

University Curriculum Committee

October 30, 2025, Meeting Minutes

The University Curriculum Committee met **Thursday, October 30, 2025,**
at **3:00 p.m. via Teams.**

Members Present:

Michael Allen	Gerald Gannod	Jennifer Shank
Sean Alley	Mike Gotcher	Darron Smith
Melinda Anderson	Steven Hayslette	Dennis Tennant
Curtis Armstrong	Corey Heineman (student)	Steven Thomas
Julie Baker	Sharon Huo	Charles Van Neste
Jeff Boles	Christy Killman	Fred Vondra
Angie Briggs	Peter Li	Jeremy Wendt (chair)
Scott Christen	Josh Martin	Kevin West
Brittany Copley	Hayden Mattingly	Braxton Westbrook
Jie Cui	Allan Mills	(student)
Kent Dollar	Ben Mohr	Kim Winkle
Brandi Fletcher	Linda Null	Lauren Wright
Steve Frye	Thomas Payne	Lisa Zagumny
Julie Galloway	Stephen Robinson	Jinfa Zhang

Members Absent:

Cheyenne Bare (student)	Kelly McCallister	Daren Snider
Kim Hanna	Abby McCulley (student)	Benjamin Sweeney
Colin Hill	Richard Rand	Eli Tidwell (student)
Michael Hoane	Mohan Rao	Chris Wilson
Barbara Jared	Lindsey Roberts	
Karen Lykins	Matthew Smith	

Official Representative(s):

Heather Cathey (<i>for Barbara Jared</i>)	Ann Hellman (<i>for Kim Hanna</i>)	Elizabeth Lewis (<i>for Matt Smith</i>)
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Guests:

Deb Allen	Kelly Jones	Michael Nattrass
Angie Denson	Mary McCaskey	Andy Pardue
Amy Hill	Autumn McDaniel	Chad Rezsnyak

University Curriculum Committee Agenda
October 30, 2025

Item #	Unit	Agenda Item	AC/THC
01	UCC	Approval of Agenda	
02	UCC	Approval of 9/18/25 Minutes	
03	Flight Foundation Legacy Courses	Transition of Gen Ed Courses to Flight Foundations Courses (see table below)	
04a	Economics, Finance & Marketing	2 New Courses	
04b	Economics, Finance & Marketing	1 Course Change	
05a	Curriculum and Instruction	1 New Courses, 1 Course Change	
05b	Curriculum and Instruction	112 Course Deletions	
06	Human Ecology	1 Course Change HEC 3011 - Flight Foundation approval requires prerequisite removal	
07	Agriculture	1 Concentration Change - Agriculture Science & Management	
08	Music	1 Course Change, 4 New Courses, 12 Course Deletions, 6 Curriculum Changes	
09a	Professional Studies	7 New Courses, 1 Curriculum Change - Desktop Publishing	
09b	Professional Studies	1 Curriculum Change - Healthcare Administration	
10	Communication & Media	3 New Courses, 8 Course Changes	
11	English	1 New Course - ENGL/PC 2600	
12a	School of Art, Craft and Design	3 Course Changes	
12b	School of Art, Craft and Design	2 Course Changes	
13	Physics	1 Minor Change, Astronomy	
14	Earth Sciences	1 New Course	
15	Mechanical Engineering	3 Course Changes	
16	Other Such Matters	Degree Map Updates required for Flight Foundations	
		Recommendation on Artificial Intelligence course subject code	

Flight Foundation Courses Currently Approved by Gen Ed Committee

Communication	Humanities and Cultural Expression	Historical Foundations	Quantitative Reasoning and Analysis	Scientific Reasoning	Social and Behavioral Sciences	Financial and Digital Literacy
COMM 2025	ART 1035	HIST 2010	MATH 1010	ASTR 1010	ECON 2010	ENGL/PC 2600
ENGL 1010	ART 2000	HIST 2020	MATH 1420	ASTR 1020	ECON 2020	HEC 3011
ENGL 1020	ART 2020		MATH 1530	BIOL 1113	GEOG 1130	
PC 2500	ENGL 2130		MATH 1630	BIOL 2310	NURS 2400	
	ENGL 2235		MATH 1710	BIOL 1090	POLS 1030	
	ENGL 2330		MATH 1720	BIOL 2010	SOC 1010	
	FLST 2520		MATH 1830	BIOL 2020	WGS 2010	
	FREN 2510		MATH 1845	CHEM 1110		
	HIST 1310		MATH 1904	CHEM 1120		
	HIST 2210		MATH 1910	CHEM 1710		
	HIST 2220			GEOG 2100		
	HIST 2310			GEOL 1045		
	HIST 2320			PHYS 1090		
	PHIL 1030			PHYS 2010		
	PHIL 2250			PHYS 2020		
	RELS 2010			PHYS 2110		
	SPAN 2510			PHYS 2120		

Proceedings:

Confirming that a quorum was present, Dr. Jeremy Wendt called the meeting to order via Teams at 3:00 p.m.

1. Approval of Agenda

Motion to approve: Julie Baker

Second: Curtis Armstrong

Vote: Motion Carried

2. Approval of Minutes – September 18, 2025

Motion to approve: Julie Baker

Second: Curtis Armstrong

Vote: Motion Carried

3. General Education Legacy Courses Transitioning to New Flight Foundations

The General Education Committee met on September 5, 2025, to discuss and vote on courses submitted for inclusion in the Flight Foundations (General Education) curriculum. The committee approved the following courses:

- **Legacy Courses Approved**

- **Humanities and Cultural Expression**

- ART 1035 Introduction to Art
 - ART 2000 Art History Survey I
 - ART 2020 Art History Survey II
 - HIST 1310 Science and World Cultures
 - FLST 2520 Cultures and People of North Africa

- **Quantitative Reasoning and Analysis**

- MATH 1530 Introductory Statistics
 - MATH 1630 Finite Mathematics
 - MATH 1710 Precalculus Algebra
 - MATH 1720 Precalculus Trigonometry
 - MATH 1730 Precalculus Mathematics (5 credits)
 - MATH 1830 Applied Calculus
 - MATH 1845 Technical Calculus
 - MATH 1904 Extended Calculus IA
 - MATH 1910 Calculus I (4 credits)

- **Scientific Reasoning**

- BIOL 1090 Concepts of Biology (4 credits)
 - BIOL 1113 General Biology (4 credits)
 - BIOL 2010 Human Anatomy and Physiology I (4 credits)
 - BIOL 2020 Human Anatomy and Physiology II (4 credits)
 - BIOL 2310 General Botany (4 credits)
 - GEOG 2100 Weather and Climate Systems (4 credits)
 - GEOL 1045 Earth Environment, Resources and Society (4 credits)
 - PHYS 2110 Calculus-Based Physics I with Lab (4 credits)
 - PHYS 2120 Calculus-Based Physics II with Lab (4 credits)

- **Social and Behavioral Sciences**
 - ECON 2010 Principles of Microeconomics
 - ECON 2020 Principles of Macroeconomics
 - GEOG 1130 Geography of Natural Hazards
- **Financial and Digital Literacy**
 - HEC 3011 Consumer Economics

Motion to approve: Julie Baker

Second: Curtis Armstrong

Vote: Motion Carried

4. **Economics, Finance and Marketing**

a. **Course additions:**

i. **MKT 4130 – Digital Marketing**

Lec. 3. Credit 3.

Pre-requisite: MKT 3400 or consent of instructor. Introduction to digital marketing. Opportunities, problems, tactics and strategies associated with incorporating digital methods into the marketing function are examined. The latest technological aspects, intricacies and dynamic nature of marketing in the online environment are emphasized.

ii. **MKT 4160 – Public Sector Advertising**

Lec. 3. Credit 3.

Pre-requisite: MKT 3400 or consent of instructor. Examination of current advertising campaigns in traffic safety, public health, environmental sustainability and other public policy challenges. Create, execute, and evaluate successful advertising strategies, including campaign development, media buying, and data analysis. Tools used in contemporary marketing including advertising, direct marketing, Internet and interactive marketing, sales promotion, publicity, public relations, and personal selling will be emphasized.

Justification: For the past several years, Economics, Finance, and Marketing has regularly offered these popular courses as Special Topics courses. This causes extra paperwork when students want to take more than one of them concurrently and they all use the same course number. We intend to offer each of them once per year at least as demand necessitates.

Financial Impact: None

Effective: Spring 2026.

Tennessee Tech University

Economics, Finance, and Marketing Department

MKT 4130 – Digital Marketing

Tuesday/Thursday, 1:30-2:45pm, FNDH 223, Spring 2025, 3 Credit Hours

Prerequisite: Principles of Marketing

Instructor Information

Faculty: Maelybeth Young, M.S.

Office Hours: Volpe Library 362 (by appointment only)

Telephone Number: (931)510-6050 (urgent messages)

Campus Email: gyoung@tnitech.edu (typical method of contact)

(Do not make the mistake of emailing "gmyoung42" – I will not receive your message)

Course Information

Optional Textbook

Becoming A Digital Marketer | Gil and Anya Gildner | (ISBN 9781733794879)

Course Description

Introduction to the rapidly evolving world of digital marketing. The opportunities, problems, tactics, and strategies associated with incorporating digital methods into the marketing function are examined. Emphasis is placed on experiential learning and the latest technological aspects of marketing in the online environment. This course examines the application of marketing principles to marketing products and services within digital environments. While it is clear that digital will not completely replace traditional marketing vehicles, it is becoming increasingly mainstream, the intricacies and dynamic nature of the Internet make it a unique medium that can be used to make a company's marketing strategy more effective and efficient. Students will have the chance to network with professionals from various sectors of the marketing industry, collaborate on group projects that enhance portfolios and resumes, and gain valuable experience creating marketing material in collaboration with real businesses.

Course Objectives/Student Learning Outcomes

- Describe the characteristics and needs of internet users
- Identify the latest technologies used in digital marketing
- Recognize how the internet affects a company's marketing strategy
- Identify what constitutes successful digital advertisements
- Describe and know when to appropriately apply online business models
- Recognize the value of online branding
- Position and optimize a website for search engine marketing

- Discuss digital performance metrics

Major Teaching Methods

This course will include instructor lectures, in-class discussions/assignments, guest speakers, student projects/presentations, and collaborations with local businesses.

Topics to be Covered

This is a tentative course outline. Although we will follow this outline, I may have to make any appropriate changes as and when deemed necessary so as to make the course relevant to this particular class. All changes will be announced in the class and will be posted on iLearn or emailed for student viewing.

DATE	TOPICS	ASSIGNMENTS DUE
Thursday 1/16	Introduction and Syllabus Review	Student survey due by end of class
Tuesday 1/21	SEO/Google and SEM: Paying for Clicks	
Thursday 1/23	Email Marketing	
Tuesday 1/28	NO CLASS (Work Trip with TTU iCube)	
Thursday 1/30	NO CLASS (Work Trip with TTU iCube)	
Tuesday 2/4	Digital Analytics and Social Media Marketing	
Thursday 2/6	Guest Speaker	Speaker summary & screenshot of LinkedIn connection
Tuesday 2/11	Branding and Messaging	
Thursday 2/13	Tagline Tango	
Tuesday 2/18	Digital Paid Media	
Thursday 2/20	Risk Management in Digital Marketing	
Tuesday 2/25	Setting Strategies and Objectives	
Thursday 2/27	Midterm Exam Prep Day	
Tuesday 3/4	Midterm Exam Day	
Thursday 3/6	Content Creation & Project Introduction	
Tuesday 3/11	Group Project Work Day	
Thursday 3/13	Group Project Work Day	
Tuesday 3/18	SPRING BREAK - NO CLASS	
Thursday 3/20	SPRING BREAK - NO CLASS	
Tuesday 3/25	Presentations	All content due before class
Thursday 3/27	Guest Speaker	Speaker summary & screenshot of LinkedIn connection
Tuesday 4/1	Influencer Marketing & Project Introduction	
Thursday 4/3	Group Project Work Day	
Tuesday 4/8	Group Project Work Day	
Thursday 4/10	Presentations	Project submissions due before class
Tuesday 4/15	Presentations	
Thursday 4/17	EASTER BREAK - NO CLASS	
Tuesday 4/22	Guest Speaker	Speaker summary & screenshot of LinkedIn connection
Thursday 4/24	Final Exam Prep Day	
Tuesday 4/29	DEAD WEEK - NO CLASS	
Thursday 5/1	DEAD WEEK - NO CLASS	
Wednesday 5/7	FINAL at 1:00-3:00 (NOTE THIS IS EARLIER THAN USUAL CLASS TIME!)	

