (3)
Or PC 2500 Communicating in the Professions (3)
Humanities/Fine Arts Elective (3)
UNIV 1020 First-Year Connections (1)
Total: 33

Sophomore Year

ENGL 2330 Topics in World Literature (3)
ENGL 3810 British Literature I (3)
ENGL 3910 American Literature I (3)
ENGL 3000 Introduction to English Methods and Research (3)
HIST 2010 Early United States History (3)
Social/Behavioral Sciences Elective (3)
Foreign Language/Elective (6)*
Electives (6)
Total: 30

Junior Year

ENGL 3820 British Literature II (3)
ENGL 3920 American Literature II (3)
ENGL 4121 Shakespeare (3)
ENGL (approved electives) (12)
HIST 2020 Modern United States History (3)
Humanities/Fine Arts Elective (3)
Electives (3)
Total: 30

Senior Year

ENGL 4995 Senior Colloquium (3)
ENGL (approved courses) (18) **
Electives (6)
Total: 27

~~*English majors meet the foreign language requirement by making a C or better in a foreign language course at the 2020 level or higher excluding Country and People and the Global Studies courses. Electives must include at least six credit hours in any Upper Division courses in FREN, GERM, S(AN (all excluding Country and People), HISTS, PHIL, PSY, COMM, or THEA.~~

~~*English majors meet the foreign language requirement by making a C or better in a foreign language course at the 2020 level or higher excluding Country and People and the Global Studies Courses. Students who have completed the foreign language requirement should take six credit hours of electives in any course at the 3000-level or above.~~

~~**Approved ENGL courses, one from each block:~~

~~British: ENGL 4111(5111), ENGL 4130 (5130), ENGL 4140 (5140)~~

~~ENGL 4210 (5210), ENGL 4221 (5221), ENGL 4231 (5231), ENGL 4240 (5240), ENGL 4250 (5250)~~

~~American: ENGL 4310 (5310), ENGL 4320 (5320), ENGL 4330 (5330), ENGL 4340 (5340), ENGL 4830 (5830), ENGL 4712 (5712), ENGL 4713 (5713)~~

~~Culture: ENGL 4712, ENGL 4713, ENGL 4610 (5610), ENGL 4620 (5620), ENGL 4630 (5630), ENGL 4640 (5640), ENGL 4650 (5650), ENGL 4720 (5720), ENGL 4731 (5731), ENGL 4741 (5741), ENGL 4751 (5751)~~

~~Genre: ENGL 4610 (5610), ENGL 4620 (5620), ENGL 4630 (5630), ENGL 4640 (5640), ENGL 4650 (4650), ENGL 5720 (5720), ENGL 4840 (5840)~~

~~Language: ENGL 4511 (5511), ENGL 4521 (5521), ENGL 4531 (5531), ENGL 4541 (5541), ENGL 4561 (5561)~~

~~Writing: Any four: ENGL 3400, ENGL 4430 (5430), ENGL 4440 (5440), ENGL 4411 (5411), ENGL 4421 (5421), ENGL 4551 (5551) ENGL 4451 (5451)~~

~~Creative Writing Option: Course work must include ENGL3400, ENGL4430 (5430), ENGL 4440 (5440), 4450 (5440), 4511 (5511), ENGL 4531 (5531)~~

~~Writing Studies Option: Course work must include ENGL 3400, ENGL 4411 (5411), ENGL 4421 (5421), ENGL 4451 (5451)~~

TO:

Creative Writing Concentration

Freshman Year

ENGL 1010 English Composition I (3)
ENGL 1020 English Composition II (3)
Social/Behavioral Science Elective (3)
Foreign Language (6)
Natural Science (8)
Math (3)
COMM 2025 Fundamentals of Communication or PC 2500 Communicating in the Professions (3)
Humanities/Fine Arts elective (3)
UNIV 1020 (1)
Total: 33

Sophomore Year

ENGL 3400 Introduction to Creative Writing (3)
ENGL 3810 British Literature I (3)
ENGL 3910 American Literature I (3)
ENGL 3000 Introduction to English Methods and Research (3)
ENGL 2330 Topics in World Literature(3)
HIST 2010 Early United States History (3)
Social/Behavioral Science elective (3)
Foreign Language/Electives (6)*
Electives (3)
Total: 30

Junior Year

ENGL 3820 British Literature II (3)
ENGL 3920 American Literature II (3)
ENGL 4121 Shakespeare (3)
HIST 2020 Modern United States History (3)
English Courses from Blocks or courses at or above 3000-level (12)**
Humanities/Fine Arts elective (3)
Electives (3)
Total: 30

Senior Year

ENGL 4995 Senior Colloquium (3)
English Courses from Blocks or courses at or above 3000-level (18)**
Electives (6)
Total: 27

*English majors meet the foreign language requirement by making a C or better in a foreign language course at the 2020 level or higher excluding Country and People and the Global Studies courses. Students who have completed the foreign language requirement should take six credit hours of electives in any course at the 3000-level or above.

**Students in the Creative Writing Concentration take ENGL 3400 plus 12 hours from the following courses: ENGL 4430 (5430), ENGL 4440 (5440), ENGL 4450 (5450), ENGL 4620 (5620). (ENGL 4430, ENGL 4440, and ENGL 4450 may be repeated for credit provided the content is different each time.)

The remaining 18 hours of upper-division ENGL courses must be taken from any ENGL courses 3000 or above EXCEPT core courses, and must include at least one course from each of the British Literature, American Literature, and Language Blocks. (The upper-division core courses are ENGL 3000, 3810, 3820, 3910, 3920, 4121, and 4995.)

Choose one from the British Literature Block:

ENGL 4111 (5111), ENGL 4130 (5130), ENGL 4140 (5140), ENGL 4210 (5210), ENGL 4221 (5221), ENGL 4231 (5231), ENGL 4240 (5240), ~~ENGL 4250 (5250)~~

Choose one from the American Literature Block:

ENGL 4310 (5310), ENGL 4320 (5321), ENGL 4330 (5330), ENGL 4340 (5340), ENGL 4830 (5830), ENGL 4712 (5712), ENGL 4713 (5713)

Choose one from the Language Block:

ENGL 4511 (5511), ENGL 4521 (5521), ENGL 4531 (5531), ENGL 4561 (5561), ENGL 4541 (5541)

Students in the Creative Writing Concentration can also have a concentration in Professional and Technical Communication by taking 21 elective hours in the following courses: PC 2500, PC 3250, PC 4850 (5850) and 15 additional hours from the following: PC 3500, PC 3700, PC 3750, PC 4850 (5850), PC 4940 (5940), PC 4970 (5970), PC 4990 (5990).

From:

Literature Concentration

Freshman Year

ENGL 1010 English Composition I (3)
ENGL 1020 English Composition (3)
Social/Behavioral Sciences Elective (3)
Foreign Language (6)*
Natural Science (8)
Mathematics (3)
COMM 2025 Intro to Speech Communication (3)
Or PC 2500 Communicating in the Professions (3)
Humanities/Fine Arts Elective (3)
UNIV 1020 First-Year Connections (1)
Total: 33

Sophomore Year

ENGL 2330 Topics in World Literature (3)
ENGL 3810 British Literature I (3)
ENGL 3910 American Literature I (3)
ENGL 3000 Introduction to English Methods and Research (3)
HIST 2010 Early United States History (3)
Social/Behavioral Sciences Elective (3)
Foreign Language/Elective (6)*
Electives (6)
Total: 30

Junior Year

ENGL 3820 British Literature II (3)
ENGL 3920 American Literature II (3)
ENGL 4121 Shakespeare (3)
ENGL (approved electives) (9)
HIST 2020 Modern United States History (3)
Humanities/Fine Arts Elective (3)
Electives (6)
Total: 30

Senior Year

ENGL 4995 Senior Colloquium (3)
ENGL (approved courses) (~~15~~) **
Electives (~~9~~)
Total: 27

~~*English majors meet the foreign language requirement by making a C or better in a foreign language course at the 2020 level or higher excluding Country and People and the Global Studies courses. Electives must include at least six credit hours in any Upper Division courses in FREN, GERM, S(AN (all excluding Country and People), HISTS, PHIL, PSY, COMM, or THEA.~~

~~**Approved ENGL courses, one from each block:~~

British I: ENGL 4111(5111), ENGL 4130 (5130), ENGL 4140 (5140)

British II: ENGL 4210 (5210), ENGL 4221 (5221), ENGL 4231 (5231), ENGL 4240 (5240), ~~ENGL 4250 (5250)~~

American: ENGL 4310 (5310), ENGL 4320 (5320), ENGL 4330 (5330), ENGL 4340 (5340), ENGL 4830 (5830)

~~Culture/Genre: ENGL 4610 (5610), ENGL 4620 (5620), ENGL 4630 (5630), ENGL 4640 (5640), ENGL 4650 (5650), ENGL 4720 (5720), ENGL 4731 (5731), ENGL 4741 (5741), ENGL 4751 (5751), ENGL 3840 (5840)~~

Language: ENGL 4511 (5511), ENGL 4521 (5521), ENGL 4531 (5531)

~~Writing: ENGL 3400, ENGL 4430 (5430), ENGL 4440 (5440), ENGL 4411 (5411), ENGL 4421 (5421), ENGL 4551 (5551) ENGL 4451 (5451)~~

World Literature Option:

ENGL 4720 (5720) or ENGL 4751 (5751) (3)

Foreign Language upper division (one composition and two literature courses; exclude Country and People Courses (9)

Students in the Literature Concentration can also have a concentration in Professional and Technical Communication by taking 21 elective hours in the following courses: PC 2500, PC 3250, PC 4850 (5850) and 15 additional hours from the following: PC 3500, PC 3700, PC 3750, PC 4850 (5850), PC 4940 (5940), PC 4970 (5970), PC 4990 (5990).

TO:

Literature Concentration

Freshman Year

ENGL 1010 English Composition I (3)
ENGL 1020 English Composition II (3)
Social/Behavioral Sciences Elective (3)
Foreign Language (6)*
Natural Science (8)
Mathematics (3)
COMM 2025 Fundamentals of Communication or PC 2500 Communicating in the Professions (3)
Humanities/Fine Arts Elective (3)
UNIV 1020 (1)
Total 33

Sophomore Year

ENGL 2330 Topics in World Literature (3)
ENGL 3810 British Literature I (3)
ENGL 3910 American Literature I (3)
ENGL 3000 Introduction to English Methods and Research (3)
HIST 2010 Early United States History (3)
Social/Behavioral Sciences Elective (3)
Foreign Language/Elective* (6)
Electives (6)
Total 30

Junior Year

ENGL 3820 British Literature II (3)
ENGL 3920 American Literature II (3)
ENGL 4121 Shakespeare (5121) (3)
English Courses from Blocks or courses at or above 3000-level (9)**
HIST 2020 Modern United States History (3)
Humanities/Fine Arts Elective (3)
Electives (6)
Total 30

Senior Year

ENGL 4995 (3)
English Courses from Blocks or courses at or above 3000-level (18)**
Electives (6)
Total 27

*English majors meet the foreign language requirement by making a C or better in a foreign language course at the 2020 level or higher excluding Country and People and the Global Studies courses.

Students who have completed the foreign language requirement should take six credit hours of electives in any course at the 3000-level or above.

**Students in the Literature concentration take 27 hours of courses 3000 or above, EXCEPT core courses, and must include courses from these blocks, as noted:

British I: Choose one

ENGL 4111 (5111), ENGL 4130 (5130), ENGL 4140 (5140)

British II: Choose one

ENGL 4210 (5210), ENGL 4221 (5221), ENGL 4231 (5231), ENGL 4240 (5240)

American: Choose two

ENGL 4310 (5310), ENGL 4320 (5320), ENGL 4330 (5330), ENGL 4340 (5340), ENGL 4830 (5830), ENGL 4712 (5712), ENGL 4713 (5713)

Language: Choose one

ENGL 4511 (5511), ENGL 4521 (5521), ENGL 4531 (5531), ENGL 4561 (5561), ENGL 4541 (5551)

The remaining 12 hours of upper-division ENGL courses must be taken from any ENGL courses at the 3000-level or above EXCEPT core courses. (The upper-division core courses are ENGL 3000, 3810, 3820, 3910, 3920, 4121, and 4995.)

World Literature Option:

ENGL 4720 or ENGL 4751 (3 hrs.)

Foreign Language 3000-4000 (one composition and two literature courses, excluding country and people courses) (9 hrs.)

Students in the Literature Concentration can also have a concentration in Professional and Technical Communication by taking 21 elective hours in the following courses: PC 2500, PC 3250, PC 4850 (5850) and 15 additional hours from the following: PC 3500, PC 3700, PC 3750, PC 4850 (5850), PC 4940 (5940), PC 4970 (5970), PC 4990 (5990).

- ENGL 3000 – Introduction to English Methods and Research
- ENGL 3250 – Professional Communication I
- ENGL 3400 – Introduction to Creative Writing
- ENGL 3500 – Mythology
- ENGL 3600 – The Bible as Literature
- ENGL 3810 – British Literature I
- ENGL 3820 – British Literature II
- ENGL 3910 – American Literature I
- ENGL 3920 – American Literature II
- ENGL 4111 (5111) – Chaucer
- ENGL 4121 (5121) – Shakespeare
- ENGL 4130 (5130) – Milton
- ENGL 4140 (5140) – Topics in British Literature to 1667
- ENGL 4210 (5210) – Eighteenth-Century British Literature
- ENGL 4221 (5221) – Romantic Literature
- ENGL 4231 (5231) – Victorian Literature
- ENGL 4240 (5240) – Topics in British Literature after 1667
- ENGL 4250 (5250) – Postmodern Literatures in English
- ENGL 4310 (5310) – Early American Literature
- ENGL 4320 (5321) – Nineteenth Century American Literature
- ENGL 4330 (5330) – Modern American Literature
- ENGL 4340 (5340) – Topics in American Literature
- ENGL 4411 (5411) – Writing in the Professions
- ENGL 4421 (5421) – Forms of Argumentation and Persuasion : Theory and Practice
- ENGL 4430 (5430) – Creative Writing: Fiction
- ENGL 4440 (5440) – Creative Writing: Essay
- ENGL 4450 (5450) – Creative Writing: Poetry
- ENGL 4451 (5551) – Introduction to Rhetoric: Theory and Practice
- ENGL 4511 (5511) – Introduction to Descriptive Linguistics
- ENGL 4521 (5521) – History of the English Language
- ENGL 4531 (5531) – Grammar and Language
- ENGL 4541 (5541) – Topics in Linguistics/Language
- ENGL 4561 (5561) – American English
- ENGL 4610 (5610) – Novel
- ENGL 4620 (5620) – Poetry: Form, Genre, Theory
- ENGL 4630 (5630) – Literary Criticism and Theory
- ENGL 4640 (5640) – Modern and Contemporary Drama
- ENGL 4650 – The Graphic Novel
- ENGL 4712 (5712) – African American Literature
- ENGL 4713 (5713) – Native American Literature
- ENGL 4720 (5720) – Continental Literature

- ENGL 4731 (5731) – Approaches to Women and Literature
- ENGL 4741 (5741) – Science and Culture
- ENGL 4751 (5751) – Topics in Non-Western Literature
- ENGL 4810 (5810) – Introduction to Folklore
- ENGL 4820 – Upper Cumberland Folklore
- ENGL 4830 (5830) – Southern Literature
- ENGL 4840 (5840) – The Gothic Tale of Terror
- ENGL 4911 (5911) – The Literature of Science
- ENGL 4921 (5921) – Literature and Technology
- ENGL 4931 (5931) – Literature and the Environment
- ENGL 4970 (5970) – Professional Communication II
- ENGL 4981 (5980) – Topics
- ENGL 4982 (5982) – Topics
- ENGL 4983 (5983) – Topics
- ENGL 4990 (5990) – Internship
- ENGL 4995 – Senior Colloquium

MEMORANDUM

TO: University Curriculum Committee
VIA: Arts and Sciences Curriculum Committee
FROM: Steve Robinson, Chair, Department of Physics
DATE: December 1, 2017
SUBJECT: Prerequisite course number changes – INFORMATION ONLY

Recently, approval was granted to change the course number of CSC 2100 to CSC 1300 and to change CSC 2110 to CSC 1310. This course change affects prerequisites for several physics courses.

The prerequisite lists for PHYS 3610, PHYS 3810, and PHYS 4610 should now include CSC 1300 instead of CSC 2100.

The prerequisite lists for PHYS 3120 and PHYS 4130 should now include CSC 1310 instead of CSC 2110.

Effective Date: Fall 2018

FINANCIAL IMPACT: None

Date: January 28, 2018Change Addition Deletion

For Office Use Only

Approved _____ Denied _____

COURSE CHECKLIST FOR CURRICULUM COMMITTEE

Curriculum Committee Date: February 15, 2018Course Subject: PHYSCourse Number: 3610Course Title: Classical Mechanics

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

Type and Contact Hours: LEC Hrs 3 LAB Hrs _____ IND Hrs _____ Other Hrs _____Total Credit Hrs 3Effective Year: Fall 2018 Spring Summer Fall Department: PhysicsRepeat for Credit: Y N If yes, number of times or credit hours the course can be repeated _____Grade Mode: Standard Pass/Fail Satisfactory/Unsatisfactory Prereqs: PHYS 2920, MATH 2120 and CSC 1310.

Coreqs: _____

Attributes: _____

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

Course Description

Theoretical development of classical mechanics, including Newtonian, Lagrangian, and Hamiltonian descriptions.

Date: January 28, 2018

For Office Use Only

Change Addition Deletion

Approved _____ Denied _____

COURSE CHECKLIST FOR CURRICULUM COMMITTEE

Curriculum Committee Date: February 15, 2018Course Subject: PHYSCourse Number: 3810Course Title: Quantum Mechanics IPlease enter the number of contact hours in the space provided, **as well as** the Credit Hrs.Type and Contact Hours: LEC Hrs 3 LAB Hrs _____ IND Hrs _____ Other Hrs _____Total Credit Hrs 3Effective Year: Fall 2018 Spring Summer Fall Department: PhysicsRepeat for Credit: Y N If yes, number of times or credit hours the course can be repeated _____Grade Mode: Standard Pass/Fail Satisfactory/Unsatisfactory Prereqs: PHYS 2420, PHYS 2920, MATH 4510 (5510), and CSC 1300.Coreqs: MATH 4510 (5510) may be taken concurrently.

Attributes: _____

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

Course Description

Introduction to principles of quantum mechanics.

Date: January 28, 2018Change Addition Deletion

For Office Use Only

Approved _____ Denied _____

COURSE CHECKLIST FOR CURRICULUM COMMITTEE

Curriculum Committee Date: February 15, 2018Course Subject: PHYSCourse Number: 4610Course Title: Classical Electricity and Magnetism I

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

Type and Contact Hours: LEC Hrs 3 LAB Hrs _____ IND Hrs _____ Other Hrs _____Total Credit Hrs 3Effective Year: Fall 2018 Spring Summer Fall Department: PhysicsRepeat for Credit: Y N If yes, number of times or credit hours the course can be repeated _____Grade Mode: Standard Pass/Fail Satisfactory/Unsatisfactory Prereqs: PHYS 2119 or PHYS 2120, PHYS 2920, MATH 4510 (5510), and CSC 1300.Coreqs: MATH 4510 (5510) may be taken concurrently.

Attributes: _____

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

Course Description

Theory of electrostatics, electrodynamics, Maxwell's Equations, and boundary value problems.

Date: January 28, 2018

For Office Use Only

Change Addition Deletion

Approved _____ Denied _____

COURSE CHECKLIST FOR CURRICULUM COMMITTEE

Curriculum Committee Date: February 15, 2018Course Subject: PHYSCourse Number: 3120Course Title: Statistical Thermal Physics

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

Type and Contact Hours: LEC Hrs 3 LAB Hrs _____ IND Hrs _____ Other Hrs _____Total Credit Hrs 3Effective Year: Fall 2018 Spring Summer Fall Department: PhysicsRepeat for Credit: Y N If yes, number of times or credit hours the course can be repeated _____Grade Mode: Standard Pass/Fail Satisfactory/Unsatisfactory Prereqs: PHYS 2420, PHYS 2920, MATH 2120 and CSC 1310.

Coreqs: _____

Attributes: _____

Restrictions: _____

(Class, major, college, etc.)

Course Description

Development of the laws of thermodynamics using statistical mechanics.

Date: January 28, 2018Change Addition Deletion

For Office Use Only

Approved _____ Denied _____

COURSE CHECKLIST FOR CURRICULUM COMMITTEE

Curriculum Committee Date: February 15, 2018Course Subject: PHYSCourse Number: 4130Course Title: Computational PhysicsPlease enter the number of contact hours in the space provided, **as well as** the Credit Hrs.Type and Contact Hours: LEC Hrs 3 LAB Hrs _____ IND Hrs _____ Other Hrs _____Total Credit Hrs 3Effective Year: Fall 2018 Spring Summer Fall Department: PhysicsRepeat for Credit: Y N If yes, number of times or credit hours the course can be repeated _____Grade Mode: Standard Pass/Fail Satisfactory/Unsatisfactory Prereqs: PHYS 3810 and CSC 1310.

Coreqs: _____

Attributes: _____

Restrictions: _____

(Class, major, college, etc.)

Course Description

Computational techniques used in physics. Numerical techniques and computational algorithms. Random numbers and Monte Carlo techniques. Errors and uncertainties in computation. Applications of these techniques to classical and modern physics.

PHYSICS
Proposed Option I curriculum

Freshman Year	Sem. hrs.	Sophomore Year	Sem. hrs.
ENGL 1010	3	ENG 2130, 2230 or 2330	3
ENGL 1020	3	CSC 2100 CSC 1300	4
CHEM 1110	4	CSC 2110 CSC 1310	4
CHEM 1120	4	MATH 2110	4
MATH 1910	4	MATH 2120	3
MATH 1920	4	PHYS 2120	3
PHYS 1020 or MSCI 1020	1	PHYS 2121	1
PHYS 2110	3	PHYS 2420	3
PHYS 2111	1	PHYS 2920	3
Humanities/Fine Arts	3	PC 2500	3
Elective		Total	<hr style="width: 100%; border: 0.5px solid black;"/>
Total	<hr style="width: 100%; border: 0.5px solid black;"/> 30		31

Junior Year	Sem. hrs.	Senior Year	Sem. hrs.
PHYS 3120 ¹ or 3610 ¹	3	PHYS 3610 ¹ or 3120 ¹	3
PHYS 3810	3	PHYS 3820	3
PHYS 4610	3	PHYS 4130	3
PHYS 4620	3	PHYS 4730	1
PHYS 4710	4	PHYS 4740	2
MATH 3470	3	HIST 2010	3
MATH 3810	3	HIST 2020	3
MATH 4510	3	Social/Behav. Sciences Elective	3
Humanities/Fine Arts	3	Electives	7
Elective		Total	<hr style="width: 100%; border: 0.5px solid black;"/>
Social/Behav. Sciences	3		28
Elective			
Total	<hr style="width: 100%; border: 0.5px solid black;"/> 31		

¹Both PHYS 3120 and 3610 are required and will be offered in alternate years.