Special Instructional Platform/Materials

Laptop, iLearn, Canva (online, free) and Industry Software

Assessment Measures

Assessment of the student's success in the course may be measured by performance on exams, assignments, active participation, attendance, and group and/or individual projects/presentations.

Email/Text Etiquette

When you send me an email, please make sure to include your class section and what the email is specifically regarding in the subject, such as "MKT 4900: Midterm Exam" Please close your email

with your full name. This allows me to ensure timely and accurate responses to your inquiry. If you require an urgent response, feel free to send me a text message. However, please be sure to include the same information in your text, such as your name, class section, and which specific assignment, project, etc. you are referring to.

Grading and Evaluation Procedures

Type	Percent of Grade
Exams (Midterm and Final).	50%
Attendance/Participation/Assignments	20%
Projects/Presentations	30%

Grading Scale

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

Course Policies

Student Academic Misconduct Policy

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

Attendance Policy

Attendance will be recorded at every class session. Once a student has missed over three classes, five points will be deducted from their attendance grade per absence. Attendance is required and necessary to achieve an excellent grade in this course. Students who are unable to attend class for an extended period of time due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact the Office of the Vice President for Student Affairs at studentaffairs@tnitech.edu to request an absence notification.

Class Participation

This course is designed to be highly interactive, incorporating significant in-class participation and assignments. Students are expected to actively engage in class discussions, contribute thoughtfully to group activities, and participate in hands-on projects. These elements are integral to the collaborative learning experience and essential for achieving the course objectives.

Assignments and Related Policy

All in-class assignments are designed to be completed within the allocated class time. However, if additional time is needed, these assignments will be due by midnight on the same day as the class.

Any presentation work must be submitted before the beginning of the class on the due date. Late submissions may result in a deduction of points unless prior arrangements have been made.

Make-Up Exams

Make-up exams will be offered for university “excused” absences with proper documentation (doctor’s note, etc.). All make-up exams must be scheduled with me in advance of the student’s absence. Students are allowed no more than one excused absence for exams. Once a student has been excused for missing an exam, the student is not allowed to miss another exam day.

Disability Accommodation

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

b. **Course change:**

Current Course Description

ECON 3830 – Managerial Economics

Lec. 3. Credit 3.

Prerequisites: ECON 2010 ~~and 3610~~. Theory and estimation of demand, production, and costs.

Pricing and output decisions under different market structures, financial investment, government and business and international business.

Proposed Course Description

ECON 3830 – Managerial Economics

Lec. 3. Credit 3.

Pre-requisite: ECON 2010. Theory and estimation of demand, production, and costs. Pricing and output decisions under different market structures, financial investment, government and business, and international business.

Justification: After years-long absence, ECON 3830 Managerial Economics, we will resume offering this course on a regular basis in Fall 2026. The updated version of the course does not require the prerequisite.

Financial Impact: None

Effective: Fall 2026

Motion to approve: Julie Baker

Second: Curtis Armstrong

Vote: Motion Carried

5. Curriculum and Instruction

a. Course Addition:

- i. FOED 3890 Virtual Practicum for Secondary Lab 4-12. Credit 1-3
Prerequisite: Full admission to the Teacher Education Program. Virtual observation of secondary classrooms, stressing the translation of theory into practice. Overview of digital literacy and artificial intelligence tools available to support teachers, including the implementation of such tools with realistic classroom scenarios. A minimum grade of B is required to meet degree requirements for licensure candidates.

Tennessee Tech University
Curriculum & Instruction
FOED 3890: Virtual Practicum for Secondary
Online, 1-3 Credit Hours, Fall or Summer Semester

 EFFECTIVE, ENGAGING PROFESSIONALS CLINICALLY RICH, EVIDENCE-BASED PROGRAMS NETWORK OF MUTUALLY BENEFICIAL PARTNERSHIPS	<u>Mission</u> The mission of the College of Education and Human Sciences is to provide unique and rigorous, learner-centered academic experiences for our students to achieve their highest potential as life-long learners, professionals, and citizens. <u>Vision</u> The college will be an empowering force in education and human sciences. <u>Conceptual Framework</u> The College of Education and Human Sciences will prepare effective, engaging professionals through a clinically rich, evidence-based program with a network of mutually beneficial partnerships.
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Instructor Information

Instructor: Dr. Luke Anderson
Office Location: Bartoo 118
Office Hours: Wednesdays 1 p.m. – 3 p.m., email for appointments at other times.
Virtual Office Hours: Flexible times available. Email to schedule a time.
Phone: 931-372-3541 (office)
Email: slanderson@tntech.edu (preferred method of contact).

Course Information

Prerequisites

- Full admission to the Teacher Education Program.

Updated September 2025

Texts and References

- Access to the Tennessee State Department of Education Curriculum Standards available at www.tncurriculumcenter.org and access to MagicSchool AI. All other texts provided in iLearn.

Course Welcome and Description

Welcome to FOED 3890: Virtual Practicum for Secondary in pedagogy, digital literacy, and AI integration. This is a one-, two-, or three-hour credit course that includes the virtual observation of secondary classrooms, stressing the translation of theory into practice. FOED 3890 provides the candidate with an opportunity to learn about digital literacy and artificial intelligence tools available to support teachers, including the implementation of such tools with realistic classroom scenarios.

A minimum grade of B is required to meet degree requirements for licensure candidates. Any candidate earning less than a B will be required to repeat FOED 3890.

Course Objectives/Student Learning Outcomes

Objective	Apply knowledge of subject matter, students, community, and curriculum goals by developing detailed plans for instruction.
Standard	1. Discipline Taught. Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter. 2. Student Learning and Development. Candidates understand how students learn and develop and provide learning opportunities that support student intellectual, social and personal development. 3. Learners/Differentiated Instruction. Candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners. 4. Teaching Strategies. Candidates understand and use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills in students. 7. Instructional Planning. Candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
Assignment(s)	Lesson Planning with AI assignment (parts 1–3), Culminating Project (Final Lesson Plan)
Assessment	• Lesson planning tasks will be evaluated with the Aspiring Teacher Rubric (ATR)

Praxis test/topic	Principles of Learning and Teaching (7-12): Student Development and the Learning Process; Student Motivation and Learning Environment; Students as Diverse Learners; Planning Instruction; Instructional Strategies
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Objective	Scaffold student learning for instruction by suggesting probes and questions for teaching a lesson.
Standard	6. Communication. Candidates use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.
Assignment(s)	Questioning quiz, Questioning VR Observation and AI Incorporation assignment
Assessment	Observation/AI Incorporation assignment will be evaluated through the assignment rubric
Praxis test/topic	Principles of Learning and Teaching (7-12): Communication Techniques; Questioning Techniques

Objective	Scaffold student learning during instruction by collaborating with learners, families, and colleagues in order to create a positive learning environment that engages learners in collaborative and self-directed learning.
Standard	5. Learning Environment. Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
Assignment(s)	Interactive annotations on classroom management texts through Perusall, Discussion post and peer response over classroom management reflection, Classroom Management VR Observation Scoring and Justification assignment
Assessment	Students will be evaluated through the assignment rubrics
Praxis test/topic	Principles of Learning and Teaching (7-12): Students as Diverse Learners; Student Motivation and Learning Environment

Objective	Apply knowledge of multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.
Standard	8. Assessment and Evaluation. Candidates know, understand, and use formal and informal assessment strategies to evaluate and ensure the continuing intellectual, social, and physical

	development of the learner.
Assignment(s)	Differentiation Quiz, Differentiation VR Observation and AI Incorporation assignment, Lesson Planning with AI assignment
Assessment	Students will be evaluated on all lesson planning tasks with corresponding components of the Aspiring Teacher Rubric
Praxis test/topic	Principles of Learning and Teaching (7-12): Assessment and Evaluation Strategies; Assessment Tools

Objective	Engage in ongoing learning opportunities to develop knowledge and skills and reflect on teaching practices in order to continually evaluate the effect the teaching instruction has on all students.
Standard	9. Reflective Practitioner. Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents, and other professionals in the learning community) and who actively seek out opportunities to grow professionally.
Assignment(s)	Classroom Management reflective discussion post and peer response, Culminating Project (Final Lesson Plan) and corresponding Overview Video post and peer response
Assessment	Students will be evaluated through the assignment rubrics
Praxis test/topic	Principles of Learning and Teaching (7-12): Professional Development, Leadership, and Community

Objective	Scaffold student learning during instruction by collaborating with families, teachers, and other professionals within the school and within community agencies to support students' learning.
Standard	10. Colleagues, Parents, and Community. Candidates foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
Assignment(s)	Collaborative posts in various modules, Differentiation Quiz, Differentiation VR Observation and AI Incorporation assignment, Lesson Planning with AI assignment
Assessment	- Students will be evaluated through the assignment rubrics - Students will be evaluated on all lesson planning tasks with corresponding components of the Aspiring Teacher Rubric
Praxis test/topic	Principles of Learning and Teaching (7-12): Professional Development, Leadership, and Community

Objective	Scaffold student learning during instruction by using technology and technology-based resources while teaching a lesson.
Standard	11A. Teaching and Learning Technology. Candidates use technology and technology-based resources to facilitate developmentally appropriate student learning.
Assignment(s)	Almost every assignment in this course has a technology component to develop skills in this area, including all AI use tasks, VR technology tasks, and collaborative online tasks. Also, students will take part in a pre and post survey reflecting on the growth in their understanding of AI use and digital literacy.
Assessment	- Students will be evaluated through the assignment rubrics - Students will be evaluated on all lesson planning tasks with corresponding components of the Aspiring Teacher Rubric
Praxis test/topic	Principles of Learning and Teaching (7-12): Communication Techniques

Objective	Apply knowledge of multiple uses of technology to gather, sort, and analyze information and to communicate and collaborate effectively with other professionals.
Standard	11B. Technology for Professional Growth and Productivity. Candidates use technology to enhance their professional growth and productivity.
Assignment(s)	Almost every assignment in this course has a technology component to develop skills in this area, including all AI use tasks, VR technology tasks, and collaborative online tasks. Also, students will take part in a pre and post survey reflecting on the growth in their understanding of AI use and digital literacy.
Assessment	- Students will be evaluated through the assignment rubrics - Students will be evaluated on all lesson planning tasks with corresponding components of the Aspiring Teacher Rubric
Praxis test/topic	Principles of Learning and Teaching (7-12): Student Motivation and Learning Environment; Communication Techniques; Professional Development, Leadership, and Community

Major Teaching Methods

[Include method of delivery—online, hybrid, on-ground]

Major teaching methods for this course are online modules, interactive assignments, and use of the Vision Lab in the Jeffers Learning Resource Center. Students will observe authentic classroom teaching from secondary classrooms, then complete assignments based on their observations. Additionally, students will explore artificial intelligence tools and utilize those to support or enhance lesson planning and grading support.

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

Content will be delivered and work will be submitted online through iLearn. Reliable computer and internet access are required. Additionally, students will be required to access the Vision Lab in the Jeffers Learning Resource Center (JLRC) in Bartoo Hall at Tennessee Tech's campus. There are some limited remote options available for check out through the JLRC, but most students will need to visit the Vision Lab multiple times during the semester to complete coursework.

Topics to be Covered

- **3D Classroom Simulations:** Students will engage with high-fidelity virtual classrooms that replicate real-world teaching scenarios across various content areas and grade levels through the Vision Lab in the Jeffers Learning Resource Center.
- **Digital Literacy Module:** Instruction on evaluating and integrating digital tools for teaching, including ethical considerations and digital citizenship.
- **AI in Education:** Exploration of how artificial intelligence is shaping instructional design, assessment, and personalized learning. Students will critically examine AI tools and develop strategies for responsible classroom use. This would allow us to capitalize on our department's recent partnership with Magic School AI.

Course Schedule

- All major course assignments will be submitted in iLearn.
- **NOTE:** The assignments required and scale of the assignments will be modified based on if a student is enrolled in a 1-hour, 2-hour, or 3-hour version of the course.

Course Assignments:

Module 1: Pre-test

Module 2: Digital Literacy Quiz

Module 3: VR Observation assignment, Discussion post, Discussion post peer response

Module 4: Interactive annotations through Perusall, Discussion post, Discussion post peer response

Module 5: Classroom Management VR Observation scoring/justification assignment

Module 6: MagicSchool AI quiz

Module 7: Lesson Planning with AI, pt. 1 assignment

Module 8: Questioning quiz

Module 9: Questioning VR Observation and AI Incorporation assignment

Module 10: Lesson Planning with AI, pt. 2 assignment

Module 11: Differentiation quiz

Module 12: Differentiation VR Observation and AI Incorporation assignment

Module 13: Lesson Planning with AI, pt. 3 assignment

Module 15: Culminating Project, Overview Video post, Overview Video post peer responses

Module 16: Post-test

Course Breakdown

Module 1:

Introduce the course and primary course tools utilized (e.g., VR lab at the JLRC, VR headsets, library of recorded classroom experiences, YouTube options for remote students, AI resources, etc.), as well as the creation of Magic School AI accounts. This module also includes readings about the importance of classroom observations, digital literacy concerns, and the use of VR in education, as well as a pre-test about students' current knowledge of AI and experience with VR learning.

Module 2:

Complete the Digital Literacy Module that covers the importance of cultivating digital literacy with students, including tools and resources for teachers. Introduce virtual classroom observations and observation tools (e.g., Aspiring Teacher Rubric). Discuss the initial VR Observation assignment that requires students to watch segments of three assigned videos from the library and answer questions directly related to these videos and various parts of the ATR.

Module 3:

Complete VR Observation assignment and corresponding discussion post/peer responses.

Module 4:

Complete the Classroom Management Module, which includes key readings on classroom management, interactive questions/activities with peers, and reflection post/peer responses on past classroom management experiences.

Module 5:

Conduct Classroom Management VR Observations to look for examples of what they covered in the previous module's readings and activities. Utilize aspects of the ATR that relate most directly with classroom management as part of the observations in a scoring/justification exercise.

****If the interactive classroom management experience at the JLRC lab develops a secondary component, then we will utilize this resource.**

Module 6:

Introduce Artificial Intelligence through an AI Overview Module and assignment that will help students explore various artificial intelligence resources appropriate for educational use, specifically focusing on MagicSchool AI. This includes the proper citation of AI resources when using them for academic or vocational purposes.

Module 7:

Lesson Planning with AI Module, pt. 1 – Aligned Standards, Objectives, and Assessments. Includes interactive learning with MagicSchool AI where students create lesson outlines that demonstrate alignment between clear objectives, appropriate formative assessments, and a relevant state content standard.

Module 8:

Introduce Instructional Strategies: Questioning Module, where students explore high-order questioning, best practices for using questioning during instruction, and how to use AI tools for effective question generation.

Module 9:

Complete Instructional Strategies: Questioning VR Observations and AI Incorporation Module, where students will observe and reflect on the use of questioning in multiple VR classroom videos, then use AI tools to generate additional questions to support the lessons they observed.

Module 10:

Lesson Planning with AI Module, pt. 2 – questioning, activities, & materials. Includes interactive learning with Magic School AI where students build on original lesson outlines from the Module 7 to include relevant, higher-order questions, as well as activities and materials, that would support the lesson's objectives, prepare for lesson assessments, and align with relevant state standards.

Module 11:

Instructional Strategies: Differentiation Module, where students define differentiation, explore various differentiation strategies from research, and utilize AI tools to incorporate differentiation strategies into lesson planning.

Module 12:

Instructional Strategies: Differentiation VR Observations and AI Incorporation Module, where students will observe and reflection on the use of differentiation in multiple VR classroom videos, then use AI tools to generate additional differentiation strategies to support the lessons they observed.

Module 13:

Lesson Planning with AI Module, pt. 3 – differentiation. Includes interactive learning with Magic School AI where students build on the lesson outlines from Modules 7 and 10 to include plans for differentiation to meet various needs that are common in secondary classrooms (e.g., advanced students, students with IEPs, EL/ESL accommodations, etc.).

Module 14:

Culminating Project Overview – Finalized Lesson Plan (from Modules 7, 10, & 13) that properly cites and justifies appropriate AI use as part of the planning process. It also must justify choices made based on learning from the VR classroom experiences. A 2-3-minute video overview of the project will be posted as a summary for peer responses.

Module 15:

Culminating Project and Overview Video due, including peer responses to videos.

Module 16:

Complete course survey and post-test regarding knowledge of AI and VR educational resources.

Grading and Evaluation Procedures

All work should be of highest quality. Candidates will demonstrate their desire and ability to obtain an excellent grade by the thought, depth, and time they put into their written assignments. Written material should be neat, correctly punctuated, and spelled correctly. Grammar should be used correctly. Rubrics for all major course assignments are found in iLearn.

Grading Scale

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

Course Policies

Student Academic Integrity Policy

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

Attendance Policy

Attendance and participation will be evidenced by the completion of iLearn modules and the timely submission of course assignments. Students who are unable to complete class assignments or meet deadlines for an extended period of time due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact the Office of the Vice President for Student Affairs at studentaffairs@tntech.edu to request an absence notification.

Class Participation

Since there are not regular class meeting times, it is expected that students will complete each module, including submission all assigned work, by the due dates listed in the syllabus. The instructor may request individual meetings (if needed) with the students who are not meeting course expectations.

Assignments and Related Policy

All assignments are due by the date and time outlined in this syllabus.

1. No incomplete work will be accepted. Late work will only be accepted 24 hours after the due date. Any late work submitted within 24 hours of due date will receive up to ½ credit. For example, if the assignment was worth 50 points and you received a 40, your final grade would be 20 points. Work submitted after 24 hours of due dates and times without an approved notification from student affairs will receive 0 points. Extension may be granted if students contact the instructor *before* the due date.
2. Student-created materials from this course may be used in publications and presentations. If you do not wish your products to be shared, please contact the professor directly with the request.

Disability Accommodation

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

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

Additional Resources

Technical Help

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

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

Tk20 at TTU

TTU's College of Education and Human Sciences has purchased Tk20, a comprehensive data and reporting system that will improve our processes, manage candidate transition points, and track key assessments in program coursework. All College of Ed students and anyone enrolled in courses with Tk20 key assessments are required to purchase and maintain a Tk20 account. There are two locations to purchase your Tk20 account:

- [Tk20](#): \$142.00 plus sales tax (based on billing address ZIP code). Click on the link at the top of the page that states, "Click here to purchase or register your student account."
- [University Bookstore](#), University Center: \$198.57 with no sales tax. Financial aid will pay for the subscription like a textbook when purchased through the bookstore. After purchasing the Student Access Kit, you will register the account code through the Tk20 Login page. Click on the link at the top of the page that states, "Click here to purchase or register your student account."
- Unit administrator, tk20support@tntech.edu

Tutoring

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

ii. Course Change:

From:

ESCP 2400 Children with Special Needs

Credit 3

Knowledge of risk factors, developmental delay, and categories of disability.

Understanding of special education and its emphasis on prevention, early

intervention, and services in normal environments. ~~Practicum embedded into course:~~

To:

ECSP 2400. Children with Special Needs

Credit 3.

Knowledge of risk factors, developmental delay, and categories of disability.

Understanding of special education and its emphasis on prevention, early intervention, and services in normal environments.

Justification: Updated to keep teacher licensure standards & initiatives current.

Financial Impact: None

Effective Date: Fall 2026

b. Course Deletions:

1. CFS 1000. Intro to the Profession. Credit 1.
2. CFS 1010. Life Span Development. Credit 3.
3. CFS 1210. Field Exp: Child & Fam Studies. Credit 1.
4. CFS 1300. Intro to the Family. Credit 1.
5. CFS 1310. Field Exp: Family & Community. Credit 1.
6. CFS 1500. Personal Dev & Relationships. Credit 2.
7. CFS 2060. The Family System. Credit 2.
8. CFS 2200. Developmnt: Conception- Age9. Credit 0-3.
9. CFS 2210. Field Exp: Observ-Yng Chldrn. Credit 1.
10. CFS 2400. Children With Special Needs. Credit 3.
11. CFS 2410. Pract: Children W/ Spec Needs. Credit 1.
12. CFS 3500. Dev: Middle Chld/ Adolescence. Credit 3.
13. CFS 3520. Parenting and Child Guidance. Credit 2.
14. CFS 3600. Fam, Cmnty, Prof Partnerships. Credit 2.
15. CFS 4000. Sem: Professional Dev Issues. Credit 2.
16. CFS 4890. Seminar: Education & Society. Credit 3.
17. CFS 4900. Community Field Experience. Credit 1.
18. CFS 4990. Internship. Credit 8-12.
19. CUED 4100. Intro to Curriculum. Credit 3.
20. CUED 4700. Edu Data and Assessment. Credit 2.
21. CUED 4851. Workshop in Education. Credit 1-3.
22. CUED 4852. Workshop in Education. Credit 2.
23. CUED 4853. Workshop in Education. Credit 3.
24. CUED 4854. Workshop in Education. Credit 1-6.
25. CUED 4856. America Reads. Credit 1.
26. CUED 4857. Topics. Credit 1-3.
27. CUED 4858. Topics. Credit 1-3.
28. CUED 4859. Topics. Credit 1-3.
29. CUED 4860. Topics. Credit 1-3.
30. ECED 2080. Lang & Lit in Early Childhood. Credit 3.
31. ECED 3000. Curr for Inf, Tod, & Presch. Credit 2.
32. ECED 3001. Curr/ Infant-Toddler-Preschlr. Credit 3.
33. ECED 3200. Proc for Inf, Tod, & Presch. Credit 3.
34. ECED 3210. Pract: Proc, Inf, Tod & Presch. Credit 2.
35. ECED 3211. Pract: Proc. Inf-Tod-Preschr. Credit 1.
36. ECED 3310. Pract: Concpts for Yng Chldrn. Credit 1.
37. ECED 4000. Dev Approp Prct: Birth-Presch. Credit 4.
38. ECED 4100 Dev Appropriate Practice: K-4. Credit 4.
39. ECED 4210 (5210). ECED-Curr & Methods. Credit 2.
40. ECED 4220 (5220). ECED Practicum II. Credit 3.
41. ECED 4250 (5250). Lang Arts & Comm Skills. Credit 2.
42. ECED 4261. Early Chldhd Advocacy/Leadrsdp. Credit 6-8.