PHYSICS
Proposed Option II curriculum

Freshman Year	Sem. hrs.	Sophomore Year	Sem. hrs.
ENGL 1010	3	ENG 2130, 2230 or 2330	3
ENGL 1020	3	CSC 2100 CSC 1300	4
CHEM 1110	4	Science/Engineering ¹	4
CHEM 1120	4	MATH 2110	4
MATH 1910	4	MATH 2120	3
MATH 1920	4	PHYS 2120	3
PHYS 1020 or MSCI 1020	1	PHYS 2121	1
PHYS 2110	3	PHYS 2420	3
PHYS 2111	1	PHYS 2920	3
Humanities/Fine Arts	3	PC 2500	3
Elective		Total	31
Total	30		

Junior Year	Sem. hrs.	Senior Year	Sem. hrs.
PHYS 3120 or 3610 ²	3	PHYS 3610 or 3120 ²	3
PHYS 3810	3	PHYS 3820	3
PHYS 4610	3	PHYS 4730	1
PHYS 4620	3	PHYS 4740	2
PHYS 4711	2	HIST 2010	3
MATH 3470	3	HIST 2020	3
MATH 4510	3	Science/Engineering ¹	7
Science/Engineering ¹	3	Social/Behav. Sciences Elective	3
Humanities/Fine Arts	3	Electives	5
Elective		Total	30
Social/Behav. Sciences	3		
Elective			
Total	29		

¹Students in Option II will select an approved program of at least 14 semester hours in other areas of science or engineering. At least 8 of these 14 hours must be in upper division courses.

²Both PHYS 3120 and 3610 are required and will be offered in alternate years.

MEMORANDUM

TO: University Curriculum Committee
VIA: Arts and Sciences Curriculum Committee
FROM: Steve Robinson, Chair, Department of Physics
DATE: January 18, 2018
SUBJECT: New physics course and changes to physics curriculum

COURSE CHANGES

ADDITIONS

PHYS 1137 – Frontiers of Physics

Rec. 1. Credit 1.

An overview of topics currently at the frontiers of physics.

Justification: Currently, most physics majors do not take a physics course during their first semester, and a number of them change majors during that first semester. This course is intended to give them an overview of major areas in physics and try to enhance their interest.

CURRICULUM CHANGES:

The proposed changes apply to both Option I and Option II Physics curricula

1. Remove Phys 1020 or MSC1 1020 from the 120 credit hours required for graduation.
2. Add Phys 1137 as a requirement for all freshmen required to take a 1020 class.
3. Accept Hon 1010 as meeting the UNIV 1020 requirement for physics majors.

Justification: The new course Phys 1137 will be required for incoming first-semester freshmen. Since the new course will provide all freshman physics majors with an exposure to physics in their first semester, we will accept Hon 1010 to meet the UNIV 1020 requirement

Effective Date: Fall 2018

FINANCIAL IMPACT: None

Date: _____

Change _____ Addition _____ Deletion _____

For Office Use Only

Approved _____ Denied _____

COURSE CHECKLIST FOR CURRICULUM COMMITTEE

Curriculum Committee Date: _____

Course Subject: _____

Course Number: _____

Course Title: _____

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

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

Total **Credit** Hrs _____

Effective Year: _____ Spring _____ Summer _____ Fall _____

Department: _____

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

Grade Mode: Standard _____ Pass/Fail _____ Satisfactory/Unsatisfactory _____

Prereqs:

Coreqs:

Attributes: _____

Restrictions: _____

(Class, major, college, etc.)

Course Description

PHYSICS
Proposed Option I curriculum

Freshman Year	Sem. hrs.	Sophomore Year	Sem. hrs.
ENGL 1010	3	ENG 2130, 2230 or 2330	3
ENGL 1020	3	CSC 1300	4
CHEM 1110	4	CSC 1310	4
CHEM 1120	4	MATH 2110	4
MATH 1910	4	MATH 2120	3
MATH 1920	4	PHYS 2120	4
PHYS 1020 or MSCI 1020 ¹	1	PHYS 2420	3
PHYS 1137	1	PHYS 2920	3
PHYS 2110	4	PC 2500	3
Humanities/Fine Arts	3	Total	31
Elective			
Total	31		
Junior Year	Sem. hrs.	Senior Year	Sem. hrs.
PHYS 3120	3	PHYS 3820	3
PHYS 31610	3	PHYS 4130	3
PHYS 3810	3	PHYS 4710	4
PHYS 4610	3	PHYS 4730	1
PHYS 4620	3	PHYS 4740	2
MATH 3470	3	HIST 2010	3
MATH 3810	3	HIST 2020	3
MATH 4510	3	Social/Behav. Sciences Elective	3
Humanities/Fine Arts	3	Electives	7
Elective		Total	29
Social/Behav. Sciences	3		
Elective			
Total	30		

¹ Not part of 120 hour curriculum

PHYSICS
Proposed Option II curriculum

Freshman Year	Sem. hrs.	Sophomore Year	Sem. hrs.
ENGL 1010	3	ENG 2130, 2230 or 2330	3
ENGL 1020	3	CSC 1300	4
CHEM 1110	4	Science/Engineering ²	4
CHEM 1120	4	MATH 2110	4
MATH 1910	4	MATH 2120	3
MATH 1920	4	PHYS 2120	4
PHYS 1020 or MSCI 1020 ¹	1	PHYS 2420	3
PHYS 1137	1	PHYS 2920	3
PHYS 2110	4	PC 2500	3
Humanities/Fine Arts	3	Total	31
Elective			
Total	31		

Junior Year	Sem. hrs.	Senior Year	Sem. hrs.
PHYS 3120	3	PHYS 3820	3
PHYS 3610	3	PHYS 4711	2
PHYS 3810	3	PHYS 4730	1
PHYS 4610	3	PHYS 4740	2
PHYS 4620	3	HIST 2010	3
MATH 3470	3	HIST 2020	3
MATH 4510	3	Science/Engineering ²	7
Science/Engineering ²	3	Social/Behav. Sciences Elective	3
Humanities/Fine Arts	3	Electives	5
Elective		Total	29
Social/Behav. Sciences	3		
Elective			
Total	30		

¹ Not part of 120 hour curriculum

² Students in Option II will select an approved program of at least 14 semester hours in other areas of science or engineering. At least 8 of these 14 hours must be in upper division courses.

TENNESSEE TECHNOLOGICAL UNIVERSITY
Department of Physics

PHYS1137, FALL 2018

Frontiers of Physics

Credit Hours: 1

COURSE INFORMATION

Instructor

Dr. Xxxxx Xxxxx

Office: Bruner Hall ###
email: xxxxxx@tntech.edu
'phone: xxx-xxx-xxxx

Meeting Time and Place

Once each week, time and place TBA

Prerequisites

none

Required Textbook

none

DESIDERATA

iLearn

[Log in to iLearn](#)

Course announcements, reading assignments, etc. will be posted via iLearn, TTU's online learning environment. If you are not familiar with iLearn, follow the link above. **Note that I will not be using the iLearn email system;** please use usual university email to contact me.

EVALUATION

Grade Weightings

20% Homework
30% Attendance
50% Reading Discussion

Grading Scale

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

Attendance

This one-credit class meets once each week and attendance is mandatory, counting for 30% of your grade in the class. Excused absences for official University activities (e.g. sports) or special circumstances are permitted, but must be documented. (Excused absences for special circumstances are up to the discretion of the instructor, who should be made aware of the need to miss class as soon as possible.)

Homework

You will sometimes be asked to perform a few short calculations to help you develop a feeling for some aspects of a physical theory. No prior knowledge of physics or mathematics beyond basic algebra will be required for these calculations. These assignments will be given in class and are due at the beginning of the following class.

Reading Discussion

Each week you will be responsible for reading assigned material and spending about thirty minutes researching a specific topic related to the reading. In class, you will be responsible for contributing to the discussion of the assigned reading as well as giving a brief verbal presentation on your assigned topic. Each class participant will receive a different topic, so the report on your topic will form an important part of the group discussion. You will receive a score for each class that assesses your preparedness and participation: 2 points (substantively contributed to the discussion), 1 point (poor preparation or little contribution to discussion), 0 points (no evidence of preparation). If you miss a class, you may earn the reading discussion points for that class by submitting a one-page written summary of your reading discussion topic.

COURSE OBJECTIVES

The intended outcome of this class is to provide participants with an overview of physics as a current scientific endeavor so that as they progress through their physics major, they will understand how the pieces of physics they study in detail fit into the modern practice of physics as a science. In particular, participants will:

- (1) Examine the physical scope, associated experimental tests, and current applications for the major classical models: Mechanics, Electricity and Magnetism, Thermal Physics, and Astronomy.
- (2) Examine the physical scope, associated experimental tests, connections to classical theories, and current applications for the modern physical models: Special Relativity, General Relativity, Quantum Mechanics, Quantum Field Theory, Statistical Physics, and Astrophysics.
- (3) Connect current fields of study (e.g. Nuclear Physics, Particle Physics, Condensed Matter Physics, Biophysics, Cosmology, Quantum Information) to the associated physical paradigms.

INSTRUCTIONAL METHODS

Classes will be organized around a weekly reading assignment and occasionally an additional brief quantitative assignment. Each class participant will be assigned a specific topic to research that supplements the weekly reading assignment and asked to provide a brief verbal report on their topic as part of the discussion during each class. Throughout the semester, these class discussions will be used to articulate the course objectives. In particular, discussions will be used to put a particular subject into historical perspective, elucidate the experimental techniques and technologies that made the relevant discoveries possible, and discuss current research and applications.

SYLLABUS

Week	Approximate Subject Matter
1	Mechanics
2	Thermal Physics
3	Electricity and Magnetism
4	Astronomy
5	Special Relativity
6	General Relativity
7	Quantum Mechanics
8	Statistical Physics
9	Quantum Field Theory
10	Astrophysics
11	Current Research I: Nuclear Physics
12	Current Research II: Particle Physics/Cosmology
13	Current Research III: Solid State Physics
14	Current Research IV: Quantum Information

ADDITIONAL INFORMATION

Students with disabilities:

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

Academic Misconduct:

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



MEMORANDUM

TO: Undergraduate Curriculum Committee
VIA: COE Undergraduate Curriculum Committee
FROM: Wayne Johnson, Chair, ECE Dept. *W. Wayne Johnson*
Charles Carnal, Chair, BSEE Curriculum Committee
DATE: November 15, 2017
SUBJECT: Catalog Changes

I. ADDITIONS

None

II. DELETIONS

ECE 4240 Computer-Based Control Systems

Justification: This course has not been taught recently and the faculty member who created it is no longer with Tech.

Financial Impact: none

Effective Date: Fall 2018

III. CATALOG DESCRIPTION CHANGES:

Prerequisite Changes:

1. ECE 3060 - Electrical Engineering Lab II

Current:

ECE 3060 - Electrical Engineering Lab II

Lab. 3. Credit 1.

Prerequisite: C or better in ECE 2011, C or better in ECE 3010 and C or better in ECE 3300. (ECE 3010 and/or ECE 3300 may be taken concurrently.) Electrical and electronic

circuits and measurement techniques, amplifiers, active and passive filters, switching circuits.

New:

ECE 3060 - Electrical Engineering Lab II

Lab. 3. Credit 1.

Prerequisite: **C or better in ECE 2001**, C or better in ECE 2011, **C or better in ECE 2020**, C or better in ECE 3010, and C or better in ECE 3300- (ECE 3010 and/or ECE 3300 may be taken concurrently-). Electrical and electronic circuits and measurement techniques, amplifiers, active and passive filters, switching circuits.

Justification: These added prerequisite courses include material essential for ECE 3060

Financial Impact: None

Effective: Fall 2018

2. ECE 4961 - Capstone Design I

Current:

ECE 4961 - Capstone Design I

Lec. 2. Lab. 4. Credit 3.

Prerequisite: C or better in ECE 3020, C or better in ECE 3060, C or better in ECE 3130, C or better in ECE 3300, C or better in ECE 3920, and either C or better in COMM 2025 or C or better in PC 2500. (ECE 3020 may be taken concurrently). The first in a sequence of two capstone design project courses. Student teams will complete an industry client-driven system design project. Teamwork, leadership, project planning and management, specification, budgeting, design review, subsystem development, testing, weekly reporting, documentation, and oral presentation.

New:

ECE 4961 - Capstone Design I

Lec. 2. Lab. 4. Credit 3.

Prerequisite: **C or better in ECE 3010**, C or better in ECE 3020, C or better in ECE 3060, C or better in ECE 3130, C or better in ECE 3300, C or better in ECE 3920, and either C or better in COMM 2025 or C or better in PC 2500- (ECE 3020 may be taken concurrently). The first in a sequence of two capstone design project courses. Student teams will complete an industry client-driven system design project. Teamwork, leadership, project planning and management, specification, budgeting, design review, subsystem development, testing, weekly reporting, documentation, and oral presentation.

Justification: The added prerequisite course includes material essential for ECE 4961

Financial Impact: None

Effective: Fall 2018

3. ECE 3360 - Electronics Lab

Current:

ECE 3360 - Electronics Lab

Lab. 3. Credit 1.

Prerequisite: C or better in ECE 3060 and C or better in ECE 3300. Diodes, BJTs, FETs, and amplifier circuits.

New:

ECE 3360 - Electronics Lab

Lab. 3. Credit 1.

Prerequisite: **C or better in ECE 3010**, C or better in ECE 3060, and C or better in ECE 3300. Diodes, BJTs, FETs, and amplifier circuits.

Justification: The added prerequisite course includes material essential for ECE 3360.

Financial Impact: None

Effective: Fall 2018

4. ECE 3310 - Electronics II

Current:

ECE 3310 - Electronics II

Lec. 3. Credit 3.

Prerequisite: C or better in ECE 3300. Differential amplifiers, frequency response, negative feedback, power output stages, and SPICE simulation.

New:

ECE 3310 - Electronics II

Lec. 3. Credit 3.

Prerequisite: **C or better in ECE 3010 and C or better in ECE 3300.** Differential amplifiers, frequency response, negative feedback, power output stages, and SPICE simulation.

Justification: ECE 3310 covers negative feedback, which reduces distortion due to the inherent non-linear nature of transistors. Distortion can be quantified using the concept of Total Harmonic Distortion (THD). The topic of Fourier series is needed to understand THD, and Fourier series is introduced in ECE 3010.

Financial Impact: None

Effective: Fall 2018

Prerequisite and Description Changes:

1. ECE 3300 - Electronics I

Current:

ECE 3300 - Electronics I

Lec. 3. Credit 3.

Prerequisite: C or better in ECE 2011 and C or better in ECE 2020. Introduction to semiconductor junction devices and their physical operation, mid-band equivalent circuits, single and multi-stage amplifiers, digital electronics, and SPICE simulation.

New:

ECE 3300 - Electronics I

Lec. 3. Credit 3.

Prerequisite: C or better in ECE 2011, ~~and C or better in ECE 2020,~~ **and C or better in ECE 3010 (ECE 3010 may be taken concurrently).** Introduction to semiconductor junction devices and their physical operation, mid-band equivalent circuits, single and multi-stage amplifiers, ~~digital electronics,~~ and SPICE simulation.

Justification:

- a. For the past three years, the subject of digital electronics has been cited in the catalog description of ECE 3300. The coverage of other essential topics such as device physics and power supplies have been reduced to accommodate digital electronics. Even so, digital electronics has usually been introduced in the last week of class at the end of the semester. This has barely provided enough time to introduce fundamental definitions such as voltage level definitions and noise margins for logic signals. More time is needed to develop enough knowledge of device physics to grasp circuit applications of electronic devices.

- b. Transistor amplifiers are inherently non-linear. Distortion can be quantified using the concept of Total Harmonic Distortion (THD). The topic of Fourier series is needed to introduce THD, and Fourier series is introduced in ECE 3010.

Financial Impact: None

Effective: Fall 2018

Description Change:

1. ECE 2020 - Electric Circuits II

Current:

ECE 2020 - Electric Circuits II

Lec. 3. Credit 3.

Prerequisite: C or better in ECE 2010, C or better in ECE 2011, C or better in MATH 2010, C or better in MATH 2120, and either C or better in ECE 2001 or C or better in ME 3001 (ECE 2001, ECE 2011, and/or ME 3001 may be taken concurrently). Laplace transform methods for electric circuit analysis. Sinusoidal steady-state and power, mutual inductance, 3- phase circuits, frequency response, Bode plots, resonance, and filters. Circuit simulation with SPICE.

New:

ECE 2020 - Electric Circuits II

Lec. 3. Credit 3.

Prerequisite: C or better in ECE 2010, C or better in ECE 2011, C or better in MATH 2010, C or better in MATH 2120, and either C or better in ECE 2001 or C or better in ME 3001 (ECE 2001, ECE 2011, and/or ME 3001 may be taken concurrently). Laplace transform methods for electric circuit analysis. Sinusoidal steady-state and power, mutual inductance, 3- phase circuits, frequency response, Bode plots, resonance, and filters. Circuit simulation with SPICE. **Circuit applications of probability.**

Justification: ABET, our accreditation organization, requires, “The curriculum must include probability and statistics, including applications appropriate to the program name” for ECE programs. Moreover, While the ABET mandate is important, the need for probability in undergraduate course work has been cited by numerous TTU engineering alum. Recently, in a presentation to TTU engineering students, a TTU alum stated, “I could not do my job if I couldn’t understand and use probability in engineering problems.” Prior to the advent of probability topics in ECE 2010, the only mention of probability outside of the

required math course, MATH 3470, has been in junior and senior telecommunications courses. Those courses are not taken by all majors in ECE programs. Furthermore, by beginning the introduction of probability in the early electric circuits courses, ECE 2010 and ECE 2020, the stage will be set to incorporate it in other courses throughout the curricula. Because of the ubiquity of electrical component tolerances, probability as applied to electric circuit quantities should be addressed in the curriculum as soon as possible after such components have been introduced.

Financial Impact: None

Effective: Fall 2018

IV. CURRICULUM CHANGE:

None



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

MEMORANDUM

TO: University Undergraduate Curriculum Committee

THRU: College of Engineering Undergraduate Curriculum Committee

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

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

DATE: October 25, 2017

SUBJECT: BSME Prerequisite and Co-Requisite Changes for 2018-19 catalog year

I. COURSE ADDITIONS, DELETIONS, AND CHANGES

A. EXISTING COURSE PREREQUISITE CHANGE

This change is proposed to clarify our intention for pre- and co-requisites. Apparently, our previous language was not interpreted by the records staff and entered into Banner in a way that was consistent with our intentions. The proposed language has been discussed with the records staff to ensure a common understanding. Also, one requirement (having ME 4020 or ME 4720 concurrently) was relaxed.

ME 4410: Senior Design Project I

Catalog Data: Lec. 2. Lab. 2. Cr. 3.

Prerequisite: Completion of required 3000-level ME courses; **ME 4010**. Corequisite: **ME 3050, ME 3060, ME 4910, ME 4020 (5020) or ME 4720**. Principles of engineering design with emphasis on contemporary industrial design processes and engineering economics with applications in product design. Development phase for capstone team design project in mechanical engineering: preliminary design, supporting analyses and drawings with bill of materials.

to

ME 4410: Senior Design Project I

Catalog Data: Lec. 2. Lab. 2. Cr. 3.

Prerequisite: **ME 3001; ME 3023; ME 3220; ME 3610; ME 3710; ME 3720; ME 4010; ME 3050; ME 3060; ME 4910**. Principles of engineering design with emphasis on contemporary industrial design processes and engineering economics with applications in product design. Development phase for capstone team design project in mechanical engineering: preliminary design, supporting analyses and drawings with bill of materials. **ME 3050, ME 3060, and ME 4910** may all be taken concurrently.

B. EXISTING COURSE PREREQUISITE CHANGE

In addition to the changes made in Item A above, ME 4420 must also have changes to be consistent with Item A.

ME 4420: Senior Design Project II

Catalog Data: Lec. 1. Lab. 4. Cr. 3.

Prerequisite: **ME 4410; ME 4020 (5020) or ME 4720; ME 3050; ME 3060; ME 4910.**

Continuation of ME 4410. Prototyping and testing phase for capstone team design project. Final design reporting (written and oral).

to

ME 4420: Senior Design Project II

Catalog Data: Lec. 1. Lab. 4. Cr. 3.

Prerequisite: **ME 4410; ME 3050; ME 3060; ME 4910; ME 4020 (5020) or ME 4720.**

Continuation of ME 4410. Prototyping and testing phase for capstone team design project. Final design reporting (written and oral). **ME 4020 (5020) or ME 4720** may be taken concurrently.

C. EXISTING COURSE PREREQUISITE CHANGE

Past catalogs had a requirement of taking CEE 3110 Mechanics of Materials as a prerequisite that could be taken concurrently with ME 3010. This requirement was relaxed in the current catalog; however, we have found that the change went too far. This change goes part-way back to the old requirements by requiring CEE 2110 Statics as prerequisite.

A C or better in CEE 2110 is proposed to keep consistency with the requirement of a C or better in CEE 2110 before taking CEE 3110 (still a required course in our major).

In addition, the allowance of taking CHEM 1010 or CHEM 1110 is removed as this case can be dealt with as an exception if needed.

ME 3010: Materials and Processes in Manufacturing

Catalog Data: Lec. 3. Cr. 3.

Prerequisite: **CHEM 1010 or CHEM 1110.** Processing/microstructure/property interrelations; heat treatment of steels and alloys; overview of manufacturing processes; interrelations among materials, design and manufacturing; and introduction to material selection.

to

ME 3010: Materials and Processes in Manufacturing

Catalog Data: Lec. 3. Cr. 3.

Prerequisite: **CHEM 1110**; C or better in **CEE 2110**. Processing/microstructure/property interrelations; heat treatment of steels and alloys; overview of manufacturing processes; interrelations among materials, design and manufacturing; and introduction to material selection.

D. EXISTING COURSE PREREQUISITE CHANGE

This change is proposed to remove some confusion for our students with the C or better in CEE 2110 already required for entry into CEE 3110. Keeping a requirement for the C or better in CEE 2110 will making advising our students more consistent.

ME 2330: Dynamics

Catalog Data: Lec. 3. Cr. 3.