43. ECED 4300(5300). Assessment of Young Children. Credit 3.
44. ECED 4530. Stu Tchng K-3 Seminar. Credit 1.
45. ECED 4840 (5840). Sem: Lang Acqis/0-5 Yrs. Credit 1.
46. ECED 4870. Student Teaching I. Credit 5.
47. ECED 4880. Student Teaching II. Credit 5.
48. ECED 4890. Student Teaching Seminar. Credit 2.
49. ECSP 2410. Pract: Child w/ Spec needs. Credit 1.
50. ECSP 3000. Curriculum/Information/Tod/Preschooler. Credit 3.
51. ECSP 3200. Prcd/Inf, Tod, Presch. Credit 3.
52. ECSP 3210. Pract: Prcd/Inf, Tod, Presch. Credit 2.
53. ECSP 3211. Pract: Proc. Inf-Tod-Preschlr. Credit 1.
54. ECSP 4230. Early Intervention I. Credit 3.
55. ECSP 4870. Student Teaching I. Credit 5.
56. ECSP 4880. Student Teaching II. Credit 5.
57. ECSP 4890. Seminar: Education & Society. Credit 2.
58. ELED 2100. Prob Solv/ Tech Literacy. Credit 3.
59. ELED 3140. Teaching of Social Studies. Credit 2.
60. ELED 3150. Teaching of Mathematics. Credit 2.
61. ELED 3151. Teaching of Lang Arts/ Writing. Credit 2.
62. ELED 4140. Science for Elem Teachers. Credit 2.
63. ELED 4250(5250). Language Arts/ Comm Skills. Credit 2.
64. ELED 4870. Student Teaching I. Credit 5.
65. ELED 4880. Student Teaching II. Credit 5.
66. ELED 4890. Seminar: Education & Society. Credit 2.
67. FOED 1820. Intro Field Experience. Credit 1.
68. FOED 1821. Intro Field Exp/Spch-Thea Ed. Credit 1.
69. FOED1822. Intro Field Exp/ Orientation. Credit 1.
70. FOED 2011. Intro to Teaching/ Technology. Credit 2.
71. FOED 3240. Instructional Technology I. Credit 3.
72. FOED 3310. Microcomputers- Employment/Ed. Credit 2.
73. FOED3340. Instructional Technology II. Credit 0-3.
74. FOED 4340. Technology for Presentations. Credit 3.
75. IED 3230. Shop/Lab & Classrm Org. Credit 3.
76. IED 4040. Advis Committee in IED. Credit 3.
77. IED 4050. Acad & Voc Interdependence. Credit 3.
78. IED 4060. Safety in IED. Credit 3.
79. IED 4070. History & Philosophy of IED. Credit 2.
80. IED 4090. Voc Ed for Spec Needs Students. Credit 3.
81. INSL 4280(5280). Legal Aspects. Credit 1.
82. LSCI 4000. Information Studies. Credit 2.
83. LSCI 4020(5020). Storytelling/ Traditional Lit. Credit 3.
84. LSCI 4400(5400). Audio-Visual Aids to Teaching. Credit 2.
85. LSCI 4530(5530). Books/Rel Mtrl for Inf & Tod. Credit 1.
86. LSCI 4540 (5540). Multiethnic Lit /Inf, Tod, Presch. Credit 1.
87. LSCI 4550 (5550). Multiethnic Lit for Children. Credit 1.
88. LSCI 4560(5560). Multiethnic Lit/ Adolescent & Adult. Credit 1.
89. READ 3311. Literacy I. Credit 7.
90. READ 3312. Literacy II- Mdl Schl Rdng Pgm. Credit 7.

91. READ 3330. Inclusive Emergent Literacy. Credit 3.
92. READ 4020 (5020). Storytelling/Traditional Lit. Credit 3.
93. READ 4540 (5540). Multiethnic Lit/ Inf, Tod, Presch. Credit 1.
94. READ 4550 (5550). Multiethnic Lit for Children. Credit 1.
95. READ 4560(5560). Multiethnic Lit- Adolesc/ Adults. Credit 1.
96. SEED 4870. Student Teaching I. Credit 5.
97. SEED 4880. Student Teaching II. Credit 5.
98. SEED 4890. Seminar: Education & Society. Credit 2.
99. SPED 2040. Sp Ed Procedures/ Methods. Credit 3.
100. SPED 2821. Prac: Sped Ed Proc and Meth. Credit 1.
101. SPED 3015. Applying Univ Lrng Principles. Credit 2.
102. SPED 3025. Comprehensive Disabilities. Credit 4.
103. SPED 3480. Horticultural Therapy. Credit 0-3.
104. SPED 4000 (5000). Intro Communication Disorders. Credit 3.
105. SPED 4040 (5040). Intro- Edu/Gifted & Talented. Credit 3.
106. SPED 4050 (5050). Sign Language I. Credit 3.
107. SPED 4090 (5090). Sign Language II. Credit 3.
108. SPED 4140(5140). Curr Dev Ed/ Gift- Tal Child Yth. Credit 3.
109. SPED 4850 (5850). Workshop in Education. Credit 1-6.
110. SPED 4870. Student Teaching I. Credit 5.
111. SPED 4880. Student Teaching II. Credit 5.
112. SPED 4890. Seminar: Education & Society. Credit 2.

Note: 4000/5000 level classes will also go to GSEC on 11/4/2025.

Justification: Removing classes that have not been offered in several years.

Financial Impact: None

Effective Date: Fall 2026

Motion to approve: Julie Baker

Second: Curtis Armstrong

Vote: Motion Carried.

6. Human Ecology

Course Change:

From: HEC 3011 Consumer Economics ~~Prerequisite: Junior or Senior Standing~~

To: HEC 3011 Consumer Economics ~~remove prerequisite~~

Justification: The General Education committee (Flight Foundations) has approved HEC 3011 as an option under the new Financial and Digital Literacy category. In approving this course, they did make the request that the prerequisite of junior or senior standing be removed. The School of Human Ecology has approved this revision.

Financial Impact: No financial impact

Effective Date: Fall 2026

Motion to approve: Julie Baker

Second: Curtis Armstrong

Vote: Motion Carried.

7. Agriculture

Curriculum Change: Prevent 1st semester Freshman from selecting Agriculture Science & Management as a choice of major.

Justification: The Agricultural Science & Management concentration was designed to serve as a flexible option for students who may need an alternative pathway after exploring other majors within the School of Agriculture. It is not intended to be the initial entry point for first-semester freshmen. Freshmen are strongly encouraged to select a more defined major aligned with their career interests and goals. Restricting first semester freshmen from declaring Agricultural Science & Management ensures that students begin their academic journey with a deliberate and informed choice. This promotes better alignment of students with their long-term goals, fosters stronger retention within their chosen discipline, and preserves the concentration as a purposeful alternative rather than a default selection. Students must have a minimum of 15 credit hours to enter this concentration.

Effective Date: Fall 2026

Financial Impact: Updated marketing materials (i.e., brochures and swag)

Motion to approve: Julie Baker

Second: Curtis Armstrong

Vote: Motion Carried.

8. Music

a. Course Change

i. MUED 4881- Eliminate Residency I pre-requisite requirement for Residency II course

The School of Music would like to eliminate the Residency I pre-requisite requirement for Residency II course.

Justification: Music Education students no longer enroll in Residency I, only Residency II.

Effective: Spring 2026

Financial Impact: None

b. New Courses

i. MUS 3650 – Musical Theatre Movement I (1 credit)

An introductory course in the fundamentals of ballet technique for majors in the Bachelor of Music in Performance: Musical Theatre Concentration. No prior dance experience required. All music majors must achieve a grade of “C” in each music course.

ii. MUS 3660 – Musical Theatre Movement II (1 credit)

A continuation of Musical Theatre Movement I (MUS 3650), this course progresses to intermediate level instruction in the fundamentals of ballet technique for majors in the Bachelor of Music, Performance concentration - Musical Theatre option. All music majors must achieve a grade of "C" in each music course. Prerequisites: Enrollment in the Bachelor of Music: Musical Theatre Concentration. Musical Theatre Movement I (MUS 3650) or equivalent experience.

iii. MUS 3670 – Musical Theatre Movement III (1 credit)

An introductory course in the fundamentals of tap technique for majors in the Bachelor of Music Performance concentration: Musical Theatre option. No prior dance experience required. All music majors must achieve a grade of "C" in each music course. Prerequisites: Enrollment in the Bachelor of Music: Musical Theatre Concentration. Musical Theatre Movement I (MUS 3650) or equivalent experience.

iv. MUS 3680 Musical Theatre Movement IV (1 credit)

A continuation of Musical Theatre Movement III (MUS 3670), this course progresses to intermediate level in the fundamentals of tap dance technique for students enrolled in the Bachelor of Music, Performance concentration - Musical Theatre option. All music majors must achieve a grade of "C" in each music course. Prerequisites: Enrollment in the Bachelor of Music: Musical Theatre Concentration. Musical Theatre Movement III (MUS 3670) or equivalent experience.

Justification: These courses already exist but are listed as course numbers MUS 1650, MUS 1660, MUS 1670, and MUS 1680. Changing these course numbers will increase the number of upper-level credits to 36, which is the University requirement. Currently this degree option does not include enough upper-level credits. In an item below we plan to delete the old courses, since course change numbers are not allowed by our University processes.

Effective: Spring 2026

Financial Impact: None

Tennessee Tech University School of Music

MUS 3650 Musical Theatre Movement I

Dates, Times, Classroom, 1 credit hour, Semester

Instructor Information

Instructor's Name TBA

Office TBA

Telephone Number TBA

Campus Email TBA

Course Information

Prerequisites: Enrollment in the Bachelor of Music in Performance: Musical Theatre Concentration.

Texts and Resources

No textbook is required. Supplemental readings will be provided by the instructor.

Course Welcome and Description

An introductory course in the fundamentals of ballet technique for majors in the Bachelor of Music in Performance: Musical Theatre Concentration. No prior dance experience required. All music majors must achieve a grade of "C" in each music course.

Course Objectives/Student Learning Outcomes

As a result of meeting the requirements of this course, students will:

1. Understand the vocabulary and basic concepts of Classical Ballet.
2. Demonstrate the ability to perform the basic movements and positions of Classical Ballet. Students will increase flexibility, strength, and performance quality in the discipline of dance.
3. Begin the consistent practice of proper body alignment and its use in the development of ballet positions and technique.
4. Learn and demonstrate adherence to proper ballet class attire, etiquette, and structure (beginning with barre work, center work, moving across the floor, and closing with combinations and reverence).

Major Teaching Methods

Conventional – in-person instruction

Reviewed and Revised July 21, 2025

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

Students are required to wear proper dance attire (i.e., tights, leotards, jazz/yoga pants or shorts, other comfortable exercise clothing that is form-fitting so that body alignment can be seen for technical corrections, ballet slippers). Student should allow time to change for class and be at the barre with cell phone off and all personal items stored, ready to begin. Long hair should be worn up and off of the face in a bun or braid.

Topics to be Covered

Basic ballet technique including positions of feet and arms Ballet vocabulary

Basic movements of dance

Structure and etiquette of a formal dance class Body awareness

Stage positioning and direction

Course Schedule

Beginning Ballet meets twice per week throughout the entire semester.

Each class meeting is structured to facilitate the progress of beginner dancers to an intermediate level.

Grading and Evaluation Procedures

Students pursuing a concentration in Musical Theatre must make a C or better to meet degree program requirements. If a lower grade is earned, the student must repeat the course.

Grading Scale [if applicable]

Table 1: Overview of grade range

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

Course Policies

Student Academic Integrity Policy

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Attendance Policy

Class attendance is mandatory.

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

Class Participation

Students will receive an overall grade on the quality of in-class participation and etiquette in class. Daily attendance is mandatory and student participation is key to the learning and evaluation process. Missed and makeup classes must be discussed with the instructor. Students are required to demonstrate the culmination of their learning in a final class dance demonstration.

Assignments and Related Policy

[Include information about late submissions and important details about the assignments. If it is timed, grade weighting, submission location, etc.]

Instructional and Assignment Use of Artificial Intelligence

[Include Generative AI Use syllabus statement from the options listed on the [Center for Innovation in Teaching and Learning website](#) in accordance with [University Policy 220: Instructional and Assignment Use of Artificial Intelligence](#).]

Disability Accommodation

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

Additional Resources

Technical Help

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Tutoring

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

Counseling and Health Services

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

Emergency Preparedness Protocols

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

Tennessee Tech University School of Music

MUS 3660 Musical Theatre MovementII

Dates, Times, Classroom, 1 credit hour, Semester

Instructor Information

Instructor's Name TBA

Office TBA

Telephone Number TBA

Campus Email TBA

Course Information

Prerequisites: Enrollment in the Bachelor of Music: Musical Theatre Concentration. Musical Theatre Movement I (MUS 3650) or equivalent experience.

Texts and Resources

No textbook is required. Supplemental readings will be provided by the instructor.

Course Welcome and Description

A continuation of Musical Theatre Movement I, this course progresses to intermediate level instruction in the fundamentals of ballet technique for majors in the Bachelor of Music: Musical Theatre Concentration. In this class, students build on the fundamentals of ballet technique from the prerequisite beginning level, in a safe and challenging manner. Through barre work and adagio/allegro exercises, the class will incorporate a working understanding of basic positions of the arms and legs; individual steps such as turns and jumps; and intermediate level combinations. Through repetition and logical progression artistry, musicality, strength, and coordination will grow, increasing movement potential for musical theatre performers.

Course Objectives/Student Learning Outcomes

As a result of meeting the requirements of this course, students will:

1. Understand the vocabulary and basic concepts of Classical Ballet.
2. Demonstrate the ability to perform the basic movements and positions of Classical Ballet. Students will increase flexibility, strength, and performance quality in the discipline of dance.
3. Begin the consistent practice of proper body alignment and its use in the development of ballet positions and technique.

4. Learn and demonstrate adherence to proper ballet class attire, etiquette, and structure (beginning with barre work, center work, moving across the floor, and closing with combinations and reverence).

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Major Teaching Methods

Conventional – in-person instruction

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

Students are required to wear proper dance attire (i.e., tights, leotards, jazz/yoga pants or shorts, other comfortable exercise clothing that is form-fitting so that body alignment can be seen for technical corrections, ballet slippers). Student should allow time to change for class and be at the barre with cell phone off and all personal items stored, ready to begin. Long hair should be worn up and off of the face in a bun or braid.

Topics to be Covered

Basic ballet technique including positions of feet and arms
Ballet vocabulary

Basic movements of dance

Structure and etiquette of a formal dance class
Body awareness

Stage positioning and direction

Intermediate level combinations and execution

Course Schedule

Musical Theatre Movement II meets twice per week throughout the entire semester.

Each class meeting is structured to facilitate the progress of beginner dancers to an intermediate level.

Grading and Evaluation Procedures

Students pursuing a concentration in Musical Theatre must make a C or better to meet degree program requirements. If a lower grade is earned, the student must repeat the course.

Grading Scale [if applicable]

Table 1: Overview of grade range

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

Course Policies

Student Academic Integrity Policy

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

Attendance Policy

Class attendance is mandatory.

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Class Participation

Students will receive an overall grade on the quality of in-class participation and etiquette in class. Daily attendance is mandatory and student participation is key to the learning and evaluation process. Missed and makeup classes must be discussed with the instructor. Students are required to demonstrate the culmination of their learning in a final class dance demonstration.

Assignments and Related Policy

[Include information about late submissions and important details about the assignments. If it is timed, grade weighting, submission location, etc.]

Instructional and Assignment Use of Artificial Intelligence

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Additional Resources

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Tutoring

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Emergency Preparedness Protocols

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

Tennessee Tech University School of Music

MUS 3670 Musical Theatre Movement III

Dates, Times, Classroom, 1 credit hour, Semester

Instructor Information

Instructor's Name TBA

Office TBA

Telephone Number TBA

Campus Email TBA

Course Information

Prerequisites: Enrollment in the Bachelor of Music: Musical Theatre Concentration. Musical Theatre Movement I (MUS 3650) or equivalent experience.

Texts and Resources

No textbook is required. Supplemental readings will be provided by the instructor.

Course Welcome and Description

An introductory course in the fundamentals of tap dance technique for majors in the Bachelor of Music: Musical Theatre Concentration. No prior dance experience required. In this class, students learn the fundamentals of tap technique, in a safe and challenging manner. This is an absolute beginner course- no prior dance experience is required. Through structured exercises, the class will introduce the basic movements of Classical Tap dance; individual steps such as time steps, turns, and riffs; and simple combinations. Through repetition and logical progression artistry, musicality, strength, and coordination will grow, increasing movement potential for musical theatre performers.

Course Objectives/Student Learning Outcomes

As a result of meeting the requirements of this course, students will:

1. Understand the vocabulary and basic concepts of Classical Tap.
2. Demonstrate the ability to perform the basic movements and positions of Classical Tap. Students will increase flexibility, strength, and performance quality in the discipline of dance.
3. Begin the consistent practice of proper body alignment and its use in the development of technique.
4. Learn and demonstrate adherence to proper class attire, etiquette, and structure (beginning with warm-ups, center work, moving across the floor, and closing with combinations).

Major Teaching Methods

Conventional – in-person instruction

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

Students are required to wear proper dance attire (i.e., tights, leotards, jazz/yoga pants or shorts, other comfortable exercise clothing that is form-fitting so that body alignment can be seen for technical corrections, ballet slippers). Student should allow time to change for class and be at the barre with cell phone off and all personal items stored, ready to begin. Long hair should be worn up and off of the face in a bun or braid.

Topics to be Covered

Basic tap technique including parts of the shoe and sounds associated with each Tap vocabulary

Basic movements of dance

Structure and etiquette of a formal dance class
Body awareness

Stage positioning and direction

Course Schedule

Musical Theatre Movement III meets twice per week throughout the entire semester.

Each class meeting is structured to facilitate the progress of beginner dancers to an intermediate level.

Grading and Evaluation Procedures

Students pursuing a concentration in Musical Theatre must make a C or better to meet degree program requirements. If a lower grade is earned, the student must repeat the course.

Grading Scale [if applicable]

Table 1: Overview of grade range

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

Course Policies

Student Academic Integrity Policy

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

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

Attendance Policy

Class attendance is mandatory.

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

Class Participation

Students will receive an overall grade on the quality of in-class participation and etiquette in class. Daily attendance is mandatory and student participation is key to the learning and evaluation process. Missed and makeup classes must be discussed with the instructor. Students are required to demonstrate the culmination of their learning in a final class dance demonstration.

Assignments and Related Policy

[Include information about late submissions and important details about the assignments. If it is timed, grade weighting, submission location, etc.]

Instructional and Assignment Use of Artificial Intelligence

[Include Generative AI Use syllabus statement from the options listed on the [Center for Innovation in Teaching and Learning website](#) in accordance with [University Policy 220: Instructional and Assignment Use of Artificial Intelligence](#).]

Disability Accommodation

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

Additional Resources

Technical Help

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Tutoring

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

Counseling and Health Services

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

Emergency Preparedness Protocols

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

Tennessee Tech University School of Music

MUS 3680 Musical Theatre Movement IV

Dates, Times, Classroom, 1 credit hour, Semester

Instructor Information

Instructor's Name TBA

Office TBA

Telephone Number TBA

Campus Email TBA

Course Information

Prerequisites: Enrollment in the Bachelor of Music: Musical Theatre Concentration. Musical Theatre Movement III (MUS 3670) or equivalent experience.

Texts and Resources

No textbook is required. Supplemental readings will be provided by the instructor.

Course Welcome and Description

A continuation course of the Musical Theatre Movement III dance syllabus, progressing to intermediate level instruction in the fundamentals of tap dance technique for students majoring in the Bachelor of Music in Voice Performance Musical Theatre Concentration. In this class, students build on the fundamentals of tap technique, in a safe and challenging manner. Through structured exercises, the class will continue perfecting the basic movements of Classical Tap dance; introduce Rhythm Tap concepts (those that focus on acoustic elements); individual steps such as time steps, turns, and riffs; and combinations. Through repetition and logical progression artistry, musicality, strength, and coordination will grow, increasing movement potential for musical theatre performers.

Course Objectives/Student Learning Outcomes

As a result of meeting the requirements of this course, students will:

1. Understand the vocabulary and basic concepts of Classical Tap and Rhythm Tap.
2. Demonstrate the ability to perform the basic movements and positions of Classical Tap and Rhythm Tap. Students will increase flexibility, strength, and performance quality in the discipline of dance.
3. Continue the consistent practice of proper body alignment and its use in the development of technique.

4. Learn and demonstrate adherence to proper class attire, etiquette, and structure (beginning with warm-ups, center work, moving across the floor, and closing with combinations).

Major Teaching Methods

Conventional – in-person instruction

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

Students are required to wear proper dance attire (i.e., tights, leotards, jazz/yoga pants or shorts, other comfortable exercise clothing that is form-fitting so that body alignment can be seen for technical corrections, ballet slippers). Student should allow time to change for class and be at the barre with cell phone off and all personal items stored, ready to begin. Long hair should be worn up and off of the face in a bun or braid.

Topics to be Covered

Basic tap technique including parts of the shoe and sounds associated with each Tap vocabulary

Basic movements of dance

Structure and etiquette of a formal dance class
Body awareness

Stage positioning and direction
Intermediate combinations and execution

Course Schedule

Musical Theatre Movement IV meets twice per week throughout the entire semester.

Each class meeting is structured to facilitate the progress of beginner dancers to an intermediate level.

Grading and Evaluation Procedures

Students pursuing a concentration in Musical Theatre must make a C or better to meet degree program requirements. If a lower grade is earned, the student must repeat the course.

Grading Scale [if applicable]

Table 1: Overview of grade range

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c. Course Deletions

- i. MUS 1650 – Musical Theatre Movement I (1 credit)
- ii. MUS 1660 – Musical Theatre Movement II (1 credit)
- iii. MUS 1670 – Musical Theatre Movement III (1 credit)
- iv. MUS 1680 – Musical Theatre Movement IV (1 credit)

Justification: We have proposed (above) the creation of replacement courses with appropriate course numbers for upper-level degree designation. Changing these course numbers will increase the number of upper-level credits to 36, which is the University requirement. Currently this degree option does not include enough upper-level credits. In an item above we plan to create replacement courses, since course change numbers are not allowed by our University processes.

Effective: Spring 2026

Financial Impact: None

- v. MUSA 1001 – Live Audio Intro A
- vi. MUSA 1002 – Live Audio Intro B
- vii. MUSA 2001 – Live Audio Intmed. A
- viii. MUSA 2002 – Live Audio Intmed. B
- ix. MUSA 3001 – Live Audio Adv. A
- x. MUSA 3002 – Live Audio Adv. B
- xi. MUSA 4001 – Live Audio Pro. A
- xii. MUSA 4002 – Live Audio Pro. B

Justification: The courses are no longer included in the degree program. They have been replaced with new courses.

Effective: Spring 2026

Financial Impact: None

d. Curriculum Changes

- i. Bachelor of Music Education - vocal tract.

Replace PSY2210 Educational Psychology with MUS2210 Psychology of Music.

Justification: Music Education majors are currently required to take PSY 2210 - Educational Psychology (3 credits) during their 4th semester of study. We have created a new music course that covers similar content, but goes into further detail as it pertains to teaching and performing music. Our music education professor, Dr. Kexin Xu, specializes in educational psychology (as it relates to music) and has created a new course to fulfill this degree requirement.

Effective: Summer 2026

Financial Impact: None

- ii. Bachelor of Music Education (Instrumental)

- 1. Replace PSY2210 Educational Psychology with MUS2210 Psychology of Music.

Justification - creation of new course MUS2210 Psychology of Music.

2. The School of Music would like to move the requirement of MUED 3230 - Marching Band Techniques (2 credits) or MUED 3735 - String Pedagogy/Literature I (2 credits) to the spring semester, junior year and move MUS 3130 – Form and Analysis (2 credits) to the fall semester, junior year.

Justification: The courses are now only offered during the corresponding semesters

Effective: Summer 2026

Financial Impact: None

iii. BS in Music Degree

The School of Music would like to move MUS4250 - Recording Techniques (0-2 credits) to the Fall semester of the junior year and move MUS4510 – Computer Apps in Music (0-2 credits) to the Spring semester of the junior year.

Justification: The courses are now only offered during the corresponding semesters.

Effective: Summer 2026

Financial Impact: None

iv. BM Performance (Instrumental)

The School of Music would like to move MUS4250 - Recording Techniques (0-2 credits) to the Fall semester of the senior year and move Electives (generic) 2 credits to the Spring semester of the senior year

Justification: MUS4250 – Recording Techniques is now only offered during the fall semesters and moving the electives was to balance out the credits in the senior year degree map.

Effective: Summer 2026

Financial Impact: None

v. BM Performance (Jazz)

The School of Music would like to move MUS4250 - Recording Techniques (0-2 credits) to the Fall semester of the senior year.

Justification: MUS4250 – Recording Techniques is now only offered during the fall semesters.

Effective: Summer 2026

Financial Impact: None

vi. Bachelor of Music (BM) Performance (Piano)

The School of Music would like to move MUS4250 - Recording Techniques (0-2 credits) to the Fall semester of the senior year and move Social/Behavior Science (3 credits) to Spring semester of the senior year.

Justification: MUS4250 – Recording Techniques is now only offered during the fall semesters

and moving the Social/Behavioral Sciences was to balance out the credits in the senior year degree map.