Prerequisite: **CEE 2110** and **PHYS 2110**. Kinematics; relative motion; kinetics, applications of Newton's Laws, work-energy principle, impulse-momentum principle, vibrations.

to

ME 2330: Dynamics

Catalog Data: Lec. 3. Cr. 3.

Prerequisite: C or better in **CEE 2110**; **PHYS 2110**. Kinematics; relative motion; kinetics, applications of Newton's Laws, work-energy principle, impulse-momentum principle, vibrations.

E. EXISTING COURSE CATALOG DESCRIPTION CHANGE

In Item A, the co-requisite of either ME 4020 or ME 4720 was relaxed for ME 4410. One subject in ME 4020 (fastening and joining) is being moved, in part, to ME 4010 to allow this relaxation.

ME 4010: Machine Design

Catalog Data: Lec. 3. Cr. 3.

Prerequisite: **CEE 3110**, **ME 2330** and **ME 3010**. Tools of machine design; stress strain and deformation of machine parts; inherent properties of machine parts; design of machine parts for strength; design of machine parts for rigidity.

**Tennessee Tech University
Department of Mechanical Engineering**

to

ME 4010: Machine Design

Catalog Data: Lec. 3. Cr. 3.

Prerequisite: **CEE 3110; ME 2330; ME 3010**. Loads analysis; design of machine parts for stiffness and rigidity; design of machine parts for strength; design of machine parts for fatigue life; introduction to fastening and joining.

F. EXISTING COURSE CATALOG DESCRIPTION CHANGE

In Item A, the co-requisite of either ME 4020 or ME 4720 was relaxed for ME 4410. One subject in ME 4020 (dynamics loads analysis) is being moved, in part, to ME 3610 to allow this relaxation.

ME 3610: Dynamics of Machinery

Catalog Data: Lec. 3. Cr. 3.

Prerequisite: **ME 2330**. Motion converters and design process. Mobility equations; solutions of vector equations; kinematic position, velocity and acceleration analysis of mechanisms; introductory geometric synthesis of linkages; design of cam-follower mechanisms; gear tooth geometry; analysis and synthesis of gear trains and planetary gear differentials; and computer aided studies.

to

ME 3610: Dynamics of Machinery

Catalog Data: Lec. 3. Cr. 3.

Prerequisite: **ME 2330**. Motion converters and design process. Mobility equations; solutions of vector equations; kinematic position, velocity and acceleration analysis of mechanisms; kineto-static load analysis of machines; introductory synthesis of linkages; design of cam-follower mechanisms; gear tooth geometry; analysis and synthesis of gear trains and planetary gear differentials; and computer aided studies.

G. REMOVAL FROM COURSE CATALOG

These three courses are no longer part of the required curriculum, having been replaced by other courses. They are no longer taught.

ME 3900: Design and Professionalism

Catalog Data: Lec. 2. Lab. 2. Cr. 3.

Prerequisite: **ENGR 1110** and **MATH 1920**. Introduction to engineering design with emphasis on the design process, economics and professionalism.

**Tennessee Tech University
Department of Mechanical Engineering**

ME 2001: Elementary Mechanical Engineering Analysis

Catalog Data: Lec. 2. Cr. 2.

Prerequisite: **ENGR 1120** and **MATH 1910**. An introduction to mechanical engineering analysis through the study of numerical methods and matrix algebra and the use of modern numerical computing tools for problem solving.

ME 4444: Senior Design Project

Catalog Data: Lec. 2. Lab. 4. Cr. 4.

Prerequisite: **ME 4020 (5020)** or **ME 4720**. Capstone group design project in Mechanical Engineering.

II. CURRICULUM CHANGES

none

III. IMPACT ON FACULTY: None

IV. EFFECTIVE DATE: Fall 2018

V. JUSTIFICATIONS: These changes are made as part of ME department's continuous improvement plan to constantly improve the curriculum to serve the needs of our constituents based on student, faculty and advisory board feedback. The changes have been thoroughly discussed and approved by the department curriculum committee and the faculty.

MEMORANDUM

TO: University Curriculum Committee

VIA: Interdisciplinary Studies Curriculum Committee

FROM: Dr. Hayden Mattingly, Director, School of Environmental Studies

DATE: February 2, 2018

SUBJECT: Course change for Environmental and Sustainability Studies (ESS) program

The following changes are proposed, to be effective immediately:

- I. COURSE ADDITIONS – None.
- II. COURSE DELETIONS – None.
- III. COURSE CHANGES

Current:

ESS 4900. Internship. Credit 3.

Credit 3.

Prerequisite: At least 9 hours in ESS coursework and Junior Standing.

Students are placed in a public or private agency or organization that is compatible with their interests in environmental and sustainability studies.

Change to:

ESS 4900. Internship. Credit 3.

Prerequisite: At least 9 hours in ESS coursework and Junior Standing.

Students work with a public or private agency or organization that is compatible with their interests in environmental and sustainability studies. (May be taken up to three times (9 hours) if assignments are with different organizations or with different divisions within an organization.)

Justification: Multiple internships will allow students to experience different workplaces and types of organizations. Students will be able to confirm career goals while getting the job experience employers require.

- IV. CURRICULUM CHANGES – None.

MEMORANDUM

TO: University Curriculum Committee and Graduate School Executive Committee
VIA: Arts and Sciences Curriculum Committee
FROM: Dr. Jeff Roberts, Chair, Department of History
DATE: January 25, 2017
RE: Add Hist 4941 to course catalog

I. Course additions

A. Add Hist 4941, "History Internship II," to the course catalog.

Credits: 3. Prerequisite: Hist 4940.

Course description: Students develop specific skills in the research and/or the interpretation of history by working with archives, museums, historic sites, attorneys, and other relevant professionals. Students may not duplicate work in Hist 4940.

Justification: Students interesting in pursuing a career in public history have benefit significantly from taking Hist 4940, "History Internship." We would like to expand their ability to develop related skills by offering Hist 4941, in essence a second semester of internship. The requirements and syllabus of 4941 are the same as 4940, but students will not be allowed to duplicate the specific internship and activities in 4940.

We would like to create a second semester to eliminate some problems that arise in DegreeWorks when students repeat a course, and so that transcripts demonstrate more clearly to potential employees the extent of the student's experience and training.

This course would fulfill elective requirements for both the B.S. and the B.A. degrees, and does not change either program sheet.

Estimated cost: none.

Effective Date: Fall Semester 2018

The syllabus for Hist 4940 is attached. Both courses have the same syllabus.

II. Course Deletions – none

III. Course Changes

A. Change name of Hist 4940 from “History Internship” to “History Internship I.”

Justification: In approving the proposal to create Hist 4941, History Internship II, the CAS Curriculum Committee stated that in order to have a course with “II” in the title, we would have to change the name of the original Hist 4940, “History Internship” to course to include “I.”

Estimated cost: none.

Effective Date: Fall Semester 2018

MEMORANDUM

TO: University Curriculum Committee and Graduate School Executive Committee
VIA: Arts and Sciences Curriculum Committee
FROM: Dr. Jeff Roberts, Chair, Department of History
DATE: January 23, 2017
RE: Changes in course names and numbers

- I. Course additions – none
- II. Course deletions - none
- III. Course changes –

A. Change the name of HIST 3550 from The Classical World to Ancient Greece and Rome.

Justification: We find increasingly that students do not understand what “classical” means in this historical context, and students are avoiding the class as a result. Changing the course name to Ancient Greece and Rome provides a more understandable name, while retaining an accurate description of course content that remains unchanged.

Effective Date: Fall Semester 2018

History Internship Program 4940 and 4941

Students may receive academic credit and work in an area of their specific interest in order to obtain practical experience in the field of history. Students must complete 110 hours of supervised work over the course of a semester to earn three hours of credit toward their BA or BS in History. The intern program is designed to help students develop specific skills in the research and/or the interpretation of history by working with archives, museums, historic sites, attorneys, and other relevant professionals. Students, working with professionals in the field, will be exposed to a variety of experiences that they would not encounter in the normal classroom. The intern program will help further develop critical thinking skills, oral and written communication, and provide access to professional networks that can enhance their professional careers after graduation.

Students will be assigned to a public or private agency compatible to their interests, and work with that agency for the specified 110 hours. (Internships may be taken once for upper division credit to fulfill the requirements of a BA/BS History degree and a second time as a general elective.) Partners for history internships include: Tennessee Tech Archives, Cookeville History Museums, Putnam County Archives, Upper Cumberland State Historic Preservation Officer (Randal Williams at UCDD), Tennessee Historical Commission, Tennessee State Library and Archives, Tennessee State Museum, Tennessee Department of Environment and Conservation, East Tennessee Historical Society, WCTE PBS affiliate, Cordell Hull Birthplace Historic Site, Alvin C. York Historic Site, White County Heritage Museum, Wilson County Museum, Smith County Museum, Overton County Heritage Museum, 13th Judicial District Attorney's

Office, 13th Judicial District Public Defenders Office, Upper Cumberland Tourism Agency, Tennessee Department of Tourism, and many others.

Prerequisites:

1. Completion of at least twelve hours of history courses.
2. Students must work with a professor to investigate possible intern programs at least three weeks prior to the beginning of a semester.

Requirements–Students must:

1. Meet with a history professor to discuss placements and requirements.
2. Work with the professor to select their desired agency, conduct interviews with said agency, and arrange work schedule.
3. Provide notification to the department chair of acceptance by a partner agency before beginning the internship.
4. The “Agency Agreement” form must filled out by the student and the agency and copies turned in to the departmental office prior to beginning work. This must be completed no later than the end of the third week of the semester.
5. Students must complete TTU’s online sexual harassment training.
<http://www.tntech.edu/aa/training.html>
6. Once a work schedule is arranged, the student must file a copy with the agency and the intern advisor.
7. Must complete a minimum of 110 hours to pass the course, to the satisfaction of the partner agency.
9. Students are required to keep a journal of their experience. Journal entries must include the date and time each work session began and ended, describe work accomplished, relate particularly interesting experiences, and divulge practical skills and knowledge learned.
10. The student must create four typed reports for the supervising professor. The first after about 25-30 hours of on the job work, the second after about 50 to60 hours of work, the third after 75 to 90 hours, and the forth at the completion of the internship. The first three should be two to four pages in length and the last should be three to six pages in length. Completed reports will be filed in the student’s permanent records.

11. It is incumbent upon the student to make sure that the agency keeps an accurate record of hours worked. At the end of the semester, the professor will meet with the agency supervisor and receive their written evaluation of the student's performance, which will also be filed among the student's permanent records.

If, in the first few weeks of the internship, a student is dissatisfied with her/his placement, it is the student's responsibility to contact the History Department to rectify the situation.

Students who meet all the requirements, will be evaluated as follows: four reports 40%, journal 20% agency evaluation 40%.

MEMORANDUM

TO: University Curriculum Committee
VIA: Education Leadership Committee
FROM: Barry Stein, Chair, Department of Counseling & Psychology
DATE: December 5, 2017

- I. Course additions—none
- II. Course deletions—none
- III. Course changes—

FROM:

PSY 3010 Statistics and Experimental Design

Lec. 2. Lab. 2. Credit 3.

Prerequisite: PSY 1030, 3 additional PSY credit hours; and MATH 1530 or MATH 1130. Corequisite: PSY 3020. Fundamental statistics for the behavioral sciences, descriptive uses, probability, one-way, factorial designs, repeated measures and split-plot designs, bivariate correlation and regression, and non-parametrics.

TO:

PSY 3010 Statistics and Experimental Design

Lec. 2. Lab. 2. Credit 3.

Prerequisite: PSY 1030, 3 additional PSY credit hours; **a grade of B or higher in MATH 1530 or MATH 1130; 45 hours of completed course work and be a psychology major.** Corequisite: PSY 3020. Fundamental statistics for the behavioral sciences, descriptive uses, probability, one-way, factorial designs, repeated measures and split-plot designs, bivariate correlation and regression, and non-parametrics.

Justification: These prerequisites will provide students with more background in psychology and mathematics to understand concepts, analyses, and research development covered in the course, leading to more successful student performance.

- IV. Program Changes—none

Financial Impact of Change

This change will require no additional funds

Effective Date: Fall, 2018

MEMORANDUM

TO: Graduate School Executive Committee (GSEC)

VIA: University Curriculum Committee (UCC)

VIA: College of Education Executive Leadership Council (ELC)

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

DATE: January 31, 2018

SUBJECT: Fast Track Program in Exercise Science

JUSTIFICATION: The Department of Exercise Science is requesting addition of a fast track program for student who come through the undergraduate program and want to get a Master's degree in Exercise Science at Tennessee Tech. The fast track will allow eligible students to accumulate up to six (6) hours of graduate level coursework, to satisfy both undergraduate and graduate degree requirements. Participation in this program will enable an efficient graduate program transition with potential for accelerated completion.

Courses to be included in the fast track program are:

EXPW 6140/EXPW 4520	Adapted Physical Education and Sport
EXPW 6240/EXPW 4730	Assessment in Exercise Science
EXPW 6440/EXPW 4440	Exercise Physiology
EXPW 6042/EXPW 4032	Health Promotion

Since all of our master's level graduate classes are offered in the on-line format only, we request (with instructor by-in) that undergraduate students be allowed to participate in the fast track program with identified additional work added to the course load in the identified 4000-level class (minimum of 5 additional graduate level assignments over the course of the semester, including a culminating project) or, with approval from the graduate advisor in the department, take the online graduate level course with both routes leading to undergraduate and graduate credit for the student if all requirements are met.

All courses must be taken at Tennessee Tech.

Minimum admission requirements for participating in the Exercise Science Fast Track Program are:

- Enrolled in Tennessee Tech as undergraduate Exercise Science major and classified as a Junior or above,
- Overall GPA of 3.25 or better,
- Recommendation from the undergraduate advisor, and
- Approval by departmental coordinator of graduate studies.

In addition to requirements for admission to the Fast Track BS/MA program, all requirements for admission to graduate studies must also be met upon graduation. Meeting the minimum requirements does not guarantee admission to the graduate program.

Fast track program participants should consult with the undergraduate and graduate advisors regarding enrollment in the appropriate courses and must earn a minimum grade of "B" in the identified courses to apply them to their MA program of study.

FINANCIAL IMPLICATIONS: NONE

EFFECTIVE DATE: FALL 2018

MEMORANDUM

TO: University Curriculum Committee (UCC)
VIA: College of Education Executive Leadership Council (ELC)
VIA: Dr. Julie Baker, Associate Dean, College of Education
FROM: Dr. Christy Killman, Chair, Department of Exercise Science, Physical Education & Wellness
DATE: February 1, 2017
SUBJECT: Addition of undergraduate level classes

JUSTIFICATION: The following are course additions that will help the Exercise Science faculty offer more comprehensive education for our students.

FINANCIAL IMPLICATIONS: NONE

EFFECTIVE DATE: FALL 2018

Course Additions:

New Undergraduate Courses

1. EXPW 4760 – Functional Movement (Credit 3).
Pre-requisite: EXPW 3032 with grade of B or better

This course is designed to provide understanding of the importance of functional movements in life. Functional movements mimic motor recruitment patterns that are found in everyday life. Students will learn that functional movements are mechanically sound, can help alleviate injury, and elicit a high neuroendocrine response.

2. EXPW 4442 – Advanced Exercise Physiology (Credit 3).
Pre-requisite: EXPW 4440 with grade of B or better

This course is the study of the immediate and long-term effects of physical activity on the acute and chronic effects of physical activity on body systems with regard to the neuromuscular, energy, respiratory and cardiovascular systems with reference to exercise evaluation and prescription.

3. PHED 1005 – Lifetime Fitness and Wellness (Credit 2).

This course is designed to explore and apply principles of lifetime physical fitness, with a key focus on optimal wellness, nutrition and disease prevention. Online delivery method.

4. PHED 1505 – Divemaster (Credit 2).

Pre-requisite – Minimum age 18; Certified SDI Advanced Adventure Diver or equivalent; Advance certification must include verifiable experience in deep, navigation, night, and limited vision specialties; Certified SDI Rescue Diver or equivalent; CPR certified and current; Proof of 40 logged dives/hours.

This course is the next in the scuba diving series of certifications, that once successfully completed will lead to divemaster certification.

5. PHED 1015 – Beginning Yoga (Credit 1).

This course is designed for the student who has little or no prior experience practicing yoga. Simple yoga poses and controlled breathing techniques are included to calm the mind and strengthen the body. Students will need to have their own yoga mat.

6. PHED 1025 – Advanced Yoga (Credit 1).

This course is designed for students who have experience practicing yoga. More advanced yoga poses and controlled breathing techniques are included to calm the mind and strengthen the body. Students will need to have their own yoga mat.

7. PHED 1035 – Pickleball (Credit 1).

This course is for students who enjoy racket/paddle games. Pickleball is a net game that is similar to tennis and ping pong. Played on a court similar to badminton, pickleball is played with a wooden paddle and a plastic ball – like a wiffleball. Skills and rules are easy to learn and pickleball a fun and competitive way to be active.



EXPW 4442: ADVANCED EXERCISE PHYSIOLOGY Spring 2019

Instructor: Dr. LeBron Bell

Room: Memorial Gym 115

Office Phone: 931-372-3736

Office Hours: As posted

Email: lbell@tntech.edu

Prerequisite: EXPW 4440 with grade of B or better

Course Description: Lecture 3. Credit 3.

An advanced study of the physiological effects of exercise, sports, and other stresses on various systems of the human body and the application of physiological principles to physical fitness, athletic training, and rehabilitation therapy programs. Lab experiences will be included in this course.

Required Texts and References:

Powers, S. and Howley, E. (2016). Exercise Physiology: Theory and Application to Fitness and Performance, 8th edition.

Major Teaching Methods:

Lectures, discussions, videos, laboratory exercises, and demonstrations

Instructional Materials:

Skeletons, muscle and joint models, videos, slides, various fitness assessment instruments

Topics:

1. Common Measurement in Exercise Physiology
2. Control of the Internal Environment
3. Bioenergetics
4. Exercise Metabolism
7. Nervous System and Control of Movement
8. Skeletal Muscle: Structure and Function
9. Circulatory Responses to Exercise
10. Respiration during Exercise
11. Temperature Regulation
12. Physiology of Training
13. Risk Factors and Inflammation: Links to
14. Exercise Prescriptions for Health Chronic Disease and Fitness
15. Work Tests to Evaluate
16. Exercise for Special Populations
17. Cardiorespiratory Fitness
18. Body Composition and Nutrition for Health
19. Factors Affecting Performance
20. Nutrition, Body Composition, and Performance
21. Laboratory Assessment of Human Performance
22. Exercise and the Environment
23. Training for Performance
24. Ergogenic Aids
25. Training for Female Athletes, Children, and Special Population

Course Objectives/ Learning Outcomes/ Assessment Measures:

Learning Outcomes:

1. To understand the structure and function of muscle tissue and the implications for movement.
2. To acquire a general understanding of the nervous system and its relationship to muscle function and coordination.
3. To acquire a general understanding of the dynamic of the heart and circulatory system in relation to rest and exercise.
4. To understand the structure, function and dynamics of the respiratory system in relation to rest and exercise.
5. To provide a variety of laboratory experiences which qualify and quantify various physiological processes and relationships.
6. To learn how to apply the above knowledge to fitness and wellness programs, physical educational programs, and athletic performances.

Learning Experiences/ Assignments:

Lectures: Covering Listed Topics

Skills Practice: Measuring aerobic fitness, muscular strength, flexibility, speed, body composition, respiratory function, blood pressure, formulating prescription.

Grading and Evaluation Procedures:

Students will be evaluated as follows:

Quizzes 10%

Midterm 45%

Final 45%

Grading Scale:

A 90 to 100

B 80 to 89

C 70 to 79

D 60 to 69

F Below 60

Attendance Policy:

ATTENDANCE IS REQUIRED AND ABSENCES MUST BE MADE UP. ATTENDANCE, WHICH IS NOT SATISFACTORY TO THE INSTRUCTOR, WILL RESULT IN A LOWERED GRADE AND POSSIBLE DISMISSAL FROM CLASS.

Plagiarism Policy:

Plagiarism, the use of another's writing as one's own, is prohibited and will result in dismissal from the class. The Student Handbook explains the penalties for plagiarism.

TTU Office of Disability Services:

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

Personal Behavior:

No cell phones or other communication devices may be used in the classroom. They must be turned off and kept out of sight. Violations will result in dismissal from the class period and an absence recorded.

Students will be required to dress and behave in a professional manner.

NO FOOD and NO DRINKS other than water are permitted in the classroom.

Advisement:

Your advisors for majors in this department are:

Kara Phillips, M.S.

Advisor For: Fitness & Wellness, Sport Administration, Recreation & Leisure Management Concentrations

Office: TJ Farr 302-H, Room D

Email: kphillips@tntech.edu

Phone: 931-372-6447

Fax: 931-372-6035

To schedule an appointment with Ms. Phillip's please go to:

<https://expwfwadvising.youcanbook.me/>

Patrick Mannle, M.A.

Advisor for: Pre-Physical Therapy & Pre-Occupational Therapy

Office: TJ Farr Building, 302E

Email: pmannle@tntech.edu

Phone: 931-372-6448

Fax: 931-372-6035

To book an appointment with Mr. Mannle, please go to:

<https://expwptoadvising.youcanbook.me>

<p>Instructor:</p> <p>Office Number:</p> <p>Office Phone:</p> <p>Email:</p> <p>Class Location & Times:</p> <table border="1"> <thead> <tr> <th>Section</th> <th>Location</th> <th>Time</th> </tr> </thead> <tbody> <tr> <td>4760-001</td> <td>MG XXX</td> <td>TBD</td> </tr> </tbody> </table> <p>Prerequisites: EXPW 3032 with grade of B or better</p> <p>Office Hours: Students are asked to email the professor to set up a time to meet.</p>	Section	Location	Time	4760-001	MG XXX	TBD	<p>EXPW 4760 – Functional Movement Fall 2018 3 semester hours</p> 
Section	Location	Time					
4760-001	MG XXX	TBD					



Course Description:

The purpose of this course is to assist students in understanding the importance of functional movements in their life and others. Functional movements mimic motor recruitment patterns that are found in everyday life. Squatting is standing from a seated position and deadlifting is picking an object off the ground. Students will learn that functional movements are mechanically sound, can help alleviate injury, and elicit a high neuroendocrine response.

Required Texts:

Starrett, K. (2015). *Becoming a supple leopard*. Las Vegas, NV: Victory Belt Publishing.
ISBN: 13: 978-1-628600-83-4

Objectives of the Course:

By the end of the semester, the student should:

1. Develop knowledge and understanding of the principles of the functional foundational movements.
2. Prioritize spinal mechanics and midline stabilization and organization.
3. Learn and move using the One-Joint rule.