Effective: Summer 2026

Financial Impact: None

MUS-MUIN - Music, Instrumental/General Music, K-12 Licensure Concentration, B.M.

Degree Map Narrative

Additional Licensure: Vocal/General Music Education The student must satisfy current TTU requirements for the B.M. in Music Education, MUIN.

- MUED 3140 - Materials and Methods in Vocal Music, Grades 6-12 Credit: 3.
- MUS 1200 - Private Voice Credit: 1-2.
- MUS 1210 - Diction for Singers I Credit: 1.
- MUS 1220 - Diction for Singers II Credit: 1.
- MUS 1060 - Chorale Credit: 0-1. or
- MUS 1070 - Concert Choir Credit: 0-1.
- MUS 3800 - Vocal Pedagogy and Literature I Credit: 2

Freshman Year

First

Total Degree Map Credits

125

Degree Map Effective

Catalog Year Fall Term

2024 -

Actual

al

Credits

13

Requirements

- [ENGL1010](#) - English Composition I (3 cr)
- [Mathematics \(Course Set\)](#) (3 cr)
- [MUS1013](#) - Recital Class
- [MUS1021](#) - Class Voice Techniques I (0 - 1 cr)
- [MUS1120](#) - Harmony I (3 cr)
- [MUS1130](#) - Aural Techniques I (1 cr)
- Applied Music (Generic) (1 cr)
- Major Ensemble (Generic) (1 cr)

Second Semester

Total Degree

Map Credits

125

Degree Map Effective

Catalog Year Fall Term

2024 -

Actual

al

Credits

17

Requirements

- [ENGL1020](#) - English Composition II (3 cr)
- [MUS1013](#) - Recital Class
- [MUS1030](#) - Music Appreciation (3 cr)
- [MUS1070](#) - Concert Choir (0 - 2 cr)
- [MUS1140](#) - Harmony II (3 cr)
- [MUS1150](#) - Aural Techniques II (1 cr)
- Applied Music (Generic) (1 cr)
- Major Ensemble (Generic) (1 cr)
- [Social/Behavioral Sciences \(Course Set\)](#) (3 cr)
- Instrument Techniques Class (Generic) (1 cr)

Sophomore Year

First

Total Degree Map Credits

125

Degree Map Effective

Catalog Year Fall Term

2024 -

Actual

al

Cre
dits
18

Requirements

- [ENGL2130](#) - Topics in American Literature (3 cr)
- OR
- [ENGL2235](#) - Topics in British Literature (3 cr)
- OR
- [ENGL2330](#) - Topics in World Literature (3 cr)
- [Natural Sciences \(Course Set\)](#) (4 cr)
- [MUED1820](#) - Intro to Music Ed (1 cr)
- [MUS1013](#) - Recital Class
- [MUS1023](#) - Intrm Class Piano/Mus Mjrs III (0 - 1 cr)
- [MUS2110](#) - Harmony III (0 - 2 cr)
- [MUS2120](#) - Aural Techniques III (1 cr)
- [MUS3010](#) - Music History & Lit I (3 cr)
- Applied Music (Generic) (1 cr)
- Major Ensemble (Generic) (1 cr)
- Instrument Techniques Class (Generic) (1 cr)

Second

Total Degree Map Credits

125

Degree Map Effective

Catalog Year Fall Term

2024 -

Actu

al

Cre

dits

17

Requirements

- [Natural Sciences \(Course Set\)](#) (4 cr)
- [MUS2210](#) - Psychology of Music (3 cr)
- [MUS1013](#) - Recital Class
- [MUS1024](#) - Intrm Class Piano/Mus Mjrs IV (0 - 1 cr)
- [MUS2130](#) - Harmony IV (0 - 2 cr)
- [MUS2140](#) - Aural Techniques IV (1 cr)
- [MUS3020](#) - Music History & Lit I (3 cr)
- Applied Music (Generic) (1 cr)
- Major Ensemble (Generic) (1 cr)
- Instrument Techniques Class (Generic) (1 cr)

Junior Year

First

Total Degree Map Credits

125

Degree Map Effective

Catalog Year Fall Term

2024 -

Actual

al

Credits

17

Requirements

- [COMM2025](#) - Fundamentals of Communication (3 cr)

OR

[PC2500](#) - Communicating in the Profess. (3 cr)

- [HIST2010](#) - Early United States History (3 cr)
- [MUED3110](#) - Mtrl & Meth in Music/K-5 (0 - 3 cr)
- [MUED3620](#) - Fundamentals of Conducting (1 cr)
- [MUS3130](#) - Form and Analysis (2 cr)
- [MUS1013](#) - Recital Class
- [MUS4510](#) - Computer App In Music (0 - 2 cr)
- Applied Music (Generic) (1 cr)
- Major Ensemble (Generic) (1 cr)
- Instrument Techniques Class (Generic) (1 cr)

Second

Total Degree Map Credits

125

Degree Map Effective

Catalog Year Fall Term

2024 -

Actual

al

Credits

18

Requirements

- [HIST2020](#) - Modern United States History (3 cr)
- [Social/Behavioral Sciences \(Course Set\)](#) (3 cr)
- [MUED3130](#) - Mtrls/Mthds-Instr Mus, 6-12 (0 - 3 cr)
- [MUED3630](#) - Instrumental Conducting & Lit (0 - 2 cr)
- [MUS1013](#) - Recital Class
- [MUED3230](#) - Marching Band Techniques (2 cr)

OR

- [MUED3735](#) - String Pedagogy/Literature I (0 - 2 cr)
- [MUS3210](#) - Instrumentation (2 cr)
- Applied Music (Generic) (1 cr)
- Major Ensemble (Generic) (1 cr)
- Instrument Techniques Class (Generic) (1 cr)

Senior Year

First

Total Degree Map Credits

125

Degree Map Effective

Catalog Year Fall Term

2024 -

Actual Credits

13

Requirements

- Applied Music (Generic) (1 cr)
- Major Ensemble (Generic) (1 cr)
- [MUS4000](#) - Senior Recital (1 cr)
- MUED 3811 - Practicum in Music Ed (3 cr.) (Generic) (3 cr)
- [MUED4850](#) - Workshop in Music Ed (0 - 3 cr)
- [MUED4872](#) - Professional Seminar I (5 cr)

Second Semester

Total Degree Map Credits

125

Degree Map Effective Catalog Year

Fall Term 2024 -

Actual Credits

12

Requirements

- [MUED4881](#) - Residency II (10 cr)
 - [MUED4882](#) Professional Seminar II (2 cr)
- Instrument Techniques classes, 5 hours. Take MUS 1031 , MUS 1041 , and MUS 1051 , plus two from: MUS 1032 (string students), MUS 1042 (brass and percussion students), MUS 1052 (woodwind and percussion students), MUS 1071 (woodwind, brass, strings, piano and guitar students) or MUS 1081 (piano and guitar students). 2 Must submit evidence of current First Aid/CPR training. (Generic)
- Participate each semester in the Ensemble of Record specific to the student's instrument: • Piano: Vocal Track: University Choirs; Instrumental Track: University Bands, University Orchestra, or University Jazz Bands • Guitar: University Choirs or University Jazz Bands, or Marching Band • Strings: University Orchestra • Voice: Concert Choir or Chorale • Wind/Percussion: Fall Semester – Marching Band (first 3 years), University Jazz Bands, Chamber Winds, or Orchestra. Spring Semester – Symphony Band or Concert Band as assigned by audition. (Generic)

MUS-MUPE-INS - Music, Music Performance Concentration, Instrumental Option. B.M.

Freshman Year

First

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Fall Term 2024 -

Actual Credits

14

Requirements

- [ENGL1010](#) - English Composition I (3 cr)
- [Mathematics \(Course Set\)](#) (3 cr)
- [MUS1013](#) - Recital Class
- [MUS1021](#) - Class Voice Techniques I (0 - 1 cr)
- [MUS1120](#) - Harmony I (3 cr)
- [MUS1130](#) - Aural Techniques I (1 cr)
- Applied Music (Generic) (2 cr)
- Major Ensemble (Generic) (1 cr)

Second

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Fall Term 2024 -

Actual Credits

17

Requirements

- [ENGL1020](#) - English Composition II (3 cr)
- [Social/Behavioral Sciences \(Course Set\)](#) (3 cr)
- [MUS1013](#) - Recital Class
- [MUS1030](#) - Music Appreciation (3 cr)
- [MUS1070](#) - Concert Choir (0 - 2 cr)

- [MUS1140](#) - Harmony II (3 cr)
- [MUS1150](#) - Aural Techniques II (1 cr)
- Applied Music (Generic) (2 cr)
- Major Ensemble (Generic) (1 cr)

Sophomore Year

First

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Fall Term 2024 -

Actual Credits

17

Requirements

- [ENGL2130](#) - Topics in American Literature (3 cr)
- OR
- [ENGL2235](#) - Topics in British Literature (3 cr)
- OR
- [ENGL2330](#) - Topics in World Literature (3 cr)
- [MUS1013](#) - Introductory Piano/Mus Mjrs III (0 - 1 cr)
- [MUS1023](#) - Improvisation I (1 cr)
- [MUS1081](#) - Recital Class (0 - 2 cr)
- [MUS2110](#) - Harmony II (1 cr)
- [MUS2120](#) - Music History & Lit I (3 cr)
- [MUS3010](#) - Applied Music (Generic) (2 cr)
- Major Ensemble (Generic) (1 cr)
- [Social/Behavioral Sciences \(Course Set\)](#) (3 cr)

Second

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Fall Term 2024 -

Actual Credits

16

Requirements

- [COMM2025](#) - Fundamentals of Communication (3 cr)

OR

[PC2500](#) - Communicating in the Profess. (3 cr)

- [MUS1013](#) - Recital Class
- [MUS1024](#) - Intrm Class Piano/Mus Mjrs IV (0 - 1 cr)
- [MUS1082](#) - Improvisation II (1 cr)
- [MUS2130](#) - Harmony IV (0 - 2 cr)
- [MUS2140](#) - Aural Techniques IV (1 cr)
- [MUS3020](#) - Music History & Lit II (3 cr)
- [MUS4510](#) - Computer App In Music (0 - 2 cr)
- Applied Music (Generic) (2 cr)
- Major Ensemble (Generic) (1 cr)

Junior Year**First**

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Fall Term 2024 -

Actual Credits

16

Requirements

- [HIST2010](#) - Early United States History (3 cr)
- [MUED3620](#) - Fundamentals of Conducting (1 cr)
- [MUS1013](#) - Recital Class
- [MUS3130](#) - Form and Analysis (2 cr)
- [MUS3710](#) - Pedagogy/Literature I (2 cr)
- Applied Music (Generic) (2 cr)
- Major Ensemble (Generic) (1 cr)
- [Natural Sciences \(Course Set\)](#) (4 cr)
- Minor Ensemble (Generic) (1 cr)

Second

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Fall Term 2024 -

Actual Credits

15

Requirements

- [MUED3630](#) - Instrumental Conducting & Lit (0 - 2 cr)
- [MUS1013](#) - Recital Class
- [MUS3210](#) - Instrumentation (2 cr)
- [MUS3720](#) - Pedagogy/Literature II (2 cr)
- [Natural Sciences \(Course Set\)](#) (4 cr)
- [MUS3950](#) - Junior Recital (1 cr)
- Applied Music (Generic) (2 cr)
- Major Ensemble (Generic) (1 cr)
- Minor Ensemble (Generic) (1 cr)

Senior Year

First

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Fall Term 2024 -

Actual Credits

13

Requirements

- [HIST2020](#) - Modern United States History (3 cr)
- [MUS1013](#) - Recital Class
- [MUS4120](#) - Contemporary Music (2 cr)
- [MUS4710](#) - Supervised Teaching Exp I (1 - 3 cr)
- Applied Music (Generic) (2 cr)
- Major Ensemble (Generic) (1 cr)
- Minor Ensemble (Generic) (1 cr)
- [MUS4250](#) - Recording Techniques (0 - 2 cr)

Second

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Fall Term 2024 -

Actual Credits

12

Requirements

- [Humanities and/or Fine Arts \(Course Set\)](#) (3 cr)
- [MUS1013](#) - Recital Class
- [MUS4000](#) - Senior Recital (1 cr)
- [MUS4720](#) - Supervised Teaching Exp II (2 cr)
- Applied Music (Generic) (2 cr)
- Major Ensemble (Generic) (1 cr)
- Minor Ensemble (Generic) (1 cr)
- Electives (Generic) (2 cr)
- Music Performance Admission to the Performance option is by recommendation of the studio instructor. Students in this option select an emphasis in Composition, Instrumental, Jazz, Piano or Vocal Performance. Students majoring in any Performance option must:
 - Enroll for private study in the major performing medium each semester of full-time residency. Four semesters of private study must be at the 3000 level.
 - Participate each semester in the Ensemble of Record specific to the student's instrument: Lower Division (Freshman and Sophomore)
 - Piano: University Choirs, University Bands or University Orchestra or University Jazz Bands
 - Guitar: University Choirs or University Jazz Bands, or Marching Band
 - Strings: University Orchestra
 - Voice: Concert Choir or Chorale
 - Wind/Percussion: Fall Semester – Marching Band (first year), University Jazz Bands, Chamber Winds, or Orchestra. Spring Semester – Symphony Band or Concert Band as assigned by audition Upper Division (Junior and Senior)

(Generic)

MUS-MUPE-JZZ - Music, Music Performance Concentration, Jazz Option, B.M.

FRESHMAN YEAR

First

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

14

Requirements

- [ENGL1010](#) - English Composition I (3 cr)
- [Mathematics \(Course Set\)](#) (3 cr)
- [MUS1013](#) - Recital Class
- [MUS1021](#) - Class Voice Techniques I (0 - 1 cr)
- [MUS1120](#) - Harmony I (3 cr)
- [MUS1130](#) - Aural Techniques I (1 cr)
- Applied Music (Generic) (2 cr)
- Major Ensemble (Generic) (1 cr)

Second

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

14

Requirements

- [ENGL1020](#) - English Composition II (3 cr)
- [MUS1013](#) - Recital Class
- [MUS1030](#) - Music Appreciation (3 cr)
- [MUS1070](#) - Concert Choir (0 - 2 cr)
- [MUS1140](#) - Harmony II (3 cr)

- [MUS1150](#) - Aural Techniques II (1 cr)
- Applied Music (Generic) (2 cr)
- Major Ensemble (Generic) (1 cr)

SOPHOMORE YEAR

First

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

17

Requirements

- [ENGL2130](#) - Topics in American Literature (3 cr)
- OR
- [ENGL2235](#) - Topics in British Literature (3 cr)
- OR
- [ENGL2330](#) - Topics in World Literature (3 cr)
- [MUS1013](#) - Improvisation I (1 cr)
- [MUS1081](#) - Recital Class
- [MUS1023](#) - Intm Class Piano/Mus Mjrs III (0 - 1 cr)
- [MUS1090](#) - Jazz Ensemble (0 - 2 cr)
- [MUS2110](#) - Harmony III (0 - 2 cr)
- [MUS2120](#) - (1 cr)
- [MUS3010](#) - Music History & Lit I (3 cr)
- [MUS4510](#) - Computer App In Music (0 - 2 cr)
- Applied Music (Generic) (2 cr)
- Major Ensemble (Generic) (1 cr)

Second

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

15

Requirements

- [COMM2025](#) - Fundamentals of Communication (3 cr)

OR

[PC2500](#) - Communicating in the Profess. (3 cr)

- [MUS1013](#) - Recital Class
- [MUS1024](#) - Intrm Class Piano/Mus Mjrs IV (0 - 1 cr)
- [MUS1082](#) - Improvisation II (1 cr)
- [MUS1090](#) - Jazz Ensemble (0 - 2 cr)
- [MUS2130](#) - Harmony IV (0 - 2 cr)
- [MUS2140](#) - Aural Techniques IV (cr)
- [MUS3020](#) - Music History & Lit II (3 cr)
- Applied Music (Generic) (2 cr)
- Major Ensemble (Generic) (1 cr)

JUNIOR YEAR**First**

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

16

Requirements

- [HIST2010](#) - Early United States History (3 cr)
- [Natural Sciences \(Course Set\)](#) (4 cr)
- [MUED3620](#) - Fundamentals of Conducting (1 cr)
- [MUS1013](#) - Recital Class
- [MUS1090](#) - Jazz Ensemble (0 - 2 cr)
- [MUS3130](#) - Form and Analysis (2 cr)
- [MUS4110](#) - Hist & Lit of Jazz (2 cr)
- Applied Music (Generic) (2 cr)
- Major Ensemble (Generic) (1 cr)

Second

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

14

Requirements

- [HIST2020](#) - Modern United States History (3 cr)
- [Natural Sciences \(Course Set\)](#) (4 cr)
- [MUS1013](#) - Recital Class
- [MUS1090](#) - Jazz Ensemble (0 - 2 cr)
- [MUS3210](#) - Instrumentation (2 cr)
- [MUS3950](#) - Junior Recital (1 cr)
- Applied Music (Generic) (2 cr)
- Major Ensemble (Generic) (1 cr)

SENIOR YEAR

First

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

16

Requirements

- [Social/Behavioral Sciences \(Course Set\)](#) (3 cr)
- [MUS1013](#) - Recital Class
- [MUS1090](#) - Jazz Ensemble (0 - 2 cr)
- [MUS3220](#) - Jazz Composition/Arranging I (2 cr)
- [MUS3710](#) - Pedagogy/Literature I (2 cr)
- [MUS4000](#) - Senior Recital (1 cr)
- [MUS4120](#) - Contemporary Music (2 cr)
- [MUS4250](#) - Recording Techniques (0 - 2 cr)
- Applied Music (Generic) (2 cr)
- Major Ensemble (Generic) (1 cr)

Second

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

14

Requirements

- [Social/Behavioral Sciences \(Course Set\)](#) (3 cr)
- [Humanities and/or Fine Arts \(Course Set\)](#) (3 cr)
- [MUS1013](#) - Recital Class
- [MUS1090](#) - Jazz Ensemble (0 - 2 cr)
- [MUS3230](#) - Jazz Composition/Arranging II (2 cr)
- [MUS3720](#) - Pedagogy/Literature II (2 cr)
- Applied Music (Generic) (2 cr)
- Major Ensemble (Generic) (1 cr)

MUS-MUPE-PIA - Music, Music Performance Concentration, Piano Option. B.M.

FRESHMAN YEAR

First

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

15

Requirements

- [ENGL1010](#) - English Composition I (3 cr)
- [Mathematics \(Course Set\)](#) (3 cr)
- [MUS1013](#) - Recital Class
- [MUS1016](#) - Accompanying (0 - 1 cr)
- [MUS1021](#) - Class Voice Techniques I (0 - 1 cr)
- [MUS1120](#) - Harmony I (3 cr)
- [MUS1130](#) - Aural Techniques I (1 cr)
- Applied Music (Generic) (2 cr)
- Major Ensemble (Generic) (1 cr)

Second

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

15

Requirements

- [ENGL1020](#) - English Composition II (3 cr)
- [MUS1013](#) - Recital Class
- [MUS1016](#) - Accompanying (0 - 1 cr)
- [MUS1030](#) - Music Appreciation (3 cr)

- [MUS1070](#) - Concert Choir (0 - 2 cr)
- [MUS1140](#) - Harmony II (3 cr)
- [MUS1150](#) - Aural Techniques II (1 cr)
- Applied Music (Generic) (2 cr)
- Major Ensemble (Generic) (1 cr)

SOPHOMORE YEAR

First

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

17

Requirements

- [ENGL2130](#) - Topics in American Literature (3 cr)

OR

[ENGL2235](#) - Topics in British Literature (3 cr)

OR

[ENGL2330](#) - Topics in World Literature (3 cr)

- [MUS1013](#) -
- [MUS1016](#) - Accompanying (0 - 1 cr)
- [MUS1081](#) - Improvisation I (1 cr)
- [MUS2110](#) - Recital Class (0 - 2 cr)
- [MUS2120](#) - Harmony III (1 cr)
- [MUS3010](#) - Music History & Lit I (3 cr)
- Applied Music (Generic) (2 cr)
- Major Ensemble (Generic) (1 cr)
- [Social/Behavioral Sciences \(Course Set\)](#) (3 cr)

Second

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

16

Requirements

•	COMM2025	-	Fundamentals of Communication	(3 cr)
OR				
	PC2500	-	Communicating in the Profess.	(3 cr)
•	MUS4510	-	Computer App In Music	(0 - 2 cr)
•	MUS1013	-	Recital Class	
•	MUS1016	-	Accompanying	(0 - 1 cr)
•	MUS1082	-	Improvisation II	(1 cr)
•	MUS2130	-	Harmony IV	(0 - 2 cr)
•	MUS2140	-	Aural Techniques IV	(1 cr)
•	MUS3020	-	Music History & Lit II	(3 cr)
•	Applied Music (Generic)			(2 cr)
•	Major Ensemble (Generic)			(1 cr)

JUNIOR YEAR

First

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

16

Requirements

•	HIST2010	-	Early United States History	(3 cr)
•	Natural Sciences (Course Set)			(4 cr)
•	MUED3620	-	Fundamentals of Conducting	(1 cr)
•	MUS1013	-	Recital Class	
•	MUS1016	-	Accompanying	(0 - 1 cr)
•	MUS3130	-	Form and Analysis	(2 cr)
•	MUS3710	-	Pedagogy/Literature I	(2 cr)
•	Applied Music (Generic)			(2 cr)
•	Major Ensemble (Generic)			(1 cr)

Second

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

15

Requirements

- [HIST2020](#) - Modern United States History (3 cr)
- [Natural Sciences \(Course Set\)](#) (4 cr)
- [MUS1005](#) - Chamber Music (0 - 1 cr)
- [MUS1013](#) - Recital Class
- [MUS1016](#) - Accompanying (0 - 1 cr)
- [MUS3720](#) - Pedagogy/Literature II (2 cr)
- [MUS3950](#) - Junior Recital (1 cr)
- Applied Music (Generic) (2 cr)
- Major Ensemble (Generic) (1 cr)

SENIOR YEAR

First

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

13

Requirements

- [Humanities and/or Fine Arts \(Course Set\)](#) (3 cr)
- [MUS1013](#) - Recital Class
- [MUS1016](#) - Accompanying (0 - 1 cr)
- [MUS4120](#) - Contemporary Music (2 cr)
- [MUS4710](#) - Supervised Teaching Exp I (1 - 3 cr)
- [MUS4250](#) - Recording Techniques (0 - 2 cr)
- Applied Music (Generic) (2 cr)
- Major Ensemble (Generic) (1 cr)

Second

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

13

Requirements

- [Social/Behavioral Sciences \(Course Set\)](#) (3 cr)
- [MUS1013](#) - Recital Class
- [MUS1016](#) - Accompanying (0 - 1 cr)
- [MUS4000](#) - Senior Recital (1 cr)
- [MUS4720](#) - Supervised Teaching Exp II (2 cr)
- Applied Music (Generic) (2 cr)
- Major Ensemble (Generic) (1 cr)
- Upper Division Elective (Generic) (3 cr)

MUSI-BS - Music, B.S.