4. Create tension and torque in hips and shoulders to better express internal and external rotation.
5. Understand and move in the seven basic archetypes of the hips and shoulders.
6. Understand the movement hierarchy and be able to organize movement patterns and skill progressions based on skill, fitness level, and mobility.
7. Correct range of motion restrictions, addressing tight muscles, and treating joints through a systematic approach of mobilization techniques.
8. Develop mobility prescriptions for themselves and others.

Major Teaching Methods: Lecture, discussion, application.

Course Procedures:

Class sessions will normally be conducted using lecture and group discussion. In addition to lecture and discussions, group work, video presentations, student presentations and guest lecturers will be used to enhance the learning experience. Students will be given reading assignments that will be reviewed in class. Students will be required to access their iLearn accounts and may be responsible for completing and submitting assignments from iLearn.

Course Content:

- Midline stabilization and organization of spinal mechanics
- One-Joint rule
- Laws of torque
- Body archetypes and the tunnel
- Movement hierarchy
- Mobility and a systematic approach
- Movement, mobility, and skill progressions
- Mobility prescriptions

Grading & Evaluation Procedures:

1. Quizzes (short-answer) and three exams (short-answer and basic computation) will be used to assess student ability to:
 - a. Describe introductory concepts.
 - b. Prescribe appropriate exercise programs for general and special populations.
2. Quizzes may be given at the option of the instructor to ensure that all students are reading the assigned materials and are prepared to participate in class discussions. Quizzes may be announced in advance or may be unannounced “pop quizzes”.
3. Students will also be evaluated on in-class activities and discussions that will require them to apply concepts from the textbook and/or other reading materials.
4. Two projects where students will design and teach various skill progressions, movement complexities, and programming for mobility.

Assignments

*Quizzes & Labs (10) – 100 points
Exam 1 – 75 points
Exam 2 – 50 points
Final Exam – 100 points
Movement Hierarchy Project – 50 points
(*Tk20 Assignment*)
Mobility Project – 50 points
*Number of points could change due to
addition/deletion of quizzes & labs.

Grading Scale

A = 90-100%
B = 80-90
C = 70-80
D = 60-70
F = less than 60%

Class Policy and Procedures:

Class Attendance:

College work proceeds at such a pace that regular attendance is necessary for each student to obtain maximum benefits from instruction. Regular and punctual attendance at all class and laboratory sessions is a student obligation, and each student is responsible for all the work, including tests and written work in all class and laboratory sessions. No right or privilege exists that permits a student to be absent from any given number of class or laboratory sessions except as stated in the syllabus for each course. At the same time, it is obvious that students have valid reasons for missing classes; the instructor is expected to be reasonable in the demands they place on students. Faculty who impose penalties for excessive absences must keep accurate attendance records. Student work schedules are entirely irrelevant to course attendance and/or completion of course assignments.

Absence Policy:

Attendance will be taken at all class meetings. Students are expected to attend class and be on time. **The classroom door will be closed and locked at the start of class. Students will be given two absences. Every unexcused absence after the two absences will result in a 15-point deduction in their final points. Once the student has accumulated (4) unexcused absences they automatically fail the course. It's the student's responsibility to keep up with their absences. Absences will be excused if you have non-excessive doctor's note qualifying the reason for your absence on the day of your return. Other excused absences will be handled on a case-by-case basis.**

Attendance: Students must be dressed appropriately for activity each class period to be marked present (i.e., shorts/sweat pants and tennis shoes).

EXPW departmental policy now states that: 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 leave the class.

School Sponsored Activity:

All absences due to school sponsored activities which would include athletics (student-athletes, managers, trainers, etc.), field trips, student body, etc. will be excused with prior notification from the coach, professor, or governing body. However, it is the responsibility of the student to

contact the professor before the absence to clarify any missed assignments, quizzes, or exams. All assignments, quizzes, and exams must be turned in or taken before the absence. **NO assignments, quizzes, or exams will be accepted or allowed after the absence unless agreed upon by the instructor.**

Tardiness and Exits:

Students will arrive in advance of the beginning of the class session. Late arrivals are disruptive, inconsiderate, and unprofessional. The instructor may make arrangements for delinquents, but is not obliged to do so. Students who are not present at 11:15 am will NOT be counted as present for that class period and will be given an absence. **NO WARNINGS WILL BE GIVEN!** Students will not leave class before its conclusion. Early departures are disruptive, inconsiderate, and unprofessional. The instructor may make arrangements for an individual's early dismissal under some circumstances, but is not obliged to do so. Those not present at the conclusion of the classroom session will NOT be counted as present for that class period and will be given an absence. **NO WARNINGS WILL BE GIVEN!**

Classroom Atmosphere:

- 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.
- Students will not converse among themselves during class except when instructed to do so. When a student creates a disturbance in the classroom, the instructor will either ask the student to desist immediately or speak to the student at the conclusion of class. If the disturbances persist, the instructor retains the right to dismiss the student from the class meeting.
- No use of profanity at any time once you enter the classroom and during classroom discussions.
- Students are required to purchase a paper copy of each textbook for the course. Students are permitted to use "electronic" versions of required books as long as they bring their own electronic device. We will likely have discussions throughout the semester that require students to read and apply materials from one or more books in class.
- Students are not permitted to share books. Each student must purchase his or her own copy of each required book for this class.

Cell Phones, Beepers, and Electronic Devices:

Cell phones, beepers, and all other electronic devices (except for opening up e-books) are to be turned **OFF and PUT AWAY** prior to the start of class. 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. Please step outside before class or after class if you have to make a call or otherwise use your cell phone.

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 in the course syllabus or course calendar. Without, PRIOR ARRANGEMENT, work submitted past the specified deadline will receive a grade of zero (0). 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.

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](#).

Plagiarism:

All work submitted under your signature in this course is pledged as being your own work. This applies to quizzes, exams, and homework. Plagiarism will not be tolerated. Any student caught plagiarizing will be reported to the Chair of the EXPW department. The student could possibly receive an F in the course and/or be dismissed from the class permanently. [Plagiarism](#)

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: [TTU Username & Password](#). More information on electronic media is available at the TTU Library [TTU Library](#).

Copyright and Fair Use:

All projects created in this course should follow appropriate copyright and fair use guidelines. Additional information is available at: [Copyright and Fair Use](#)

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

Tk20 at TTU:

In efforts to improve our processes, manage candidate transition points, and track key assessments in program coursework, TTU's College of Education utilizes Tk20, a comprehensive data and reporting system. **All College of Education students are required to purchase and maintain a Tk20 account. This includes all Exercise Science, Physical**

Education & Wellness (EXPW) Majors. The one-time system cost is \$133.33 at the university bookstore, and your account is valid for seven years. You will access Tk20 for a variety of tasks, including coursework, advisement, clinical experiences, Residency, portfolio-building edTPA tasks, and key program assessments. All professional education courses will include assessments within Tk20. Check your syllabi and consult your instructors for assessments that must be submitted to Tk20. Additional information is available at: [Tk20](#)

Pandemic Plan:

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

Make-up Work:

If students are unable to attend class they will NOT be able make-up any work missed on that day which includes in-class activities, quizzes or exams unless the student discusses with the professor prior to the absence.

Inclement Weather Policy:

Tennessee Technological University does NOT generally cancel classes for inclement weather. Public announcements will be made if there is to be a closing, otherwise, class will be held according to the published schedule. Students are not to call Safety and Security or the President. Personal safety should be considered in any decision to travel to class during inclement weather conditions. If classes are not cancelled despite inclement weather, students are responsible for any academic work they miss as a result of inclement weather.

Fire Safety:

The fire exit for MG 125 is out the classroom door; turn left and go out the glass doors straight ahead.

Privacy Policy:

In compliance with the college and federal regulations, without specific college directive, the instructor is not permitted to discuss a student's course status or grade with any third party, including parents, guardians, or relatives. The Family Educational Rights and Privacy Act of 1974 (FERPA) affords eligible students certain rights with respect to their education records. Among them is the right to consent to the disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interest. A school official is a person employed by the college; a person or company with whom the college has contracted (such as an attorney, auditor, or collection agent); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another university official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibilities. Upon

request, the college discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

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](#).

Email Policy:

Email correspondence with Dr. Phillips should take place through mbphillips@tntech.edu. Email correspondence should not take place within iLearn. The iLearn account, which the student is required to maintain, will be used only by the instructor to deliver some of your course material.

IMPORTANT MISCELLANEOUS INFORMATION:

All work submitted must be typewritten unless the instructor says otherwise. Except for quizzes, hand-written work will NOT be accepted! If comprised of more than one page, all work submitted must be stapled! If submitted work is not stapled and is lost; it is the responsibility of the student. Student work schedules are entirely irrelevant to fulfillment of course assignment/requirements. Emailed copies of any assignment will NOT be accepted unless agreed upon by the instructor.

IMPORTANT PRINCIPLES FOR SUCCESS IN THE COURSE;

Attend class, keep up with the required readings from the textbook, and complete all homework assignments.

Dress:

During the group discussion and group work portion of the course regular classroom attire will be worn. However, some class periods will be filled with physical activity (field testing, lab testing, skill work, etc.) and athletic attire will be required. If the proper attire is not worn you may be asked to not participate in the day's activity. If you are required to sit out and a grade is given for the activity, then you will receive a zero (0) for that day.

**EXPW 4XXX – Functional Movement
Fall 2018 Course Schedule (Tentative and subject to change)**

Week	Monday	Wednesday	Friday
August 28	Intro to class	Midline Stabilization (1)	Midline Stabilization (1)
September 4	Labor Day – No Class	One-Joint Rule (2)	One-Joint Rule (2)
11	Laws of Torque (3)	Laws of Torque (3)	Laws of Torque (3)
18	Body Archetypes (4)	Body Archetypes (4)	Movement Hierarchy (5)
25	Movement Hierarchy (5)	Mobility (6)	Mobility (6)
October 2	Review Exam 1	Exam 1	Air Squat
9	Back Squat – Front Squat	Deadlift – Push Up	Strict Press – Bench Press
16	Fall Break – No Class	Wall Ball – Pull up	Jumping & Landing – Push Press
23	Kettlebell Swing	Rowing	Snatch Balance Progression & Burpee
30	Clean	Clean & Jerk	Clean & Jerk
November 6	Snatch	Snatch	Review Exam 2
13	Exam 2	Mobilization: Area 1 & 2	Area 3 & 4
20	Area 5 & 6	Area 7 & 8	Area 9 & 10
27	Area 11 & 12	Thanksgiving – No Class	Thanksgiving – No Class
December 4	Area 13 & 14	Review for Final	Review for Final
11		Final Exam: 3:30-5:30	

Last day to add (9/4/18), last day to drop w/o grade (9/11/18), last day to drop with W (11/11/18)

STUDENT ACKNOWLEDGEMENT AND AGREEMENT REGARDING COURSE SYLLABUS

EXPW 4XXX-001 – Functional Movement

Fall 2018

Instructor: Dr. Michael B. Phillips

I have read the entire course syllabus for this class. I fully understand the class policies, assignments, requirements, and expectations. I agree to all the terms of this class and I will follow all the directions, duties, and responsibilities set forth in the course syllabus and by the instructor of this course. If I do not follow these directions, duties, and responsibilities, I agree to accept the consequences for my actions and fully understand that I will be held accountable. I also understand that the syllabus for this course does not set forth all of the rules and policies of the Department of Exercise Science, Physical Education, and Wellness program. I understand that, throughout the semester, the instructor of this course will establish and explain additional rules and policies. By signing below, I agree to follow all of the written and unwritten rules and policies of the Department of Exercise Science, Physical Education, and Wellness program at Tennessee Technological University.

Student Name

Student Signature

Date

Confirmed: _____

Michael B. Phillips, PhD

Fall 2018

TENNESSEE TECH UNIVERSITY
DEPARTMENT OF EXERCISE SCIENCE
PHED 1005 – LIFETIME FITNESS AND WELLNESS

DATES, ONLINE DELIVERY, 2 CREDIT HOURS, SEMESTER

INSTRUCTOR INFORMATION

Instructor's Name: **xxx**

Office: **xxx**

Telephone Number: **xxx**

Email: **xxx**

OFFICE HOURS **xxx**

COURSE INFORMATION

PREREQUISITES

None

TEXTS AND REFERENCES

Fitness & Wellness, 12th Ed., Hoeger & Hoeger. Cengage Learning. ISBN 978-1-30588130-3

COURSE DESCRIPTION

This course is designed to explore and apply principles of lifetime physical fitness, with a key focus on optimal wellness, nutrition, and disease prevention. Topics include methods for self-assessment, personalized fitness program development, and proper dieting and healthy lifestyle choices. Student will improve or maintain personal levels of cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition through structured exercise participation.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

The objectives for this course are as follows:

- Demonstrate an understanding of the importance of good physical fitness and a wellness lifestyle in the achievement of good health and quality of life and a more productive and longer life.

- Determine whether medical clearance is needed for personal, safe participation in exercise.
- Apply behavior modification techniques to help adhere to a lifetime fitness and wellness program.
- Identify and assess the health-related components of fitness.
- Analyze personal diets and associate the principles that govern sound nutrition.
- Develop sound diet and weight-management programs.
- Understand stress, lessen personal vulnerability to stress, and implement a stress management program if necessary.
- Create and implement a cardiovascular disease risk-reduction program.
- Apply guidelines to reduce personal risk of developing cancer.
- Arrange a smoking cessation program.
- Explain the health consequences of chemical dependency and irresponsible sexual behaviors, and summarize the guidelines for preventing sexually transmitted infections.
- Discern between myths and facts of exercise and health-related concepts.

MAJOR TEACHING METHODS

This is an activity course, so physical participation is required even though the delivery format is online.

TOPICS TO BE COVERED

- Exercise
- Nutrition
- Disease prevention
- Components of Physical Fitness

GRADING AND EVALUATION PROCEDURES

40% - Required Workouts (properly reported)

20% - Assignments

10% - Online Discussion Posts

10% - Quizzes

10% - Exams

GRADING SCALE (IF APPLICABLE)

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

COURSE POLICIES

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.
- Communicate with your teammates to avoid hitting or running into each other.
- No horse-play.
- Listen to and follow directions.
- Use and respect the equipment as intended.
- 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 have water when working out to aid in staying hydrated.

STUDENT ACADEMIC MISCONDUCT POLICY

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ATTENDANCE POLICY

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.**

CLASS PARTICIPATION

Students are required to participate in class activities. Part of participation is to be dressed appropriately for activity. In the case of injury or illness, it is the responsibility of the student to inform the class instructor.

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 in the departmental office. 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.

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

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TENNESSEE TECH UNIVERSITY
DEPARTMENT OF EXERCISE SCIENCE
PHED 1015 – BEGINNING YOGA

DATES, TIME, CLASSROOM, ONE CREDIT HOUR, SEMESTER

INSTRUCTOR INFORMATION

Instructor's Name: xxx

Office: xxx

Telephone Number: xxx

Email: xxx

OFFICE HOURS xxx

COURSE INFORMATION

PREREQUISITES

None

TEXTS AND REFERENCES

Required: None

COURSE DESCRIPTION

This course is designed for students to learn the benefits of yoga and proper techniques of practicing yoga.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

- Set personal goals related to exercise and/or fitness.
- Learn to check heart rate accurately.
- Learn and execute properly techniques and poses.
- Practice controlled breathing.
-

MAJOR TEACHING METHODS

This is an activity course, so physical participation is required at each class meeting unless otherwise noted.

TOPICS TO BE COVERED

- Setting Personal Goals

- Heart Rate/Target Heart Rate
- Flexibility
- Controlled breathing
- Relaxation

GRADING AND EVALUATION PROCEDURES

75% - Attendance & Participation

15% - Midterm Exam

10% - Final Exam

GRADING SCALE (IF APPLICABLE)

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

COURSE POLICIES

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.
- Communicate with your teammates to avoid hitting or running into each other.
- No horse-play.
- Listen to and follow directions.
- Use and respect the equipment as intended.
- 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.

STUDENT ACADEMIC MISCONDUCT POLICY

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ATTENDANCE POLICY

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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.**

CLASS PARTICIPATION

Students are required to participate in class activities. Part of participation is to be dressed appropriately for activity. In the case of injury or illness, it is the responsibility of the student to inform the class instructor.

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 in the departmental office. 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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DISABILITY ACCOMMODATION

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INCLEMENT WEATHER

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TENNESSEE TECH UNIVERSITY
DEPARTMENT OF EXERCISE SCIENCE
PHED 1025 – ADVANCED YOGA

DATES, TIME, CLASSROOM, ONE CREDIT HOUR, SEMESTER

INSTRUCTOR INFORMATION

Instructor's Name: xxx

Office: xxx

Telephone Number: xxx

Email: xxx

OFFICE HOURS xxx

COURSE INFORMATION

PREREQUISITES

None

TEXTS AND REFERENCES

Required: None

COURSE DESCRIPTION

This course is designed for students who have some knowledge and experience with yoga to participate and be challenged. Yoga is excellent for personal wellness of mind and body.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

- Set personal goals related to exercise and/or fitness.
- Learn to check heart rate accurately.
- Learn and execute properly techniques and poses.
- Practice controlled breathing.

MAJOR TEACHING METHODS

This is an activity course, so physical participation is required at each class meeting unless otherwise noted.

TOPICS TO BE COVERED

- Setting Personal Goals

- Heart Rate/Target Heart Rate
- Flexibility
- Controlled breathing
- Relaxation

GRADING AND EVALUATION PROCEDURES

75% - Attendance & Participation

15% - Midterm Exam

10% - Final Exam

GRADING SCALE (IF APPLICABLE)

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

COURSE POLICIES

SAFETY CONSIDERATIONS

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- Communicate with your teammates to avoid hitting or running into each other.
- No horse-play.
- Listen to and follow directions.
- Use and respect the equipment as intended.
- 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.

STUDENT ACADEMIC MISCONDUCT POLICY

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CLASS PARTICIPATION

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REPORTING AN INJURY

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INCLEMENT WEATHER

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TENNESSEE TECH UNIVERSITY
DEPARTMENT OF EXERCISE SCIENCE
PHED 1035 - PICKLEBALL

DATES, TIME, CLASSROOM, 1 CREDIT HOUR, SEMESTER

INSTRUCTOR INFORMATION

Instructor's Name: xxx

Office: xxx

Telephone Number: xxx

Email: xxx

OFFICE HOURS xxx

COURSE INFORMATION

PREREQUISITES

None

TEXTS AND REFERENCES

Required:

Pickleball Manual (available at the university bookstore)

COURSE DESCRIPTION

This course is designed for students to learn the skills necessary to play the game of pickleball. Learning will consist of mechanics of executing proper stroke patterns, offensive and defensive strategies and scoring, as well as general terminology and information needed to be successful at playing pickleball.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

The objectives for this course are as follows:

Identify equipment, playing area and the parts of a racket,

Demonstrate the different grips used in pickleball,

Execute the overhand stroke using proper form/technique,

Execute the backhand stroke using proper form/technique,

Serve using proper form/technique,

Learn the rules of game play including how to keep score,

Play singles and doubles games of pickleball.

MAJOR TEACHING METHODS

This is an activity course, so physical participation is required at each class meeting unless otherwise noted.

TOPICS TO BE COVERED

- Paddle Grips
- Various Strokes used in Pickleball
- Court Dimensions and Markings
- Scoring
- Offensive/ Defensive Strategies
- Gameplay (Singles/Doubles)

GRADING AND EVALUATION PROCEDURES

60% - Attendance & Participation

30% - Midterm Exam

10% - Final Exam

GRADING SCALE (IF APPLICABLE)

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

COURSE POLICIES

SAFETY CONSIDERATIONS

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

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- Warm up and stretch your muscles at the beginning of each class.
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- Communicate with your teammates to avoid hitting or running into each other.
- No horse-play.
- Listen to and follow directions.
- Use and respect the equipment as intended.
- 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. Tennis shoes (sneakers, rubber sole shoes) are required for every class.

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

STUDENT ACADEMIC MISCONDUCT POLICY

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CLASS PARTICIPATION

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REPORTING AN INJURY

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INCLEMENT WEATHER

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New faculty member Dr. Hannah Upole brings content expertise in this area and this course replaces an existing course with an updated name; and changes the course to a freshman level as a foundation course.

HEC 2100 Intercultural Competence Lec 3. Credit 3.

Importance of intercultural competence in order to facilitate tolerance across different cultures and connect across diverse cultures.

See Attached Syllabus.

Justification:

Faculty member Dr. Rufaro Chitiyo designed this course to be a foundation course in cultural competency. Content is needed as part of American Association of Family and Consumer Sciences accreditation standards.

Course Changes:

From HEC 1300 Clothing Construction Lec 1. Lab 4. Credit 3.

Prerequisites: Human Ecology major or Fine Arts major with a concentration in Fiber Arts. Theories of apparel construction, principles of fitting, and their application to garment construction.

To: HEC 2355 Clothing Construction Lec 1. Lab4. Credit 3.

Prerequisites: Minimum grade of C in HEC 1100 and HEC 1150. Theories of apparel construction, principles of fitting, and their application to garment construction.

Justification: Necessary to move this course to sophomore level and add other course prerequisites. Students are struggling to be successful in this lab intensive course at the freshman level with no foundation knowledge.

From HEC 3310 Textiles I Lec 2. Lab 2. Credit 3

Prerequisite Grade of C or better in HEC 2031, CHEM 1010, CHEM 1020. Fibers, yarns, fabrics, finishes and applied design related to the selection, evaluation, use and care of textile products.

To HEC 3310 Textiles I Lec 2. Lab 2. Credit 3

Prerequisites: Grade of C or better in Math course, CHEM 1010 and CHEM 1020. . Fibers, yarns, fabrics, finishes and applied design related to the selection, evaluation, use and care of textile products.

Justification: students need to be competent in math and chemistry concepts to be successful in textiles lab applications

Curriculum Changes:

Nutrition and Dietetics Concentration:

From Freshman Year Math 1130 College Algebra credit 3 Total 32 credits

To: Freshman Year Delete Math 1130 College Algebra Total 29 credits

Add superscript 4 to AGHE 1020 to add Note 4: AGHE 1020 not required for Transfer students with more than 12 hours.

Change SOC 1100 to ANTH 1100 Introduction to Anthropology

Justification:

The Nutrition and Dietetics concentration currently requires 2 math courses: Math 1130 and Math 1530. This exceeds TTU requirements for graduation. Due to new accreditation requirements, it is necessary to add a new course in nutrition counseling, and remove the Math course to make room. Math 1530 Introductory Statistics will be the required Math course. Transfer students not required to take AGHE 1020 freshmen orientation.

Nutrition and Dietetics Concentration:

From Sophomore Year

BIOL 2350 Intro Anatomy & Phys Credit 4

HEC 2031 Aspects of Dress or HEC 2041 Aspects of Housing Credit 3

Total credits 31

To Sophomore Year

BIOL 2350 Intro Anatomy & Phys Credit 4 OR BIOL 2010/2020 Credit 8

Delete HEC 2031 or HEC 2041

Total Credits 28

Justification:

The School of Human Ecology has created a new core set of classes and HEC 2031/HEC 2041 are no longer required as core classes. Due to many change of major and transfer students coming into Nutrition and Dietetics who have already completed BIOL 2010/2020; this option of taking either course will reduce substitutions. We are moving toward requiring only BIOL 2010/2020 but wish to take more time to phase in that transition.

Nutrition and Dietetics Concentration:

From Senior Year

HEC 4005

Total Credits 25

To Senior Year

Add HEC 3565 End of Life Applications for Children & Families Credit 3

Add HEC 4920 Nutrition Counseling and Education Credit 3

Remove HEC 4005 and replace with AGHE 4500 Senior Seminar

Total Credits 31

Foodsystems Administration Concentration

Freshman Year: add superscript #4 to AGHE 1020 to add Note 4: AGHE 1020 not required for Transfer students with more than 12 hours.

From Sophomore Year
HEC 2031 or HEC 2041 Credit 3
BIOL 3230 Health Science Microbiology
Total credits 33

To Sophomore Year
Add BIOL 1020 Introduction to Biology II OR CHEM 3005 Elementary Organic Chemistry Credit 4
Remove HEC 2031 or HEC 2041
Move BIOL 3230 to Junior Year
Change SOC 1100 to ANTH 1100 Introduction to Anthropology
Total Credits 30

Justification:

The School of Human Ecology has created a new core set of classes and HEC 2031/HEC 2041 are no longer required as core classes. Many students who pursue the FSA concentration seek employment with the Department of Health as an Environmental Health Specialist- to apply requires 24 credits of sciences on the transcript. We are adding the additional sciences to the FSA curriculum to meet this employer requirement.

Foodsystems Administration
From Junior Year
Elective Credits 5
Total Credits 27

To Junior Year
Add BIOL 2350 Introductory Anatomy & Physiology Credit 4
Add BIOL 3230 Health Science Microbiology (from soph year) Credit 4
Remove Elective Credit 5
Total Credits 30

From Senior Year
Elective (Upper Division) Credit 3
HEC 4005

To Senior Year
Remove Elective Upper Division Credit 3
Add HEC 3201 Community Nutrition Credit 3
Total Credits remains 28 credits
Remove HEC 4005 and add AGHE 4500 Senior Seminar
Justification: to add additional content in community nutrition to the foodsystems administration concentration

Child Development and Family Relations Concentration

Freshman Year: Add superscript Note #3 to AGHE 1020 to add Note 3 AGHE 1020 not required for Transfer students with more than 12 hours. (see notes section below)

From Sophomore Year

HEC Core Credit 3

Credits 30

To Sophomore Year

Replace HEC Core Credit with HEC 1010 Credit 3

Add HEC 2100 Intercultural Competence

Total Credits 33

From Junior Year

ECSP 3001 Curriculum for Infants, Toddlers and Preschoolers Credit 3

ECSP 3211 Practicum Infants Toddlers and Preschoolers Credit 1

Total Credits 33

To Junior Year

Remove ECSP 3001 and 3201

Total Credits 29

Justification: ECSP 3001 and 3201 are focused on school based curriculums; this content no longer meets content standards within CDFR.

From Senior Year

Electives Credit 6

HEC 4005

Total Credits 29

To Senior Year

Electives Credit 7 (3 credits must be upper division)

Remove 3 credit on HEC 4910 – this is not in the catalog

Remove HEC 4005 and add AGHE 4500 Senior Seminar

Total Credits 30

Notes Section on CDFR Concentration:

Remove Note 2 HEC-CDFR students may select 3 credits from the HEC Core List of Courses

Remove Note 3 Total Credit Hours for program must total to 120 hours. Three hours must be upper division.

Note 4 is now numbered Note 2

Note 3 AGHE 1020 not required for Transfer students with more than 12 hours.

Remove HEC Core Section

Justification: The School of Human Ecology has created a new core set of classes and HEC 2031/HEC 2041 are no longer required as core classes. Core classes are now embedded in the curriculum and there are no longer choices for core classes.

Child Life Concentration
From Freshman Year
HEC Core Credit 3

To Freshman Year
Replace HEC Core Credit 3 with PSY 1030 Introduction to Psychology credit 3 (move from Junior year)
Total Credits remain 29
Add superscript note # 4 to AGHE 1020 to add Note 4 AGHE 1020 not required for Transfer students with more than 12 hours

From Junior Year
PSY 1030 Introduction to Psychology Credit 3

To Junior Year
Move PSY 1030 Intro to Psychology Credit 3 to Freshman year
Add BIOL 3700 Humanism in Medicine Credit 3
Total Credits remain 32
Justification: The BIOL 3700 course will add biomedical ethics content to the Child Life curriculum as recommended by Association of Child Life Professionals.

Senior Year
Remove HEC 4005 and Add AGHE 4500 Senior Seminar

HEC Core
Remove HEC Core Section
Justification: The School of Human Ecology has created a new core set of classes and HEC 2031/HEC 2041 are no longer required as core classes. Core classes are now embedded in the curriculum and there are no longer choices for core classes.

Merchandising and Design Concentration
From Freshman Year
HEC Core Credit 6
HEC 1300 Clothing Construction
HEC 2031 Aspects of Dress
CHEM 1010 Introduction to Chemistry I
CHEM 1020 Introduction to Chemistry II
Total Credits 34

To Freshman Year

Remove HEC Core Credit 6 and Remove Note 1

Add HEC 1010 Life Span Development Credit 3

Add HEC 1100 Design Concepts of Dress Credit 3

Add superscript note # 1 to AGHE 1020 to add Note 1 AGHE 1020 not required for Transfer students with more than 12 hours

Add superscript note #2 to CHEM 1010 and CHEM 1020; Add Note 2 to Notes section: To progress into Textiles I, a minimum grade of "C" is required in CHEM 1010 and CHEM 1020 and these courses must be taken before the Junior year.

Add HEC 1150 Analysis of Apparel and Findings Credit 3.

Remove HEC 1300 Clothing Construction

Delete HEC 2031 Aspects of Dress

Total Credits 30

Justification: The School of Human Ecology has created a new core set of classes. A minimum grade of C or better in Chemistry is required to be successful in the Textiles courses. New HEC HEME courses are being added

From Sophomore Year

HEC 2320 Analysis of Apparel and Furnishings. credit 3

Total Credits 31

To Sophomore Year

Remove HEC 2320 Analysis of Apparel and Furnishings

Add HEC 2355 Clothing Construction Credit 3

Total Credits 31

Remove HEC Core Section and all courses listed in that section

Justification: The School of Human Ecology has created a new core set of classes and HEC 2031/HEC 2041 are no longer required as core classes. Core classes are now embedded in the curriculum and there are no longer choices for core classes.

From Junior Year

From HEC 4340 History of Dress

HEC 3005 Fashion Forecasting

Total Credits 29

To Junior Year

Move HEC 4340 History of Dress to Senior Year

Delete HEC 3305 Fashion Forecasting 2 credit

Add: Elective Credit 6

Total Credits 30

Senior Year

Remove HEC 4005 and add AGHE 4500 Senior Seminar
Add HEC 4340 History of Dress
Total Credits 29

Housing and Design Concentration

Freshman Year

Add superscript note # 1 to AGHE 1020 to add Note 1 AGHE 1020 not required for Transfer students with more than 12 hours
Change SOC 1100 to ANTH 1100 Introduction to Anthropology

From Sophomore Year

HEC Core Credit 6

Total Credits 31

To Sophomore Year

Remove HEC Core Credit 6 Remove Note 1

Add HEC 1010 Lifespan Development Credit 3

Total Credit 28

From Junior Year

HEC 3310 Textiles I

To Junior Year

HEC 3310 Textiles I – add superscript Note #2

Add Note #2 in Notes Section: 2. Transfer students must take at least CHEM 1010 as a prerequisite for Textiles I.

From Senior Year

Elective Credit 3

HEC 4005

Total Credits 29

To Senior Year

Elective Credits 6

Remove HEC 4005 and add AGHE 4500 Senior Seminar

Total Credits 32

Remove HEC Core and all courses listed in that section

Justification: The School of Human Ecology has created a new core set of classes. Core classes are now embedded in the curriculum and there are no longer choices for core classes.

Family and Consumer Sciences Education Concentration

Freshman Year

Add superscript note # 5 to AGHE 1020 to add Note 1 AGHE 1020 not required for Transfer students with more than 12 hours

Junior Year

Remove HEC 4005 and Add AGHE 4500 Senior Seminar

Justification The course # and prefix changed for Senior Seminar

Note 1: Change HEC 4005 to AGHE 4500 Senior Seminar (2 hours)

Specific Course Related Changes:

HEC 4910 Internship in Child Development and Family Relations Credit 6, 8, 12

Change grading of this course to "S" Satisfactory or "U" Unsatisfactory

Justification: Course is intended to be internship course with S or U grading

Student ID:	Catalog: 2017-2018 Undergraduate Catalog
Student Name:	Program: Human Ecology, Child Development and Family Relations Concentration, B.S.H.E.
Adviser Name:	Minimum Credits Required:

Human Ecology, Child Development and Family Relations Concentration, BSHE

(Leading to the Bachelor of Science Degree, Non-Licensure)

The Child Development and Family Relations concentration offers a holistic, ecological and integrative perspective on children and families. Course work provides in-depth knowledge to prepare graduates for careers working with people across the lifespan in a variety of human service settings including: government agencies, children's services, cooperative extension and others.

Curriculum

Freshman Year

Course Name	Credit	Term Taken	Grade	Gen Ed
ENGL 1010 - English Composition I	Credit: 3.			
ENGL 1020 - English Composition II	Credit: 3.			
Natural Science Credit: 8.				
SOC 1010 - Introduction to Sociology	Credit: 3.			
HEC 2200 - Development of Young Children: Conception to Age 6	Credit: 3.			
HEC 1005 - Introduction to Human Ecology	Credit: 1.			
HEC 1020 - Social and Professional Etiquette	Credit: 1.			
HEC 1030 - Introduction to Nutrition	Credit: 2.			
AGHE 1020 – Connections in Agriculture and Human Ecology ³	Credit: 1.			
ART 1030 - Art Appreciation or	Credit: 3.			
MUS 1030 - Music Appreciation	Credit: 3.			

Total: 28

Sophomore Year

Course Name	Credit	Term Taken	Grade	Gen Ed
ENGL 2130 - Topics in American Literature or	Credit: 3.			
ENGL 2235 - Topics in British Literature or	Credit: 3.			
ENGL 2330 - Topics in World Literature	Credit: 3.			
HIST 2010 – Early United States History	Credit: 3.			
HIST 2020 – Modern United States History	Credit: 3.			
MATH Credit 3.				
PSY 1030 – Introduction to Psychology	Credit: 3.			
CFS 2400 - Children with Special Needs	Credit: 3.			
HEC 2065 - Families in Society	Credit: 3.			
HEC 2510 - Creative Play	Credit: 3.			
HEC Core Credit: 3.-²				
HEC 1010 Lifespan Development	Credit 3			
HEC 2100 Intercultural Competence	Credit 3			
PC 2500 - Communicating in the Professions or	Credit: 3.			
COMM 2025 – Fundamentals of Communication	Credit: 3.			

Total: 30 33

Junior Year

Course Name	Credit	Term Taken	Grade	Gen Ed
Humanities/Fine Arts Elective Credit: 3.				
ECSP 3001—Curriculum for Infants, Toddlers & Preschoolers—	Credit: 3.—			
ECSP 3211—Practicum: Procedures for Infants, Toddlers & Preschoolers—	Credit: 1.—			
EXPW 2150 – Human Sexuality	Credit: 3.			
HEC 3011 - Consumer Economics	Credit: 3.			
HEC 3066 - Family Violence across the Lifespan	Credit: 3.			
HEC 3290 – Nutrition through the Life Cycle	Credit: 3.			
HEC 3500 - Development: Middle Childhood/Adolescence	Credit: 3.			
HEC 3520 - Parent Education and Child Guidance	Credit: 2.			

HEC 3565 - End of Life Application for Children & Families	Credit: 3.			
HEC 3700 - Development: Young Adulthood/Aging	Credit: 3.			
HEC 4065 - Social Policy for Children and Families	Credit: 3.			

Total: ~~33~~ 29**Senior Year**

Course Name	Credit	Term Taken	Grade	Gen Ed
ECSP 4300 (5300) - Assessment of Young Children	Credit: 3.			
HEC 3660 – Interpersonal Relationships	Credit: 3.			
HEC 4005 – Senior Seminar in Human Ecology –	Credit: 2.–			
HEC 4600 - Theories in Family Development and Relationships	Credit: 3.			
HEC 4610 - Families: Normative/Catastrophic Issues	Credit: 3.			
HEC 4630 - Family Life Education	Credit: 3.			
HEC 4910 - Internship (Required credit 6)	Credit: 3 , 6, 8, 12.	3 not in catalog		
AGHE 4500 Senior Seminar	Credit 2			
° Electives ³ Credit: 6 7 3 credits must be upper division				

Total: ~~29~~ 30**Note:**

1	Select 8 hours of TTU General Education approved Natural Science courses.
2	HEC CDFR students may select 3 credits from the HEC Core list of courses.–
3	Total credit hours for program must total to 120 hours. Three hours must be Upper Division.–
2	The School of Human Ecology, Child Development and Family Relations (CDFR) concentration has met the standards and criteria required for the Provisional Certified Family Life Educator (CFLE) designation from the National Council on Family Relations (NCFR). Beginning in Fall 2016, students who graduate from the School of Human Ecology CDFR curriculum (and have met all CFLE course requirements) now qualify to complete an abbreviated CFLE application process. This program approval does not imply accreditation, but recognizes the inclusion of relevant course work for each of the ten family life content areas needed for the Provisional Certified Family Life Educator designation.
3	AGHE 1020 not required for transfer students with more than 12 hours.

~~HEC Core~~

Course Name	Credit	Term Taken	Grade	Gen Ed
HEC 1010 – Life Span Development	Credit: 3.–			
HEC 2031 – Aspects of Dress	Credit: 3.–			
HEC 2041 – Aspects of Housing and Furnishings	Credit: 3.–			

~~Notes:~~

Student ID:	Catalog: 2017-2018 Undergraduate Catalog
Student Name:	Program: Human Ecology, Child Life Concentration, B.S.H.E.
Adviser Name:	Minimum Credits Required:

Human Ecology, Child Life Concentration, B.S.H.E.

(Leading to the Bachelor of Science Degree)

The Child Life program, a gateway to the certified Child Life Specialist (CCLS) credential, is coordinated with the Association of Child Life Professionals, professional, programmatic and educational needs of the Child Life Practitioner.

Application to the Child Life program at TTU is required and should be made in the second semester of sophomore year after completing HEC 2250 and while enrolled in HEC 2550.

There are four components of eligibility to sit for the certification examination:

1. Baccalaureate degree
2. Course work including a minimum of 10 college-level courses in Child Life or a related department/subject
3. Clinical Child Life Experience (480 hours under the direct supervision of a CCLS in good standing)
4. A minimum of one college level class taught by a Certified Life Specialist and meeting Association of Child Life Professionals course content requirements.

Please see Association of Child Life Professionals webpage www.childlife.org for current eligibility requirements.

Curriculum:

Freshman Year

Course Name	Credit	Term Taken	Grade	Gen Ed
ENGL 1010 - English Composition I	Credit: 3.			
ENGL 1020 - English Composition II	Credit: 3.			
MATH 1530 - Introductory Statistics	Credit: 3.			
HEC 1005 - Introduction to Human Ecology	Credit: 1.			
HEC 1010 - Life Span Development	Credit: 3.			
HEC Core Credit 3- Add Psy 1030 Introduction to Psychology	Credit 3			
HIST 2010 – Early United States History	Credit: 3.			
SOC 1010 - Introduction to Sociology	Credit: 3.			
Humanities/Fine Arts Elective Credit: 3.				
ART 1030 - Art Appreciation or	Credit: 3.			
MUS 1030 - Music Appreciation	Credit: 3.			
AGHE 1020 – Connections in Agriculture and Human Ecology ⁴	Credit: 1.			

Total: 29

Sophomore Year

Course Name	Credit	Term Taken	Grade	Gen Ed
BIOL 2010 - Human Anatomy and Physiology I	Credit: 4.			
BIOL 2020 - Human Anatomy and Physiology II	Credit: 4.			
CFS 2400 - Children with Special Needs	Credit: 3.			
HIST 2020 – Modern United States History	Credit: 3.			
HEC 2020 - Nutrition for Health Sciences	Credit: 3.			
HEC 2065 - Families in Society	Credit: 3.			
HEC 2200 - Development of Young Children: Conception to Age 6	Credit: 3.			
HEC 2220 - Medical Terminology for the Human Sciences	Credit: 1.			
HEC 2250 - Child Life Theory and Practice	Credit: 3.			
HEC 2550 - Children in Health Care	Credit: 3.			

Total: 30

Junior Year

Course Name	Credit	Term Taken	Grade	Gen Ed
ENGL 2130 - Topics in American Literature or	Credit: 3.			
ENGL 2235 - Topics in British Literature or	Credit: 3.			
ENGL 2330 - Topics in World Literature	Credit: 3.			

COMM 2025 – Fundamentals of Communication or	Credit: 3.			
PC 2500 - Communicating in the Professions	Credit: 3.			
HEC 2510 - Creative Play	Credit: 3.			
HEC 3500 - Development: Middle Childhood/Adolescence	Credit: 3.			
HEC 3520 - Parent Education and Child Guidance	Credit: 2.			
HEC 3550 - Child Life Assessment of Children and Families	Credit: 3.			
HEC 3560 - Child Life Intervention Strategies	Credit: 3.			
HEC 3565 - End of Life Application for Children & Families	Credit: 3.			
HEC 3570 - Child Life Practicum	Credit: 1.			
HEC 3591 - Child Life Clinical Preparation	Credit: 2.			
HEC 3700 - Development: Young Adulthood/Aging	Credit: 3.			
PSY 1030 – Introduction to Psychology- move to Freshman year	Credit: 3-			

Total: 32 Add: BIOL 3700 Humanism in Medicine Cr 3

Senior Year

Course Name	Credit	Term Taken	Grade	Gen Ed
HEC 3011 - Consumer Economics	Credit: 3.			
HEC 4005 – Senior Seminar in Human Ecology-	Credit: 2-			
HEC 4600 - Theories in Family Development and Relationships	Credit: 3.			
HEC 4610 - Families: Normative/Catastrophic Issues	Credit: 3.			
HEC 4550 - Research Methods and Professional Aspects of Child Life	Credit: 3.			
HEC 4590 - Clinical Child Life Experience	Credit: 12.			
NURS 3050 - Pediatric Illnesses and Related Care	Credit: 1.			
Elective Credit: 2.				

Total: 29 Add: AGHE 4500 Senior Seminar Credit 2

~~HEC Core-delete this section~~

Course Name-	Credit-	Term Taken-	Grade-	Gen Ed-
HEC 2031 – Aspects of Dress-	Credit: 3-			
HEC 2041 – Aspects of Housing and Furnishings-	Credit: 3-			

Note:

In order to graduate with a B.S. degree, Human Ecology, concentration Child Life, the following requirements must be completed prior to graduation.

1.	Students must be accepted into and successfully complete a Child Life Practicum under the direct supervision of a Certified Child Life Specialist. The practicum course may be taken in the Spring or Summer semester of the Junior year.
2.	Students must be accepted into and successfully complete a Child Life clinical experience (internship) which is supervised by a Certified Child Life Specialist. To pass the clinical experience course, students must earn minimal entry-level competence during the internship experience.
3.	Students who are unsuccessful in securing placement for an appropriate practicum may not continue on in the Child Life concentration. Students who are unsuccessful in securing an appropriate Child Life Internship prior to graduation, may NOT graduate with a degree in Human Ecology, concentration in Child Life.
4.	AGHE 1020 not required for transfer students with more than 12 hours.

NEW INFORMATION

1.	A Master's Degree in Child Life OR a Master's Degree with a Concentration in Child Life from an Academic Program accredited by the Association of Child Life Professionals will be required for certification eligibility beginning January 1, 2022.
2.	A Master's Degree in Child Life from an Academic Program accredited by the Association of Child Life Professionals will be required for certification eligibility beginning January 1, 2025.

Student ID:	Catalog: 2017-2018 Undergraduate Catalog
Student Name:	Program: Human Ecology, Family and Consumer Sciences
Adviser Name:	Education Concentration, B.S.H.E.
	Minimum Credits Required:

Human Ecology, Family and Consumer Sciences Education Concentration, B.S.H.E.

(Leading to the Bachelor of Science in Human Ecology Degree)

Family and Consumer Sciences Education prepares students for careers as FACS teachers in middle and high schools, as USDA Cooperative Extension and for other human services professions. Licensure is available and required only for teaching professions.

Curriculum

Freshman Year

See note 1.

Course Name	Credit	Term Taken	Grade	Gen Ed
ART 1030 - Art Appreciation	Credit: 3.			
CHEM 1010 - Introduction to Chemistry I	Credit: 4.			
CHEM 1020 - Introduction to Chemistry II	Credit: 4.			
ENGL 1010 - English Composition I	Credit: 3.			
ENGL 1020 - English Composition II	Credit: 3.			
MATH 1010 - Math for General Studies	Credit: 3.			
HEC 1005 - Introduction to Human Ecology	Credit: 1.			
HEC 1010 - Life Span Development	Credit: 3.			
HEC 1300 - Clothing Construction	Credit: 3.			
HEC 2020 - Nutrition for Health Sciences	Credit: 3.			
AGHE 1020 - Connections in Agriculture and Human Ecology ⁵	Credit: 1.			

Total: 31

Sophomore Year

See note 2.

Course Name	Credit	Term Taken	Grade	Gen Ed
ENGL 2130 - Topics in American Literature or	Credit: 3.			
ENGL 2235 - Topics in British Literature or	Credit: 3.			
ENGL 2330 - Topics in World Literature	Credit: 3.			
HIST 2010 - Early United States History	Credit: 3.			
HIST 2020 - Modern United States History	Credit: 3.			
COMM 2025 - Fundamentals of Communication or	Credit: 3.			
PC 2500 - Communicating in the Professions	Credit: 3.			
. Humanities/ Fine Arts Elective Credit: 3.				
. Social/ Behavioral Sciences Electives Credit: 6.				
EDPY 2200 - Educational Psychology	Credit: 3.			
HEC 2065 - Families in Society	Credit: 3.			
HEC 2200 - Development of Young Children: Conception to Age 6	Credit: 3.			
HEC 2800 - Introduction to Teaching Family and Consumer Sciences	Credit: 3.			
HEC 3290 - Nutrition through the Life Cycle	Credit: 3.			

Total: 36

Junior Year

See note 3.

Course Name	Credit	Term Taken	Grade	Gen Ed
FOED 3010 - Integrating Instructional Technology into the Classroom	Credit: 3.			
HEC 2240 - Food Preparation and Management	Credit: 4.			
HEC 2421 - Architectural Graphics and Presentation Techniques	Credit: 3.			

HEC 3011 - Consumer Economics	Credit: 3.			
HEC 3500 - Development: Middle Childhood/Adolescence	Credit: 3.			
HEC 3520 - Parent Education and Child Guidance	Credit: 2.			
HEC 3805 - Materials and Methods of Teaching Family and Consumer Sciences Education	Credit: 3.			
HEC 3812 - Practicum in Family and Consumer Sciences	Credit: 2.			
HEC 4005 - Senior Seminar in Human Ecology-	Credit: 2-			
Add: AGHE 4500 Senior Seminar	Credit: 2.			
READ 3350 - Teaching Reading in the Content Areas	Credit: 3.			

Total: 28

Senior Year

See note 4.

Course Name	Credit	Term Taken	Grade	Gen Ed
HEC 4871 - Residency I	Credit: 5.			
HEC 4872 - Professional Seminar I	Credit: 5.			
HEC 4881 - Residency II	Credit: 10.			
HEC 4882 - Professional Seminar II	Credit: 2.			
SPED 3000 - Teaching Persons with Disabilities in the Regular Classroom	Credit: 3.			

Total: 25

Note:

1. Student working toward teacher certification must take HEC 4871, HEC 4872, HEC 4881, and HEC 4882 and must complete all requirements for admission to Teacher Education Program. Students seeking non-licensure HEED must take 22 credit hours including: HEC 4005 (2 hours), HEC 4990 (12 hours) and three hours of upper division electives to total nine hours.
2. As a sophomore, complete paperwork for admission to Teacher Education Program, and take Praxis I exam or apply for exemption.
3. As a junior, complete Benchmarks and paperwork for Residency I requirements; take Praxis II exam PLT grades 7-12 and FACS content, and apply for graduation.
4. Apply for Admission for Residency II.
5. AGHE 1020 not required for transfer students with more than 12 hrs.

Notes:

Student ID:	Catalog: 2017-2018 Undergraduate Catalog
Student Name:	Program: Human Ecology, Food Systems Administration
Adviser Name:	Concentration, B.S.H.E.
	Minimum Credits Required:

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

(Leading to the Bachelor of Science in Human Ecology Degree)

The School of Human Ecology offers two nutrition-related concentrations. Nutrition and Dietetics is the accredited dietetic curriculum which prepares students to be eligible to enter a dietetic internship program: part of the process to becoming a Registered Dietitian/Nutritionist (RDN). Registered Dietitian/ Nutritionists work in health care, community health agencies, sports nutrition, research and food management. The Food Systems Administration curriculum prepares students for careers in food service and production, food research, food science, and other management opportunities within the food industry.

Curriculum

Freshman Year

Course Name	Credit	Term Taken	Grade	Gen Ed
CHEM 1010 - Introduction to Chemistry I	Credit: 4.			
CHEM 1020 - Introduction to Chemistry II	Credit: 4.			
ENGL 1010 - English Composition I	Credit: 3.			
ENGL 1020 - English Composition II	Credit: 3.			
HEC 1005 - Introduction to Human Ecology	Credit: 1.			
HEC 1010 - Life Span Development	Credit: 3.			
HEC 1020 - Social and Professional Etiquette	Credit: 1.			
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	Credit: 1.			

Total: 32

Sophomore Year

Course Name	Credit	Term Taken	Grade	Gen Ed
BIOL 1010 – Introduction to Biology I	Credit: 4.			
BIOL 3230 – Health Science Microbiology Move to Junior Year	Credit: 4.			
Add BIOL 1020 Introduction to Biology OR CHEM 3005 Elem Organic	Credit 4			
ENGL 2130 - Topics in American Literature or	Credit: 3.			
ENGL 2235 - Topics in British Literature or	Credit: 3.			
ENGL 2330 - Topics in World Literature	Credit: 3.			
HEC 2020 - Nutrition for Health Sciences	Credit: 3.			
HEC 2031 – Aspects of Dress or	Credit: 3-			
HEC 2041 – Aspects of Housing and Furnishings	Credit: 3-			
HEC 2240 - Food Preparation and Management	Credit: 4.			
Humanities/ Fine Arts Electives Credit: 6.				
MATH 1530 -Introductory Statistics	Credit: 3.			
SOC 1010 - Introduction to Sociology or	Credit: 3.			
SOC 1100 - Introduction to Anthropology ANTH 1100	Credit: 3.			

Total: ~~33~~ 30

Junior Year

Course Name	Credit	Term Taken	Grade	Gen Ed
HEC 3011 - Consumer Economics	Credit: 3.			
HEC 3240 - Quantity Food Production	Credit: 4.			
HEC 3270 - Nutrition in Disease	Credit: 3.			
HIST 2020 – Modern United States History	Credit: 3.			
PSY 1030 – Introduction to Psychology	Credit: 3.			

ACCT 2110 - Principles of Accounting I	Credit: 3.			
ECON 2010 - Principles of Microeconomics	Credit: 3.			
Electives Credit: 5. Biol 3230 Health Sci Microbiology	Credit: 4.			
i BIOL 2350 Intro Anatomy & Physiology	Credit: 4.			
Total: 27 30				

Senior Year

Course Name	Credit	Term Taken	Grade	Gen Ed
BMGT 3510 - Management and Organization Behavior	Credit: 3.			
BMGT 3630- Human Resource Management	Credit: 3.			
HEC 3290 - Nutrition through the Life Cycle	Credit: 3.			
HEC 4005—Senior Seminar in Human Ecology-	Credit: 2.			
HEC 4242 - Food Systems Administration	Credit: 3.			
HEC 4940 - Nutrition, Fitness and Wellness	Credit: 2.			
. Elective (Upper Division) Credit: 3.- HEC 3201 Community Nutrition	Credit 3.			
HEC 4254 - Field Experience in School Nutrition or	Credit: 6.			
HEC 4995 - Field Experience-Food Systems	Credit: 6.			
Add AGHE 4500 Senior Seminar	Credit 2.			
MKT 3310 - Services Marketing or	Credit: 3.			
MKT 3400 - Principles of Marketing	Credit: 3.			
Total: 28				

Note

1.	To be eligible to complete endorsement to become a School Nutrition Supervisor in Tennessee, the following courses must be taken:
a.	Take HEC 4252 instead of HEC 4995.
b.	Enroll in 18 total credits of Education, Psychology or Sociology- See advisor for suggested courses.
c.	Successfully complete BGMT 3630, ACCT 2110, HEC 4242, HEC 2020, and MATH 1530.
2.	To be eligible to apply for an Environmental Health Specialist in Tennessee, twenty-four (24) credits in natural sciences are required. See advisor for suggested courses.
3.	NOTE: This concentration DOES NOT meet accreditation content requirements to complete the Didactic Program in Dietetics (DPD) and therefore students in the Food Systems Administration concentration are not eligible to continue requirements to become a Registered Dietitian. (RDN)
4.	AGHE 1020 not required for transfer students with more than 12 hours.

student

Student ID:	Catalog: 2017-2018 Undergraduate Catalog
Student Name:	Program: Human Ecology, Housing and Design Concentration,
Adviser Name:	B.S.H.E.
	Minimum Credits Required:

Human Ecology, Housing and Design Concentration, B.S.H.E.

(Leading to the Bachelor of Science in Human Ecology Degree)

Housing and Design focuses on adapting space to meet the psychosocial and physical needs of people in residential and commercial environments.

Graduates pursue careers in interior space planning, design of the built environment, historic preservation, real estate, and furnishings and sales.

Curriculum

Freshman Year

Course Name	Credit	Term Taken	Grade	Gen Ed
HEC 1005 - Introduction to Human Ecology	Credit: 1.			
HEC 2041 - Aspects of Housing and Furnishings	Credit: 3.			
ART 1030 - Art Appreciation	Credit: 3.			
CHEM 1010 - Introduction to Chemistry I	Credit: 4.			
CHEM 1020 - Introduction to Chemistry II	Credit: 4.			
ENGL 1010 - English Composition I	Credit: 3.			
ENGL 1020 - English Composition II	Credit: 3.			
MATH 1130 - College Algebra	Credit: 3.			
MATH 1010 - Math for General Studies	Credit: 3.			
or				
MATH 1530 - Introductory Statistics	Credit: 3.			
AGHE 1020 – Connections in Agriculture and Human Ecology ¹	Credit: 1.			
SOC 1010 – Introduction to Sociology or	Credit: 3.			
SOC 1100 – Introduction to Anthropology ANTH 1100	Credit: 3.			

Total: 31

Sophomore Year

Course Name	Credit	Term Taken	Grade	Gen Ed
DS 2810 - Computer Applications in Business	Credit: 3.			
HEC 2065 - Families in Society	Credit: 3.			
HEC 2320 – Analysis of Apparel and Furnishings	Credit: 3.			
HEC 2411 - Practicum: Housing and Design	Credit: 1.			
HEC 2421 - Architectural Graphics and Presentation Techniques	Credit: 3.			
HEC 2440 - Computer Aided Design of Residences	Credit: 3.			
HEC Core¹ - Credit 6-				
PSY 1030 – Introduction to Psychology	Credit: 3.			
Add: HEC 1010 Life Span Development	Credit: 3.			
ENGL 2130 - Topics in American Literature or	Credit: 3.			
ENGL 2235 - Topics in British Literature or	Credit: 3.			
ENGL 2330 - Topics in World Literature	Credit: 3.			
COMM 2025 – Fundamentals of Communication or	Credit: 3.			
PC 2500 - Communicating in the Professions	Credit: 3.			

Total: ~~31~~ 28

Junior Year				
Course Name	Credit	Term Taken	Grade	Gen Ed
HEC 2431 - Residential Design I	Credit: 3.			
HEC 2460 - Interior Architecture Codes and Standards	Credit: 2.			
HEC 3310 - Textiles I ²	Credit: 3.			
HEC 3320 - Textiles II	Credit: 3.			
HEC 3350 – Merchandising I	Credit: 3.			
HEC 3431 - Residential Design II	Credit: 3.			
ECON 2010 - Principles of Microeconomics	Credit: 3.			
ECON 2020 - Principles of Macroeconomics	Credit: 3.			
HIST 2010 – Early United States History	Credit: 3.			
HIST 2020 – Modern United States History	Credit: 3.			
Total: 29				
Senior Year				
Course Name	Credit	Term Taken	Grade	Gen Ed
HEC 3011- Consumer Economics	Credit: 3.			
HEC 4005—Senior Seminar in Human Ecology-	Credit: 2-			
HEC 4450 - Commercial Design	Credit: 3.			
HEC 4460 - Historical and Contemporary Architecture and Furnishings	Credit: 3.			
HEC Upper Division Elective Credit: 6.				
FIN 3411 - Principles of Real Estate	Credit: 3.			
MKT 3400 - Principles of Marketing	Credit: 3.			
Elective Credit: 3- 6.				
Humanities/Fine Arts Elective Credit: 3.				
AGHE 4500 Senior Seminar	Credit 2.			
Total: 29 32				
HEC Core¹—delete this section				
Course Name-	Credit-	Term Taken	Grade	Gen Ed
HEC 1010—Life Span Development-	Credit: 3-			
HEC 1020—Social and Professional Etiquette-	Credit: 1-			
HEC 1030—Introduction to Nutrition or-	Credit: 2-			
HEC 2020—Nutrition for Health Sciences-	Credit: 3-			
HEC 2031—Aspects of Dress-	Credit: 3-			
1. AGHE 1020 not required for transfer students with more than 12	hours			
2. Transfer students must take at least CHEM 1010 as a prerequisite	for Textiles I			
Notes:				

Student ID:	Catalog: 2017-2018 Undergraduate Catalog
Student Name:	Program: Human Ecology, Merchandising and Design
Adviser Name:	Concentration, B.S.H.E.
	Minimum Credits Required:

Human Ecology, Merchandising and Design Concentration, B.S.H.E.

(Leading to the Bachelor of Science in Human Ecology Degree)

Merchandising and Design curriculum focuses on the design, production, distribution and selection of consumer products. Career opportunities include positions in management, merchandise buyer, sales representative, shopper/stylist, fashion coordinator, textile researcher, fashion designer and many others.

Curriculum

Freshman Year

Course Name	Credit	Term Taken	Grade	Gen Ed
HEC 1005 - Introduction to Human Ecology	Credit: 1.			
HEC 1300—Clothing Construction-	Credit: 3-			
HEC 2031—Aspects of Dress-	Credit: 3-			
HEC Core⁺ Credit 6-				
CHEM 1010 - Introduction to Chemistry I ²	Credit: 4.			
CHEM 1020 - Introduction to Chemistry II	Credit: 4.			
ENGL 1010 - English Composition I	Credit: 3.			
ENGL 1020 - English Composition II	Credit: 3.			
MATH 1010 - Math for General Studies	Credit: 3.			
Add: HEC 1100 Design Concepts of Dress	Credit: 3.			
Add HEC 1010 Lifespan Development	Credit: 3.			
Add: HEC 1150 Analysis of Apparel & Findings	Credit: 3.			
SOC 1010 - Introduction to Sociology or	Credit: 3.			
ANTH 1100 - Introduction to Anthropology	Credit: 3.			
AGHE 1020 – Connections in Agriculture and Human Ecology ¹	Credit: 1.			

Total: 34—31

Sophomore Year

Course Name	Credit	Term Taken	Grade	Gen Ed
ENGL 2130 - Topics in American Literature or	Credit: 3.			
ENGL 2235 - Topics in British Literature or	Credit: 3.			
ENGL 2330 - Topics in World Literature	Credit: 3.			
ECON 2010 - Principles of Microeconomics	Credit: 3.			
HIST 2010 – Early United States History	Credit: 3.			
HIST 2020 – Modern United States History	Credit: 3.			
MATH 1530 - Introductory Statistics	Credit: 3.			
PSY 1030 – Introduction to Psychology	Credit: 3.			
HEC 2065 - Families in Society	Credit: 3.			
HEC 2311 - Practicum: Merchandising and Design	Credit: 1.			
HEC 2320—Analysis of Apparel and Furnishings-	Credit: 3-			
HEC Elective Credit: 3.				
Add: HEC 2355 Clothing Construction	Credit: 3.			
COMM 2025 – Fundamentals of Communication or	Credit: 3.			
PC 2500 - Communicating in the Professions	Credit: 3.			

Total: 31

Junior Year

Course Name	Credit	Term Taken	Grade	Gen Ed
ACCT 3720 - Survey of Accounting	Credit: 3.			
HEC 3011 - Consumer Economics	Credit: 3.			
HEC 3305—Fashion Forecasting-	Credit: 2-			
HEC 3310 - Textiles I	Credit: 3.			

HEC 3320 - Textiles II	Human Ecology, Merchandising and Design Concentration	BS HE	Tennessee Technological University		
HEC 3350 - Merchandising I		Credit: 3.			

HEC 4340 - History of Dress - move to Senior year	Credit: 3.			
MKT 3400 - Principles of Marketing	Credit: 3.			
Select two:				
HEC 2300 - Tailoring (offered in Fall Even Years) OR	Credit: 3.			
HEC 3300 - Flat Pattern (offered in Spring Even Years) OR	Credit: 3.			
HEC 4300 - Draping (offered in Fall Odd Years) OR	Credit: 3.			
HEC 4301 - Computer Aided Apparel Design (offered in Spring Odd Years)	Credit: 3.			
Add: Elective Hours	Credit: 6.			

Total: ~~29~~ 30

Senior Year

Course Name	Credit	Term Taken	Grade	Gen Ed
Humanities/Fine Arts Electives Credit: 6.				
HEC 4005 - Senior Seminar in Human Ecology	Credit: 2-			
HEC 4320 - Merchandise Promotion and Advertising	Credit: 3.			
HEC 4360 - Merchandising II	Credit: 3.			
HEC 4990 - Internship (Six required)	Credit: 3, 6, 8, 12.			
Elective Credit: 3.				
Upper Division Business Elective Credit: 3.				
Add: AGHE 4500 Senior Seminar	Credit: 2.			
Add: HEC 4340 History of Dress	Credit: 3.			

Total: ~~26~~ 29

~~HEC Core¹~~

Course Name	Credit	Term Taken	Grade	Gen Ed
HEC 1010 - Life Span Development	Credit: 3-			
HEC 1020 - Social and Professional Etiquette	Credit: 1-			
HEC 1030 - Introduction to Nutrition or	Credit: 2-			
HEC 2020 - Nutrition for Health Sciences	Credit: 3-			
HEC 2041 - Aspects of Housing and Furnishings	Credit: 3-			
1. AGHE 1020 not required for transfer students with more than 12 hours.				

Notes: 2. To progress into Textiles I, a minimum Grade of "C" is required in CHEM 1010 and CHEM 1020 and these courses must be taken before the Junior year.

Student ID:	Catalog: 2017-2018 Undergraduate Catalog
Student Name:	Program: Human Ecology, Nutrition and Dietetics Concentration,
Adviser Name:	B.S.H.E.
	Minimum Credits Required:

Human Ecology, Nutrition and Dietetics Concentration, B.S.H.E.

NUTRITION AND DIETETICS¹

(Leading to the Bachelor of Science in Human Ecology Degree)

The School of Human Ecology offers two nutrition-related concentrations. Nutrition and Dietetics is the accredited dietetic curriculum which prepares students to be eligible to enter a dietetic internship program: part of the process to becoming a Registered Dietitian/Nutritionist (RDN).

Registered Dietitian/Nutritionists work in health care, community health agencies, sports nutrition, research and food management. The Food Systems Administration curriculum prepares students for careers in food service and production, food research, food science, other management opportunities within the food industry.

Curriculum

Freshman Year

Course Name	Credit	Term Taken	Grade	Gen Ed
ENGL 1010 - English Composition I	Credit: 3.			
ENGL 1020 - English Composition II	Credit: 3.			
CHEM 1010- Introduction to Chemistry I	Credit: 4.			
CHEM 1020 - Introduction to Chemistry 11	Credit: 4.			
HEC 1005 - Introduction to Human Ecology	Credit: 1.			
HEC 1010 - Life Span Development	Credit: 3.			
HEC 1020 - Social and Professional Etiquette	Credit: 1.			
HEC 2065 - Families in Society	Credit: 3.			
HIST 2010 – Early United States History	Credit: 3.			
MATH 1130 – College Algebra-	Credit: 3-			
AGHE 1020 – Connections in Agriculture and Human Ecology ⁴	Credit: 1.			
SOC 1010 - Introduction to Sociology or	Credit: 3.			
SOC 1100 - Introduction to Anthropology ANTH 1100	Credit: 3.			

Total: 32 29

Sophomore Year

Course Name	Credit	Term Taken	Grade	Gen Ed
BIOL 2350 - Introductory Anatomy and Physiology	Credit: 4.			
OR BIOL 2010 Anatomy & Phys I and BIOL 2020 Anatomy & Phys II	Credit 8.			
CHEM 3005 - Elementary Organic Chemistry	Credit: 4.			
ENGL 2130 - Topics in American Literature or	Credit: 3.			
ENGL 2235 - Topics in British Literature or	Credit: 3.			
ENGL 2330 - Topics in World Literature	Credit: 3.			
HEC 2020 - Nutrition for Health Sciences	Credit: 3.			
HEC 2031 – Aspects of Dress or-	Credit: 3-			
HEC 2041 – Aspects of Housing and Furnishings-	Credit: 3-			
HEC 2220 - Medical Terminology for the Human Sciences	Credit: 1.			
HEC 2240 - Food Preparation and Management	Credit: 4.			
MATH 1530 - Introductory Statistics	Credit: 3.			
COMM 2025 – Fundamentals of Communication	Credit: 3.			
Humanities/Fine Arts Elective ³ Credit: 3.				

Total: 31 28

Junior Year

Course Name	Credit	Term Taken	Grade	Gen Ed
HEC 3011 - Consumer Economics	Credit: 3.			
HEC 3201 - Community Nutrition	Credit: 3.			
HEC 3240 - Quantity Food Production	Credit: 4.			

HEC 3270 – Nutrition in Disease	Credit: 3.			
HEC 3290 - Nutrition through the Life Cycle	Credit: 3.			
BIOL 3230 - Health Science Microbiology	Credit: 4.			
CHEM 4500 - Nutritional Biochemistry	Credit: 3.			
HIST 2020 – Modern United States History	Credit: 3.			
PSY 1030 – Introduction to Psychology	Credit: 3.			
. Humanities/Fine Arts Elective ³ Credit: 3.				

Total: 32

Senior Year

Course Name	Credit	Term Taken	Grade	Gen Ed
HEC 4005 – Senior Seminar in Human Ecology	Credit: 2.			
HEC 4200 - Advanced Nutrition	Credit: 3.			
HEC 4242 - Food Systems Administration	Credit: 3.			
HEC 4271 - Medical Nutrition Therapy	Credit: 3.			
HEC 4272 - Clinical Dietetics	Credit: 3.			
HEC 4940 - Nutrition, Fitness and Wellness	Credit: 2.			
HEC 4994 - Field Experience - Health Care*	Credit: 3.			
BMGT 3510 - Management and Organization Behavior	Credit: 3.			
. Electives Credit: 3.				
Add: AGHE 4500 Senior Seminar	Credit: 2.			
Add: HEC 4920 Nutrition Counseling & Education	Credit: 3.			
Add: HEC 3565 End of Life Applications for Children & Families	Credit: 3.			

Total: ~~25~~ 31

Note:

*	Requires professional liability insurance (additional fee), background check (additional fee), proof of insurance, and proof of immunizations before entering HEC 4994.
1.	The Nutrition and Dietetics concentration is part of an accredited Didactic Program in Dietetics (DPD), which requires a mandatory enrollment policy. A total of 20 students will be enrolled each year at the junior level , and a total of 20 students will be enrolled each year at the senior level . Students should plan to apply for admission into upper division dietetics during the sophomore year. See www.tntech.edu/hec for application details.
2.	The Nutrition and Dietetics concentration is an accredited Didactic Program in Dietetics (DPD) by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics. Contact: 1-800-877-1600 Ext. 5400 Fax: 312-899-4817 acend@eatright.org http://www.eatright.org/ACEND/
3.	Select a Humanities/Fine Arts course from the general education list.
In order to become a Registered Dietitian/Nutritionist (RDN) and to practice as an RDN, the following steps must be completed:	
1. After successful graduation from TTU's DPD program, gain acceptance and complete an accredited supervised practice program (Dietetic Internship).	
2. Pass the Academy of Nutrition and Dietetics Registration Exam.	
3. Obtain appropriate licensure in the state in which you will practice.	
4. AGHE 1020 not required for transfer students with more than 12 hrs.	

Notes:

TENNESSEE TECHNOLOGICAL UNIVERSITY

SCHOOL OF HUMAN ECOLOGY

HEC 2611 Sports Nutrition Practicum

Instructor Name: Anthony Paradis, RD

Office Number: Oakley Hall room 106

Phone Number: 931-372-6742

E-Mail: aparadis@tntech.edu

Office Hours: by appointment

Prerequisite: HEC 1030 or HEC 2020



Vision

To be recognized as a premier program in Human Ecology and as an agent for advancing quality of life and fostering leadership in individuals, families and communities.

Mission

The School of Human Ecology provides education, research, service, resources, and leadership to empower students and professionals to assist individuals, families and communities to achieve optimal quality of life.

TEXT AND REFERENCES:

Required: Clark, N. Sports Nutrition Guidebook, Human Kinetics, 5th Edition, 2013.

COURSE DESCRIPTION: PRACTICUM CREDIT: 1, 2, OR 3

Application of sports nutrition principles in an applied setting.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES:

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

- Practically apply food service management skills into a sports nutrition platform
- Apply basics of sports nutrition to a variety of sports
- Collaborate with sports medicine and strength and conditioning professionals

MAJOR TEACHING METHODS:

Field Experience and Small Group Instruction

SPECIAL INSTRUCTIONAL PLATFORM/MATERIALS:

None

TOPICS TO BE COVERED

Principles of Sports Nutrition

Professionalism in a sports team setting

Food service management/food safety for preparation of athlete snacks

GRADING AND EVALUATION PROCEDURES:

Your knowledge will be evaluated with:

- Weekly evaluation forms
- Case study
- This course is graded as an "S" Satisfactory or "U" Unsatisfactory
- Students are expected to complete a minimum of 100 hours for 1 credit; minimum 150 hours for 2 credits and minimum 200 hours for 3 credits

ATTENDANCE POLICY:

Students are expected to attend every day scheduled. You are allowed to miss 2 days and must coordinate with sports nutrition if you are going to miss ahead of time.

COURSE POLICIES:

Academic dishonesty and/or plagiarism will not be tolerated. Students guilty of academic misconduct either directly or indirectly through participation or assistance are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the regular institutional procedures as a result of academic misconduct and subsequent to the due

process hearing, the instructor has the authority to assign an F or a zero for the exercise or examination, or to assign an F in the course. Students should read the university handbook for additional policies covering plagiarism.

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

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

<https://www.tntech.edu/disability/>

CLASS CALENDAR: SUBJECT TO CHANGE

To coincide with training schedule at APC

M	6am-11am	4pm-6pm
T	6am-1pm	4pm-6pm
W	6am-8am	-
Th	6am-1:30am	4pm-6pm
F	6am-9am	5pm-6pm



TENNESSEE TECH UNIVERSITY
COLLEGE OF AGRICULTURE AND HUMAN ECOLOGY
AGHE 4500 SENIOR SEMINAR

THURSDAYS, 12-1:50, OAKLEY 124, 2 CREDITS, FALL XX

INSTRUCTOR INFORMATION

Instructor's Name: Dr. Dennis Duncan and Dr. Melinda Anderson

Office: Oakley 148 and Oakley 105

Telephone Number: 372-3019 and 372-3378

Email: dduncan@tntech.edu and manderson@tntech.edu

OFFICE HOURS

By appointment only

COURSE INFORMATION

PREREQUISITES SENIOR STANDING, DEPARTMENT APPROVAL.

TEXTS AND REFERENCES

Required: *none required*

COURSE DESCRIPTION

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

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

1. Practice leadership and professional skills relevant for fields of Agriculture and Human Ecology;
2. apply knowledge of global interdependence, resource sustainability, and appropriate use of technology;
3. understand current public policy issues and advocacy guidelines related to Agriculture and Human Ecology; and
4. create and implement a sustainable, community-based project.

MAJOR TEACHING METHODS

Lecture, Discussion, readings, interactive assignments including Professional Project

SPECIAL INSTRUCTIONAL PLATFORM/MATERIALS

All course materials are posted in iLearn

TOPICS TO BE COVERED

- Current and emerging Trends and Issues in Agriculture and Human Ecology
- Analysis of role of Agriculture and Human Ecology Professionals in promotion of quality of life for individuals, families and communities
- Ethics of professional practice
- Leadership and Communication skills
- Overview of global interdependence, resource sustainability, and appropriate use of technology in the fields of Agriculture and Human Ecology

GRADING AND EVALUATION PROCEDURES

Resume 10%

Career Day Workshop 35%

Professional Project 35%

Assessments/In Class Work 20%

GRADING SCALE (IF APPLICABLE)

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

COURSE POLICIES

STUDENT ACADEMIC MISCONDUCT POLICY

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

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

UNIVERSITY PLAGIARISM POLICY:

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

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

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

ATTENDANCE POLICY

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

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

Course Policies:

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

- ✧ Students exhibiting any inappropriate behaviors in any sessions will not receive attendance credit and may be asked to leave the room. “Inappropriate behaviors” include talking, sleeping, doing other work in class, arriving late or leaving early, and use of electronic devices. Beyond the inherent bad taste of such behaviors, appropriate behaviors are part of the curriculum of this course.

ASSIGNMENTS AND RELATED POLICY

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

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

DISABILITY ACCOMMODATION

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

AAFCS Body of Knowledge Statement:

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

	<p>Vision</p> <p>To be recognized as a premier program in Human Ecology and as an agent for advancing quality of life and fostering leadership in individuals, families and communities.</p> <p>Mission</p> <p>The School of Human Ecology provides education, research, service, resources, and leadership to empower students and professionals to assist individuals, families and communities to achieve optimal quality of life.</p>
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TENNESSEE TECH UNIVERSITY
HUMAN ECOLOGY
HEC 4920-NUTRITION COUNSELING AND EDUCATION

DATE, TIME, LOCATION: TBD, 3 CREDITS, FALL 2018

INSTRUCTOR INFORMATION

Instructor's Name: Samantha Hutson, PhD, RDN, LDN

Office: Oakley Hall, Room 107

Telephone Number: 372-3865

Email: shutson@tntech.edu

OFFICE HOURS

TBD

COURSE INFORMATION

PREREQUISITES

HEC 2020; HEC 3270

TEXTS AND REFERENCES

Required:

Bauer, K. D., Liou D., & Sokolik, C. A. (2016). *Nutrition Counseling and Education Skill Development (3rd ed.)*
Belmont, CA: Wadsworth.

COURSE DESCRIPTION

Identification of key communication principles in a nutrition setting, including group counseling, goal setting, and working with diverse populations in order for the student to be able to more effectively converse with clients.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

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

1. Exhibit counseling, teaching, and negotiating skills to facilitate behavior changes;
2. Identify keys to successful nutrition counseling and education interventions;
3. Design successful educational session or program strategies and interventions for target populations;
4. Demonstrate an understanding of the theories that facilitate behavior change; and
5. Create a lesson plan for a specified population.

MAJOR TEACHING METHODS

(lectures, discussion, reading, written assignments)

SPECIAL INSTRUCTIONAL PLATFORM/MATERIALS

(iLearn, YouTube, professional journal articles)

TOPICS TO BE COVERED

- foundation for nutrition counseling and education
- fundamentals of food behavior
- understanding an effective counseling relationship
- frameworks and theories for understanding behavior/behavior change
- communication techniques
- cultural influence on communication
- basic counseling responses/listening skills
- developing and implementing a nutrition care plan
- self-management techniques
- group counseling techniques
- basic educational strategies

GRADING AND EVALUATION PROCEDURES

GRADING SCALE

Letter Grade	Grade Range
A	378-420 or 90-100%
B	336-377 or 80-89.9%
C	294-335 or 70-79.9%
D	252-293 or 60-69.9%
F	251 and below or 59.9% and below

COURSE POLICIES

STUDENT ACADEMIC MISCONDUCT POLICY

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ATTENDANCE POLICY

Attendance will be monitored by in-class presentations.

Per Tennessee Technological University's Policy No. 266: Class Attendance:

“Unsatisfactory class attendance may result in the student receiving a grade of ‘F.’ A student who is unable to return to classes due to an emergency or serious accident should notify the Office of Student Affairs. A student who cannot avoid an absence from a class for any other reason is expected to assume the responsibility of explaining his/her absence to the instructor and for making arrangements to complete the work missed” (p. 1).

Assignments are due at the beginning of the class period. If an assignment is submitted after the Instructor asks for the assignment, it is subject to a 25% point deduction.

Each day the assignment is submitted late, an additional 25% of the point total will be deducted (i.e., Day 1: 25%, Day 2: 50%, Day 3: 75%, Day 4: 100%).

Assignments submitted more than a week after the due date will not be accepted for any reason.

The Instructor is not responsible for problems the student may have with submitting assignments on iLearn.

If you have a true emergency or illness, please notify the Office of Student Affairs prior to the due date of the assignment. It is much easier to make alternate plans regarding class attendance and assignment submissions if the Instructor knows before the class period. If we have not made arrangements before the assignment due date, assignments submitted late will be subject to the point deduction outlined above.

ASSIGNMENTS AND RELATED POLICY

Chapter Review Questions: 14 at 10 points each (140)

Final Exam: 40 points (40)

In-Class Assignments: 11 at 15 points each (165)

Chapter 12 Assignment (Educational Tool Development): 25 points (25)

Mock Nutrition Education Session: 50 points (50)

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](#).

HEC 4920 Nutrition Counseling and Education	
KRDN	Assignment
KRDN 3.2: Develop an educational session or program/educational strategy for a target population.	Chapter 12 assignment: Develop an education tool for a specific population, as indicated by the instructor.
KRDN 3.3: Demonstrate counseling and education methods to facilitate behavior change for and enhance wellness for diverse individuals and groups.	Mock Nutrition Education Session: The student will participate in a guided education/counseling session with a volunteer.



TENNESSEE TECH UNIVERSITY
SCHOOL OF HUMAN ECOLOGY
HEC 2100-001 INTERCULTURAL COMPETENCE
MONDAYS, 6-8:50 PM, OAKLEY 114, 3 CREDIT HOURS, SPRING XX

INSTRUCTOR INFORMATION

Instructor: Rufaro Chitiyo, Ph. D.

Office: Oakley Hall, 109

Telephone Number: 931-372-6847

Email: rchitiyo@tntech.edu (I may fail to respond to your emails immediately, please allow at least 24 hours to get a response. I do not respond to emails during weekends).

OFFICE HOURS: AS POSTED ON OFFICE DOOR, OR BY APPOINTMENT AS NEEDED

PREREQUISITES: N/A

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

Required: Landers, M. (2017). *Culture crossing: Discover the key to making successful connections in the new global era* (1st ed.). Oakland, CA: Berrett-Koehler Publishers.

Required Additional Materials: Articles (Provided by instructor)

COURSE DESCRIPTION

Importance of intercultural competence in order to facilitate tolerance across different cultures and connect across diverse cultures.

COURSE OBJECTIVES

At the end of the course the student will be able to:

- Explore cultural self-awareness, other culture awareness, and the dynamics that arise in interactions between the two;
- Understand your own multicultural and diverse context;
- Evaluate how cultural norms differ;
- Identify challenges that arise from these intercultural differences and learn ways to creatively address them; and
- Demonstrate knowledge, skills and attitudes that increase intercultural competence.

Course Goals

1. To learn fundamental principles of how culture shapes us
2. To recognize differences among diverse cultural groups
3. To raise cultural awareness

MAJOR TEACHING METHODS

Lecture, discussion & debate

SPECIAL INSTRUCTIONAL PLATFORM/MATERIALS

iLearn, laptop/tablet

TOPICS TO BE COVERED

- Definition of intercultural competence
- Confusion and misunderstanding among different cultures
- Understanding one's culture and that of others
- Intersectionality of diverse cultures
- Communication in different cultures

- Perceptions about different cultures

Grading and Evaluation Procedures

Your knowledge will be evaluated based on the following:

Exam (1)	The exam is worth 50 points
Online discussion boards (5)	Each discussion is worth 10 points
Other-culture interaction paper (1)	The paper is worth 25 points
Intercultural journal (1)	The journal is worth 25 points
Total available	150 points

GRADING SCALE

The distribution of points is as follows:

Letter Grade	Grade Range
A	135–150 points (90–100%)
B	118–134 points (80–89%)
C	102–117 points (70–79%)
D	90–101 points (60–69%)
F	01–89 points (0–59%)

Please note: I do not round grades up nor will there be any additional opportunities to improve grades.

Your time and effort is best spent studying course content throughout the semester not searching for ways to improve at the end.

COURSE POLICIES

STUDENT ACADEMIC MISCONDUCT POLICY

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

PLAGIARISM

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 properly (APA 6th edition, second printing). 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 databases, or from interviews. Failure to cite your source is plagiarism. It also does not matter whether you plagiarized knowingly or unknowingly. If you plagiarize you will receive an "F" or a "0" for the assignment, or an "F" for the course.

ATTENDANCE POLICY

You are expected to attend each meeting of every class for which you are registered. As indicated Tennessee Tech's Class Attendance Policy-266. My personal thoughts regarding attendance and tardiness are as follows: **It is your responsibility to attend class and to be on time.** Non-attendance is strongly discouraged. You are expected to attend and participate in all class meetings and related activities. I do recognize that in some cases personal circumstances make it necessary or unavoidable that you be absent though. You may miss 1 day (one week) of class without penalty (regardless of the reason). However, for every additional day you miss 5 points will be deducted from your final grade (regardless of the reason). Points will also be deducted for continual tardiness or leaving early.

CLASS PARTICIPATION

Come to class ready to learn and be prepared to take notes. Also, be prepared for meaningful class participation. Print handouts and any other materials before coming to class; these will be available for you on iLearn.

ASSIGNMENTS AND RELATED POLICY

1. All assignments are mandatory. Assigned work is due on the assigned date. If you must be absent, work is still due on the assigned date. **Coursework, assignments, and projects that are turned in late WILL NOT be accepted for credit. In the rare instance** that I accept late work, 10 points will be deducted for each day the assignment is late. Assignments will not be accepted after 5 days past the due date.
2. It is expected that all work turned in will be of the highest quality. You should check for neatness, correct spelling and correct grammar. Only one side of the paper should be used for all written assignments.
3. Unless stated otherwise, all assignments should be word-processed.
4. Take quizzes and exams as scheduled.

TEST MAKE-UP

Your absence for any exam is **strongly** discouraged. For a make-up exam to be considered, you must have notified me **in advance** of the absence via email. Proper documentation must be given for absence, including medical note and/or equivalent to justify the absence. **If** given, make-up exams will differ from the original test and must be completed on the same day you take your final exam. You must be on time for tests. Excessive tardiness on a test day is unacceptable and will result in a zero for the test.

DISABILITY ACCOMMODATION

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

INCOMPLETE GRADES

I do not give incomplete grades for this class. The grade you earn for this class is non-negotiable and it is your responsibility to earn a good grade.

CHANGES IN COURSE STUDY

Any changes that are necessary during the semester such as add/drop and withdrawal from the University must be done officially. Failure to do so will result in the letter grade of “F” for the course or courses on the student’s record for the semester. If you wish to drop this course for any reason, the University Calendar has a deadline to do so. It is your responsibility to drop by the date designated by the University.

ONLINE ACCESS

This syllabus, as well as chapter PowerPoints (if/when provided by publisher) are available on iLearn through the TTU website. Log into iLearn, HEC XXXX-001 for course materials. *It is your responsibility to download the PowerPoints, to print them, and to bring them to class.* Please understand that I will not be able to honor personal requests to send course materials to your TTU email account or other personal email accounts OR to print any materials for you. In addition, please do not ask me to tell you what you missed in class if you are not present.

COPYRIGHT AND FAIR USE

All projects created in this course should follow appropriate copyright and fair use guidelines. *Please note:* TTU personnel may display your work created during the scope of this course during accreditation and/or future classes.

PANDEMIC PLAN

In the event that normal classroom activities for class are disrupted by a pandemic/outbreak, the format for this course may be modified to enable completion. In that event, I will provide you with new instructions for the continuation of the course. During inclement weather class will be held unless canceled by the University. You should exercise wise judgment regarding travel.

ADDITIONAL INFORMATION

1. It is your responsibility to get the textbook, read the textbook, attend class regularly, and participate in class.
2. You are expected to be respectful on your peers and me. **DO NOT TEXT IN CLASS!** Cell phones are to be turned off and put away during lecture, group work, and class discussion. You may be asked to leave the class and be counted absent. In the event that a cell phone is used during a test, a grade of F or 0 will be assigned for the test in question. Do not surf the web during class with your laptop.

ASSIGNMENTS

Online discussion boards: The content of this course involves our personal lives—our relationships, our careers, our families, etc. as we exist in a global and increasingly intercultural context not “merely” theoretical or political in nature. Consequently, you are expected to read the text and contribute meaningfully to the discussion questions posted online.

I will post 3-4 questions related to the chapters and readings for that day and you will pick two questions and do two “original posts” that address them (about 2 substantial paragraphs in length). In these posts, you will offer an exploration of the question and further the discussion by drawing on personal experience as well as on readings and text chapters. You are also required to do one “response post” to your classmates. Each response post should go beyond short sentences where you basically say you agree or disagree (about one paragraph).

Other-culture interaction essay: The purpose of this assignment is to help you learn about a cultural system that is different from yours. For this assignment you are required to have an intercultural interaction with someone from a culture different from your own. Once you have identified the individual/group you will be interacting with for this assignment, read up about their culture and history ahead of time. Develop some questions you want to ask them about their culture. Spend 1–2 “contact hours” with the individual/group observing and conversing with them. Write a 3–4 page reflective paper about the intercultural experience in which you have participated. The paper should include:

1. Description of the experience, including the context of your interaction and how that had an impact (or not) on your interaction
2. Explanation of the history of the cultural group you interacted with
3. Exposition of how the other culture is similar or different from your own
4. Critical analysis of application of what was learned thus far in the course to your understanding of the experience.

Intercultural journal: You are required to keep an intercultural journal during the duration of this course. You will make one entry per week and turn it in on dates specified in this syllabus. The purpose of this assignment is to provide you with a space to document and examine your own evolution over this course. Analytically document your thoughts, questions, realizations and feelings as you grapple with different issues and concepts related to interculturalism.

HEC XXXX-001: Intercultural Competence
Syllabus Agreement
Semester

** Please sign and return this page to me no later than XXXXX, XXXX.*

I, the undersigned, certify that I have read and fully understand this syllabus. I have cleared any initial questions with my instructor. I also agree that I have read and understand Tennessee Tech's Class Attendance Policy and Student Academic Misconduct Policy and agree to act accordingly to both policies.

I understand that attendance is required and absences will negatively affect my overall course grade. I understand that in-class activities, assignments, quizzes and exams cannot be made up and only official approved absences, documented on the appropriate letterhead, will be accepted for excused absences.

I also agree that this signature below is my official signature that will be used for this course, including but not limited to, signing the attendance sheet or activity papers.

Your Printed Name (Write legibly, as it appears on official documents ... alternate names should be placed in parentheses at the end of official name)

Your Signature – Must be signature used to sign attendance sheet

Your T-Number

Date

TENNESSEE TECH UNIVERSITY

SCHOOL OF HUMAN ECOLOGY

HEC 1100-001 DESIGN CONCEPTS OF DRESS

M, W, F 11:05 – 12:10 P.M., OAKLEY HALL 118, 3 CREDIT HOURS, SPRING XX

Instructor Name: Hannah Upole, PhD

Office Number: Oakley Hall Room 108

Phone Number: 931-372-6066

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

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

Prerequisite:

None



Vision

To be recognized as a premier program in Human Ecology and as an agent for advancing quality of life and fostering leadership in individuals, families and communities.

Mission

The School of Human Ecology provides education, research, service, resources, and leadership to empower students and professionals to assist individuals, families and communities to achieve optimal quality of life.

TEXT AND REFERENCES

Required: Fiore, A. (2010). *Understanding aesthetics for the merchandising and design professional* (2nd Ed.). New York: Bloomsbury. ISBN: 978-1-56367-809-7

COURSE DESCRIPTION - CREDIT: 3

Exploration of how design elements and principles influence design, both theoretically and practically.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

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

Understand the elements of design and how they create the basic units of design

Comprehend the principles of design and how they function to define elements of design

Analyze how technology communicates and supports the design elements and principles

Identify the inclusion of design elements and principles in a given design

Critique the usage of identified design elements and principles in a given design, as well as in the lived environment

Propose modifications to existing designs

Synthesize new designs using proper terminology and application of design elements and principles, utilizing appropriate software

Document solutions to design problems, through analyzing aesthetics and defining applications of design in the lived environment

AAFCS Body of Knowledge Statement:

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

MAJOR TEACHING METHODS:

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

SPECIAL INSTRUCTIONAL PLATFORM/MATERIALS:

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

TOPICS TO BE COVERED:

- The aesthetic experience
- Elements of design
- Principles of design
- Desire for complexity, order, and novelty
- Cultural influences on aesthetic choice by consumers

GRADING AND EVALUATION PROCEDURES

Your knowledge will be evaluated with:

4 exams (50 points each = 200 points)

In-class activities/quizzes (Varying point values up to 200 points)

4 Lived Environment reports (25 points each = 100 points)

Final project – Digital mood board (500 points)

Total available: 1000 points

THE DISTRIBUTION OF POINTS IS AS FOLLOWS:

A = 900-1000 points	(90-100%)
B = 800-899 points	(80-89%)
C = 700-799 points	(70-79%)
D = 600-699 points	(60-69%)
F = less than 500 points	(<59%)

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

Assessment of Student Learning:

1. Students will complete a variety of assignments, exams, and a final project. These assessments will provide the instructor with evidence of students' comprehension of course content, critical thinking skills, communication skills, and creativity.
2. Late assignments will be accepted at a deduction of 10% in grade for each day late. Assignments will be considered late if they are submitted after the due date on iLearn or the due date provided in class, up to five days. In-class activities cannot be submitted late and will count for no credit if turned in late.

ATTENDANCE POLICY:

You are expected to attend class regularly. In-class work and discussion is critical to your understanding of course content, and to your overall success in this course. If you choose to miss class more than 3 times, your final grade will be dropped by 10 points for each subsequent absence. Any Tennessee Tech-approved excused absence will **not** count against attendance, permitting a letter of absence on appropriate letterhead is provided to me within one week of the absence occurring. Please be proactive in understanding the attendance policy and contact me directly with any attendance concerns. My door is always open to discuss any concerns or questions you may have.

COURSE POLICIES

1. There is NO MAKE-UP of exams. However, if you miss an exam because of a true illness or emergency, you may be allowed to make-up the item if you have notified the instructor of your situation and provided sufficient documentation.
2. All assignments are due on the assigned date. It is the student's responsibility to check the course calendar for due dates and to submit assignments on time. In-class activities cannot be made up due to absence.
3. Any extra credit points awarded during the class are at the discretion of the instructor and cannot be made up due to absence.
4. Please refer to the TTU Undergraduate catalog for the policy regarding inclement weather.
5. Due to safety reasons, children may not accompany you to classes, labs, field trips, etc.

STUDENT ACADEMIC MISCONDUCT POLICY:

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

UNIVERSITY PLAGIARISM POLICY:

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

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

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

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

Disability Accommodation:

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

DESCRIPTION OF EXAMS, ASSIGNMENTS, AND PROJECTS

Students will be assessed based on the following:

EXAMS:

Students will complete four exams in the course, with an optional final exam which may be used to replace the lowest exam grade. Exams will be a combination of question types, including but not limited to: multiple choice, matching, and short answer. Each exam is worth 50 points total.

Students will be provided the option to complete a final exam, which will be cumulative, that may replace the lowest exam score in the course. If a student is happy with his or her grade prior to the final exam, he or she is not required to take that final. It is offered as an option to replace the lowest exam score, if a student wishes to do so.

IN-CLASS ACTIVITIES:

Students will engage in a variety of in-class activities to facilitate learning and provide a hands-on experience with course content. These are meant to foster inquiry by students and to allow them to create based on their knowledge. In-class activities will not be announced and may not occur during every class meeting. In-class activities cannot be made up due to absence and cannot be turned in late. These activities are always due during the class period in which they are completed.

QUIZZES:

Throughout the semester, students will engage in short in-class or iLearn assigned quizzes to assess their knowledge of the course content and serve as a study tool for the exams. Quizzes may be announced or may be provided at random. There is no guarantee that a quiz will be required for each chapter or section of course content being reviewed. The best way to ensure maximum points on quizzes is to read each chapter in full and participate in class discussion.

ELEMENTS AND PRINCIPLES OF DESIGN IN THE LIVED ENVIRONMENT:

Throughout the semester, students will be encouraged to explore how design elements and principles are displayed in the environment around them. Students are encouraged to take pictures of items or moments that inspire them, towards helping to understand their unique aesthetic experience of the environment in which they function. At four different points throughout the semester, students will be asked to submit two images, one including at least one individual and another that is abstract in form. Students will also submit a written report that highlights at least three design elements or design principles in each image. Students will also be asked to explore their aesthetic interpretation of these images and suggest a design that could be created utilizing these images for inspiration.

FINAL PROJECT:

Working in teams of three, students will select one designer to be “hired” by from a provided list. Once “hired,” the team will be tasked to create a digital mood board for Fall 2018, showcasing the elements and principles they believe the designer should incorporate into a new collection.

Introduction to Project and Team Selection: You will select your teammates on **Tuesday, January 23rd, 2018**. If you are not in class on that day, you will be randomly assigned to a team and will lose 10 points from the first stage of the project. On **Thursday, January 25th, 2018** each team will randomly select a designer.

Designer Portfolio: Students will create a comprehensive portfolio of the designer’s background, design aesthetic, and previous collections. Students will submit the portfolio as a formal report in Microsoft Word. This stage is worth 150 points.

Mood Board Design Plans: Students will create a plan that displays their goals for the mood board. The plan will include at minimum: a color story, overall theme for the board with explanation and justification, discussion of design elements/principles included, proposed branding strategies for collection, and plans for inclusion into designer’s current aesthetic/collections. This stage is worth 75 points.

Final Mood Board: Students will create a digital mood board and present it to the class as a team. Further information will be provided throughout the semester. Teams will submit a draft of the final mood board on April 12th, which will then be returned on April 17th with suggestions for revision. Teams must submit both a draft and the final mood board to receive full credit on this portion of the assignment. There will be 50 points available for the draft submission. There will be 150 points awarded for the final digital mood board submission. This stage is worth 200 points total.

Presentation of Collection and Final Mood Board: This project is designed to be “front end heavy.” This approach requires that assignments be completed throughout the semester, as opposed to one large project at the end of the course. For your final presentation, you will need to compile information from your designer portfolio, mood board plans, and the final mood board. You will not be creating any new materials for the final presentation. This stage is worth 50 points.

Peer Review: Following the completion of this project, each student will submit a detailed review of their team members work on this project. Students will be provided a scoring rubric in addition to providing written comments on their peers’ work. This stage is worth 25 points.

COURSE SCHEDULE

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

Date	Topic	Assignment(s) Due
1/16	- Syllabus Review - Aesthetic: Definitions and Misconceptions	
1/18	- Discuss Designers - What is Dress?	
1/23	- The Importance of the Aesthetic Experience	
1/25	- The How and Why of the Aesthetic Experience	Syllabus Agreement due in class
1/30	- The 5 Ps of Brands and Aesthetics - Perceived Value	
2/1	- Aesthetic and Instrumental Benefits - Review for Exam 1	Lived Environment Report 1 due on Tuesday, 2/3 by 11:59 pm on iLearn
2/6	Exam 1 <i>Topics: What is Dress; Aesthetic Experience; 5 Ps of Brands; Perceived Value; Aesthetic and Instrumental Benefits</i>	
2/8	No Class – Work on Team Project	
2/13	- Elements of Design: What are they? - Introduction to Color	
2/15	- How Color is Defined - Symbolic Qualities of Color	
2/20	- Why Color is Important	Lived Environment Report 2 due on Tuesday, 2/20 by 11:59 pm on iLearn
2/22	- Formal Qualities of Light - Expressive and Symbolic Qualities of Light	
2/27	- Why Light is Important - Review for Exam 2	Designer Portfolio due on Tuesday, 2/27 by 11:59 pm on iLearn
3/1	Exam 2 <i>Topics: Elements of Design – Color and Light</i>	
3/6	Spring Break Recess	
3/8		
3/13	- Formal Qualities of Line - Formal Qualities of Shape	

3/15	- Expressive Qualities of Line and Shape - Symbolic Qualities of Line and Shape	
3/20	- Formal Qualities and Sources of Texture - Symbolic and Expressive Qualities of Texture	Lived Environment Report 3 due on Tuesday, 3/20 by 11:59 pm on iLearn
3/22	- Formal and Expressive Qualities of Space	
3/27	- Symbolic Qualities of Space - Review for Exam 3	Mood Board Design Plans due on Tuesday, 3/27 by 11:59 pm on iLearn
3/29	Exam 3 <i>Topics: Elements of Design – Line, Shape, Texture, & Space</i>	
4/3	- The Principles of Design	
4/5	- The Principles of Design	Lived Environment Report 4 due on Thursday, 4/5 by 11:59 pm on iLearn
4/10	- The Desire for Complexity, Order, Novelty	
4/12	- How Culture Influences Aesthetic Choice	Final Mood Board draft due on Thursday, 4/12 by 11:59 pm on iLearn; Returned by 4/17 to groups
4/17	- How Culture Influences Aesthetic Choice - Review for Exam 4	
4/19	Exam 4 <i>Topics: Principles of Design; Desire for Complexity, Order, and Novelty; Cultural Influences of Aesthetic Choice</i>	
4/24	- Mood Board Presentations	Final Digital Mood Board and PowerPoint for ALL TEAMS due on SUNDAY, 4/22 by 11:59 pm on iLearn
4/26	- Mood Board Presentations	Peer Review due on Thursday, 4/26 at 11:59 p.m. on iLearn



TENNESSEE TECH UNIVERSITY

SCHOOL OF HUMAN ECOLOGY

HEC 1150-001 ANALYSIS OF APPAREL AND FINDINGS

M, W, F, 10:10 – 11:05 A.M., OAKLEY HALL 122, 3 CREDIT HOURS, SPRING XX

Instructor Name: Hannah Upole, Ph.D.

Office Number: Oakley Hall Room 108

Phone Number: 931-372-6066

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

Office Hours: Monday, Tuesday, Thursday from 1:00 – 3:00 p.m. or by appointment

Prerequisite: HEC 1100



Vision

To be recognized as a premier program in Human Ecology and as an agent for advancing quality of life and fostering leadership in individuals, families and communities.

Mission

The School of Human Ecology provides education, research, service, resources, and leadership to empower students and professionals to assist individuals, families and communities to achieve optimal quality of life.

TEXT AND REFERENCES

Required: Brown, P. & Rice, J. (2014). *Ready-to-wear apparel analysis (4th Ed.)*. Upper Saddle River, NJ: Pearson Education, Inc.

COURSE DESCRIPTION - LEC: 3 CREDIT: 3

Learn to work both individually and collaboratively to accomplish learning goals and a deeper understanding of the analysis of apparel and furnishings and the surrounding factors

Course Objectives:

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

Identify factors that impact the apparel industry, including trends in manufacturing, government regulations, and labeling;

Describe the importance of apparel quality to consumers and identify ways that manufacturing can address quality concerns;

Illustrate the production process, summarizing the main stages of apparel production and employment opportunities in each stage;

Discuss the impact of shape, silhouette, style, sizing, and fit on apparel manufacturing and consumption by consumers, focusing on post-purchase decision-making factors;

Analyze garments to assess the inclusion of fabric type, findings, trim elements, stitches, seams, and edge treatments, being able to identify and discuss characteristics of each;

Recognize the importance of preliminary garment assembly and finishing;

Be able to distinguish parts, panels, pieces, and products in the garment assembly process; and

Create a potential product and illustrate it appropriately in a technical packet towards solving a current industry design problem

MAJOR TEACHING METHODS:

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

SPECIAL INSTRUCTIONAL PLATFORM/MATERIALS:

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

TOPICS TO BE COVERED:

Chapters 1-13 in the text.

- Overview of the apparel industry and government regulations
- The production process and apparel quality
- Shape, silhouette, style, sizing, and fit
- Fabric, findings, and trim elements

- Stitching, seams, and edge treatments
- Garment assembly and finishing
- A look at soft goods and home furnishings

GRADING AND EVALUATION PROCEDURES

Your knowledge will be evaluated with:

10 end of chapter quizzes (25 points each = 250 points)

In-class activities (Point values vary based on assignment = 100 points)

2 course assignments (200 points each = 400 points)

2 assessments of attendance, participation, and professionalism (25 points each = 50 points)

Total available: 800 points

THE DISTRIBUTION OF POINTS IS AS FOLLOWS:

A = 720-800 points	(90-100%)
B = 640-719 points	(80-89%)
C = 560-639 points	(70-79%)
D = 480-559 points	(60-69%)
F = less than 480 points	(<59%)

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

Assessment of Student Learning:

1. Students will complete a variety of assignments, quizzes, and two major course assignments. These assessments will provide the instructor with evidence of students' comprehension of course content, critical thinking skills, communication skills, and creativity.
2. Students will also be assessed on their attendance, participation in the course, and professionalism. As a professional, students should be engaged with course content and participate in all activities.

ATTENDANCE POLICY:

You are expected to attend class regularly. In-class work and discussion is critical to your understanding of course content, and to your overall success in this course. If you choose to miss class more than 3 times, your final grade will be dropped 5% for each subsequent absence. Any Tennessee Tech-approved excused absence will **not** count against attendance, permitting a letter of absence on appropriate letterhead is provided to me within one week of the absence occurring. Please be proactive in understanding the attendance policy and contact me directly with any attendance concerns. My door is always open to discuss any concerns or questions you may have.

Course Policies:

1. There is NO MAKE-UP of quizzes, in-class activities, or presentations. However, if you miss a quiz, activity, or presentation because of a true illness or emergency, you may be allowed to make-up the item

IF you have notified the instructor of your situation and provided sufficient documentation. In-class activities are to be turned in during the class period in which they are assigned and may not be made up due to an unexcused absence.

2. Homework assignments are due on the assigned date. It is the student's responsibility to check the course calendar for due dates, and to submit assignments on time. The instructor is not responsible for problems the student may have with submitting assignments in iLearn. Assignments submitted after the due date/time will receive a deduction of 10% for each day it is late, up to five days.

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

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

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UNIVERSITY PLAGIARISM POLICY:

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

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

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

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

Disability Accommodation:

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

DESCRIPTION OF QUIZZES, ASSIGNMENTS, AND PROJECTS

Students will be assessed based on the following:

QUIZZES:

Students will complete a quiz following the discussion of each chapter to demonstrate comprehension and application of the course material, in addition to critical thinking skills. Quizzes will be completed at the beginning of the class meeting immediately following the completion of a chapter. Students will have 20 minutes at the start of that class meeting to complete the quiz. Quizzes cannot be made up due to absence or a late arrival to class, unless extenuating circumstances have been discussed and documented with the instructor.

Students will complete a total of 11 quizzes (for all chapters excluding Chapter 1 & 13), however, only the 10 highest quiz grades will count towards your final point total. The lowest quiz grades for each student will be dropped, which may include any zeros for missed quizzes. Each quiz is worth a total of 25 points and will include a variety of question formats, including but not limited to: multiple choice, fill-in-the-blank, and short-answer.

IN-CLASS ACTIVITIES:

Students will engage in a variety of in-class activities to facilitate learning and provide a hands-on experience with course content. These are meant to foster inquiry by students and to allow them to create based on their knowledge. In-class activities will not be announced and may not occur during every class meeting. In-class activities cannot be made up due to absence and cannot be turned in late. These activities are always due during the class period in which they are completed. Each student must submit his or her own activity. Each activity will carry a unique point value based on its time commitment and depth.

MOOD BOARD AND INITIAL PRODUCT DEVELOPMENT:

Students will be given a current design problem within the industry and be tasked to create a product that meets the needs of that target group. Students will begin the initial stages of product development, which includes proposing the product in a visual format, selecting a colorway, and an inspiration page. Upon completion of this assignment, each team will meet with the instructor to be provided feedback, before completing the second portion of the assignment. Further information and rubrics will be posted on iLearn during the semester.

SPECIFICATION PACK CREATION:

Students will refine their product suggestion and work to create a basic specification pack for their product. The items to be included in the spec pack will be provided on a handout in class. Further information and rubrics will be posted on iLearn during the semester.

ATTENDANCE, PARTICIPATION, AND PROFESSIONALISM:

As professionals, you will be assessed for your attendance and participation in this course. Students will earn points for attending class, however, maximum points can only be earned through consistent course participation. Students will also be assessed for their professionalism in the course which includes but is not limited to: proper use of technology in the classroom, attention during course lectures, and respect for the classroom community.

COURSE SCHEDULE

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

Date	Topics/Course Discussion	Assignments Due
8/28	Introduction to Course	
8/30	Course Syllabus; Overview of the Apparel Industry – The Big Picture (Chapter 1)	
9/1	Overview of the Apparel Industry – The Big Picture (Chapter 1); Government Regulations and Labeling (Chapter 2)	
9/4	Labor Day Recess	
9/6	Government Regulations and Labeling (Chapter 2); Apparel Quality (Chapter 3)	
9/8	Apparel Quality (Chapter 3)	Quiz – Chapter 2
9/11	Team Work Day for Project	
9/13	Apparel Quality (Chapter 3)	
9/15	The Production Process (Chapter 4)	Quiz – Chapter 3
9/18	The Production Process (Chapter 4)	
9/20	The Production Process (Chapter 4)	
9/22	Soft Home Fashions: A Closely Related Industry (Chapter 13)	Quiz – Chapter 4
9/25	Shape, Silhouette, Style (Chapter 5)	
9/27	Shape, Silhouette, Style (Chapter 5)	
9/29	Shape, Silhouette, Style (Chapter 5)	
10/2	Sizing and Fit (Chapter 6)	Quiz – Chapter 5
10/4	Sizing and Fit (Chapter 6)	
10/6	Sizing and Fit (Chapter 6)	
10/9	Fabric: The Essential Quality Indicator (Chapter 7)	Quiz – Chapter 6
10/11	Fabric: The Essential Quality Indicator (Chapter 7)	
10/13	Fabric: The Essential Quality Indicator (Chapter 7)	Team Assignment Due – Inspiration Page and Product Proposal
10/18	Findings and Trims: More Quality Indicators (Chapter 8)	Quiz – Chapter 7
10/20	Findings and Trims: More Quality Indicators (Chapter 8)	
10/23	Stitches: Holding the Garment Together (Chapter 9)	Quiz – Chapter 8
10/25	Stitches: Holding the Garment Together (Chapter 9)	
10/27	Stitches: Holding the Garment Together (Chapter 9)	

10/30	Seams and Edge Treatments: Providing Structure (Chapter 10)	Quiz – Chapter 9
11/1	Seams and Edge Treatments: Providing Structure (Chapter 10)	
11/3	Seams and Edge Treatments: Providing Structure (Chapter 10)	
11/6	Preliminary Garment Assembly: Parts and Panels (Chapter 11)	Quiz – Chapter 10
11/8	Preliminary Garment Assembly: Parts and Panels (Chapter 11)	
11/10	Preliminary Garment Assembly: Parts and Panels (Chapter 11)	
11/13	Garment Assembly and Finishing: Pieces into Products (Chapter 12)	Quiz – Chapter 11
11/15	Garment Assembly and Finishing: Pieces into Products (Chapter 12)	
11/17	Garment Assembly and Finishing: Pieces into Products (Chapter 12)	
11/20	Team Meeting Day with Instructor (10 minute meetings)	
11/22	Thanksgiving Break	
11/24	Thanksgiving Break	
11/27	Revisiting Garment Assembly and Finishing; Returning to the Big Picture	
11/29	Returning to the Big Picture	Quiz – Chapter 12
12/1	Technical Designer Careers	
12/4	Final Presentation – Team 1	Team Final Assignment Due – Spec Pack and Presentation
12/6	Final Presentation – Team 2	
12/8	Final Presentation – Team 3	



Program of Study FAQ

What is a program of study (as defined for financial aid purposes)?

A program of study are the courses used to complete an approved degree. The specific courses for a student are noted in their degree evaluation as indicated by DegreeWorks. A course must count in the evaluation of their degree using the degree evaluation tool to be counted as part of the student's program of study.

What types of Aid are affected by this?

Federal Aid (Examples: Pell Grant, Teach Grant, Direct Loans, Perkins Loan, Work Study and FSEOG) may only be paid for eligible courses that count towards the program of study. State and Institutional Aid (Lottery Scholarships, UAS, TSAA, etc.) are not subject to the same regulatory restrictions. The State has not determined what will happen with State Aid but for now it should be awarded based on Institutional Policy. However, the cost of attendance for students will be reduced for courses that are not counting to the program of study; which can result in a lower amount of state and institutional aid a student could receive.

How does this affect Cost of Attendance?

Cost of Attendance is an estimate of the cost for students to go to school for a specific amount of time (semester or year) and is based on the student's enrollment status. Enrollment status for financial aid is based on eligible courses only. If an UG student is in 12 hours (9 hours for a GR student) that count towards their program of study they will be considered a full time student for cost of attendance purposes.

What and when will the process be run to identify courses not in the program of study?

The degree evaluation tool will be used to determine if a course is part of the program of study. We will run the program to identify students who are impacted and notify them before the start of the semester. We will then run the process before disbursement of financial aid (10 days prior to class). We will continue to run the process through the census date (the official 14th class day). After this point no further adjustments will be made. It is imperative that all changes to the degree evaluation affecting courses that count be made before the census date.

How will students be notified?

Students can view their courses using the degree evaluation tool. Academic Advisors are student's points of contact on courses included in the program of study.

How will courses needed for completion of minors be treated?

Minors must be officially declared and reflected in the degree evaluation prior to the census date (12th day of class, 4th class date for summer). Courses counting toward undeclared minors will not be included in the program of study.

How will courses needed for double majors be treated?

Double majors must be officially declared and reflected in the degree evaluation prior to the census date (12th day of class). Courses counting toward undeclared majors will not be included in the program of study.

How will elective courses noted in program of study be treated?

If a program of study has listed specific courses that can count as electives then only those will be eligible unless an adjustment is made by the academic advisor. If there is no specified list, then any course will count as long as open elective hours exist for the student in their program of study.

What about capstone courses, internships, honors courses, prerequisites for majors or professional schools?

These courses can only be covered if they are included in the student's program of study as documented within the degree evaluation tool. This is based on their current program of study at the time of payment up to the census date (12th class day). If they are "extra" courses to get the student into a major and not part of their current program of study, then they are not eligible.

How will coops be treated?

If the student is in a university recognized coop it will count for financial aid purposes.

What about students who are going to change majors (closet majors)?

Only the current semester major will be used when evaluating the courses. Courses counting only toward future majors will not count toward the program of study.

How will courses used to earn certificates be treated?

Certificates that are Gainful Employment Eligible and Teacher Certifications (with other limiting factors) will be eligible for Federal Aid. Gainful Employment Certificates are approved for federal aid by the Department of Education. Teacher Certification is a special program that is offered through the College of Education and has additional factors that affect student's aid eligibility.

What about Degree Candidates in their last semester?

Only courses that are part of the program of study as documented in the degree evaluation are eligible for federal aid.

How will this affect Transitional Academic Programs (General Studies) students?

Courses must count toward the student's intended major to be included in the program of study.

How will this affect study abroad?

All study abroad courses will count for federal financial aid.

How are scholarships affected?

Scholarships do not require your courses to count. However, students with scholarships that are need-based could be adjusted due to the adjustment of the cost of attendance. Other institutional or private (outside scholarships) scholarships will not be adjusted.

How will Repeated Coursework be affected?

There are two separate process that will affect these courses. The first is the program of study evaluation and the second is the repeated coursework evaluation. The repeated course will count for the program of study evaluation if it is in the program of study as documented by the degree evaluation, regardless of the presence of a previously taken same course. The course would still then need to pass repeated coursework evaluation to be eligible for federal aid.

How will this affect Satisfactory Academic Progress (GPA, % Completion, and Max Hours)?

Satisfactory Academic Progress is based on total hours taken and not federal aid eligible hours taken. All hours will continue to count towards this.

How will this affect Athletic Scholarships?

Athletes are required to enroll full-time, unless certified to be in final hours before graduation or granted a Progress Toward Degree Waiver. If an athlete has federal aid in their aid package and does not have full-time hours (12 for undergraduates or 9 for graduate students) that count in their program of study, we will reduce cost of attendance. Aid may be impacted, depending on individual aid packages and source of funds.