Freshman Year

First

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

14

Requirements

- MUS Elective (Generic) (1 cr)
- [ENGL1010](#) - English Composition I (3 cr)
- [Mathematics \(Course Set\)](#) (3 cr)
- Major Ensemble (Generic) (1 cr)
- [MUS1011](#) - Beg Class Piano/Mus Mjrs I (0 - 1 cr)
- [MUS1013](#) - Recital Class
- [MUS1120](#) - Harmony I (1 cr)
- [MUS1130](#) - Aural Techniques I (1 cr)
- Private Lesson (Generic) (1 cr)

Second

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

16

Requirements

- [ENGL1020](#) - English Composition II (3 cr)
- Major Ensemble (Generic) (1 cr)
- [MUS1012](#) - Beg Class Piano/Mus Mjrs II (0 - 1 cr)
- [MUS1013](#) - Recital Class
- [MUS1030](#) - Music Appreciation (3 cr)
- [MUS1140](#) - Harmony II (3 cr)
- [MUS1150](#) - Aural Techniques II (1 cr)
- Private Lesson (Generic) (1 cr)
- [Social/Behavioral Sciences \(Course Set\)](#) (3 cr)

Sophomore Year

First

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

15

Requirement

- Elective (3 cr)
[ENGL2130](#) - Topics in American (3 cr)
- **OR**
[ENGL2235](#) - Topics in British (3 cr)
- **OR**
[ENGL2330](#) Topics in World Literature (3 cr)
- Major Ensemble (1 cr)
[MUS1013](#) - Recital
- [MUS2120](#) Aural Techniques III (1 cr)
- [MUS2110](#) - Harmony III (0 - 2 cr)
- Private Lesson (Generic) cr
- [Natural Sciences \(Course Set\)](#) (4

Second

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

16

Requirements

- Major Ensemble (Generic) (1 cr)
- Elective (Generic) (4 cr)
- [MUS1013](#) - Recital Class
- [MUS2130](#) - Harmony IV (0 - 2 cr)
- [MUS2140](#) Aural Techniques IV (1 cr)
- Private Lesson (Generic) (1 cr)
- [Natural Sciences \(Course Set\)](#) (4 cr)
- [Social/Behavioral Sciences \(Course Set\)](#) (3 cr)

Junior Year

First

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

16

Requirements

- [COMM2025](#) - Fundamentals of Communication (3 cr)

OR

[PC2500](#) - Communicating in the Profess. (3 cr)

- Elective (Generic) (2 cr)
- [HIST2010](#) - Early United States History (3 cr)
- Major Ensemble (Generic) (1 cr)
- [MUED3620](#) - Fundamentals of Conducting (1 cr)
- [MUS4250](#) - Recording Techniques (0 - 2 cr)
- [MUS1013](#) - Recital Class
- [MUS3010](#) - Music History & Lit I (3 cr)
- Private Lesson (Generic) (1 cr)

Second

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

16

Requirements

- Elective (Generic) (6 cr)
- [HIST2020](#) - Modern United States History (3 cr)
- Major Ensemble (Generic) (1 cr)
- [MUS1013](#) - Recital Class
- [MUS3020](#) - Music History & Lit II (3 cr)
- [MUS4510](#) - Computer App In Music (0 - 2 cr)
- Private Lesson (Generic) (1 cr)

Senior Year

First

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

13

Requirements

- Elective (Generic) (6 cr)
- [Humanities and/or Fine Arts \(Course Set\)](#) (3 cr)
- [MUS1013](#) - Recital Class
- Major Ensemble (Generic) (1 cr)
- MUS Elective (Generic) (2 cr)
- Private Lesson (Generic) (1 cr)

Second

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

14

Requirements

- Elective (Generic) (9 cr)
- [MUS1013](#) - Recital Class
- Major Ensemble (Generic) (1 cr)
- MUS Elective (Generic) (2 cr)
- Private Lesson (Generic) (1 cr)
- [MUS4010](#) - Senior Project (1 cr)

MUS-MUVO - Music, Vocal/General Music, K-12 Licensure Concentration, B.M.

Freshman Year

First

Total Degree Map Credits

123

Degree Map Effective Catalog Year

Fall Term 2024 -

Actual Credits

13

Requirements

- [ENGL1010](#) - English Composition I (3 cr)
- [Mathematics \(Course Set\)](#) (3 cr)
- [MUS1013](#) - Recital Class
- [MUS1120](#) - Harmony I (3 cr)
- [MUS1130](#) - Aural Techniques I (1 cr)
- [MUS1210](#) - Diction for Singers I (1 cr)
- Applied Music (Generic) (1 cr)
- Major Ensemble (Generic) (1 cr)

Second

Total Degree Map Credits

123

Degree Map Effective Catalog Year

Fall Term 2024 -

Actual Credits

16

Requirements

- [ENGL1020](#) - English Composition II (3 cr)
- [Social/Behavioral Sciences \(Course Set\)](#) (3 cr)
- [MUS1013](#) - Recital Class
- [MUS1030](#) - Music Appreciation (3 cr)
- [MUS1140](#) - Harmony II (3 cr)
- [MUS1150](#) - Aural Techniques II (1 cr)

- [MUS1220](#) - Diction for Singers II (1 cr)
- Applied Music (Generic) (1 cr)
- Major Ensemble (Generic) (1 cr)

Sophomore Year

First

Total Degree Map Credits

123

Degree Map Effective Catalog Year

Fall Term 2024 -

Actual Credits

17

Requirements

- [ENGL2130](#) - Topics in American Literature (3 cr)
- OR
- [ENGL2235](#) - Topics in British Literature (3 cr)
- OR
- [ENGL2330](#) - Topics in World Literature (3 cr)
- [MUS1023](#) - Intrm Class Piano/Mus Mjrs III (0 - 1 cr)
- OR
- [MUS1016](#) - Accompanying (0 - 1 cr)
- [MUED1820](#) - Intro to Music Ed (1 cr)
- [MUS1013](#) - Recital Class
- [MUS2110](#) - Harmony III (0 - 2 cr)
- [MUS2120](#) - Aural Techniques III (1 cr)
- [MUS3010](#) - Music History & Lit I (3 cr)
- [Natural Sciences \(Course Set\)](#) (4 cr)
- Applied Music (Generic) (1 cr)
- Major Ensemble (Generic) (1 cr)

Second

Total Degree Map Credits

123

Degree Map Effective Catalog Year

Fall Term 2024 -

Actual Credits

19

Requirements

•	PC2500	- Communicating in the Profess.	(3 cr)
OR			
	COMM2025	- Fundamentals of Communication	(3 cr)
•	MUS1016	- Accompanying	(0 - 1 cr)
OR			
	MUS1024	- Intrm Class Piano/Mus Mjrs IV	(0 - 1 cr)
	MUS2210	- Psychology of Music	(3 cr)
•	MUS1013	- Recital Class	
•	MUS2130	- Harmony IV	(0 - 2 cr)
•	MUS2140	- Aural Techniques IV	(1 cr)
•	MUS3020	- Music History & Lit I	(3 cr)
•	Natural Sciences (Course Set)		(4 cr)
•	Applied Music (Generic)		(1 cr)
•	Major Ensemble (Generic)		(1 cr)

Junior Year

First

Total Degree Map Credits

123

Degree Map Effective Catalog Year

Fall Term 2024 -

Actual Credits

15

Requirements

•	HIST2010	- Early United States History	(3 cr)
•	MUED3110	- Mtrl & Meth in Music/K-5	(0 - 3 cr)
•	MUED3620	- Fundamentals of Conducting	(1 cr)
•	MUS1013	- Recital Class	
•	MUS3130	- Form and Analysis	(2 cr)
•	MUS3240	- Choral Literature	(2 cr)
•	MUS3800	- Vocal Pedagogy & Lit I	(2 cr)
•	Applied Music (Generic)		(1 cr)
•	Major Ensemble (Generic)		(1 cr)

Second

Total Degree Map Credits

123

Degree Map Effective Catalog Year

Fall Term 2024 -

Actual Credits

18

Requirements

- Electives (3 cr.) (Generic) (3 cr)
- [HIST2020](#) - Modern United States History (3 cr)
- [Social/Behavioral Sciences \(Course Set\)](#) (3 cr)
- [MUED3140](#) - Mtrls/Mthds-Vocal Mus, 6-12 (0 - 3 cr)
- [MUED3640](#) - Choral Conducting & Lit (0 - 2 cr)
- [MUS1013](#) - Recital Class
- [MUS4510](#) - Computer App In Music (0 - 2 cr)
- Applied Music (Generic) (1 cr)
- Major Ensemble (Generic) (1 cr)

Senior Year

First

Total Degree Map Credits

123

Degree Map Effective Catalog Year

Fall Term 2024 -

Actual Credits

13

Requirements

- MUED3811 - Practicum in Music Ed (3 cr.) (Generic) (3 cr)
- [MUED4872](#) - Professional Seminar I (5 cr)
- [MUS4000](#) - Senior Recital (1 cr)
- Applied Music (Generic) (1 cr)
- Major Ensemble (Generic) (1 cr)
- [MUED4850](#) - Workshop in Music Ed (0 - 3 cr)

Second

Total Degree Map Credits

123

Degree Map Effective Catalog Year

Fall Term 2024 -

Actual Credits

12

Requirements

- [MUED4881](#) - Residency II (10 cr)

- [MUED4882](#) - Professional Seminar II (2 cr)
- Must submit evidence of current First Aid/CPR training. Note: Additional Licensure: Instrumental Music Education The above curriculum is necessary for licensure in Vocal/General Music. If licensure in Instrumental Music Education is also desired, then the following courses also need to be completed: • MUED 3130 - Materials and Methods in Instrumental Music, Grades 6-12 Credit: 3. • MUED 3830 - Practicum in Music Education II, Instrumental Credit: 1. • MUS 1000 - Private Composition Credit: 1-2. (band/orch. Inst) • MUS 1033 - Marching Band Credit: 0-1. • MUS 1085 - University Orchestra Credit: 0-1. • MUS 1045 - Concert Band Credit: 0-1. • MUED 3230 - Marching Band Techniques Credit: 2. • MUS 1031 - String Techniques I Credit: 1. • MUS 1041 - Woodwind Techniques I Credit: 1. • MUS 1051 - Brass Techniques I Credit: 1. • MUS 1071 - Percussion Techniques I Credit: 1. (Generic)

Motion to approve: Julie Baker

Second: Curtis Armstrong

Vote: Motion Carried.

9. Professional Studies

a. Course Additions:

1. PRST 1100 – The Canva Toolkit: Keys to Digital Designing Success
Lec. 3 Cr. 3

This course will teach students the fundamental Canva skills like image editing, using AI-powered tools, and creating brand kits needed to create professional-level designs for both education and career purposes.

2. PRST 1110 – Digital Design: Publishing in Action
Lec. 3 Cr. 3

The course will teach students basic digital design tools used by professionals in that field. They will also explore careers in digital art and design and learn the basic techniques of developing an online portfolio.

3. PRST 2110 – Digital Design in Motion: Publishing Techniques
Lec. 3 Cr. 3

This course will teach students the foundational knowledge of publishing and post-press processes and digital image types and will allow them to more thoroughly explore potential careers in digital and graphic design.

4. PRST 3110 – Design Foundations: From Idea to Layout
Lec. 3 Cr. 3

This course will teach students basic skills within the Adobe Creative Suite (Photoshop, Illustrator, and InDesign) as they create high-quality digital print materials and designs. The course will also provide editing and copy-writing skills needed in developing professional-quality publications and designs.

5. PRST 3120 – Designing for Social Media
Lec. 3 Cr. 3

This course will teach students to create professional-quality social media posts through accepted digital design principles. The course will culminate in an active social media site and several well-designed posts.

6. PRST 4110 – Website Portfolio and Advanced Digital Publishing
Lec. 3 Cr. 3

This course will teach students more advanced Adobe Creative Suite skills and the techniques necessary to develop an online portfolio and pass the Adobe Certified Professional in Design certificate test.

7. PRST 4410 – Importance of Design in Customer Preferences
Lec. 3 Cr. 3

This course will provide students the research tools to study the effects of colors, fonts, lines and various other graphic design tools on consumer preferences. They will also be introduced to techniques in ethically designing for customers.

Justification: The importance of these fields of study is seen in Tennessee's designation of Digital Arts and Design as one of its 16 career and technical education (CTE) clusters, which represent the main categories encompassing nearly all occupations.

Effective: Fall 2026

Cost: None

Tennessee Tech University School of Professional Studies PRST 1100-500: The Canva Toolkit: Keys to Digital Designing Success

Online, 3 credit hours, Fall 2025

Instructor Information

Andrea Kruszka

Derryberry 304 615-498-8162

akruszka@tntech.edu (preferred)

Emails will be answered with 24 hours unless prior notice is given. Office hours can be scheduled both in-person and online at this link: <https://calendly.com/tcri/student-office-hours>

Course Information

Prerequisites

None

Texts and Resources

No required textbooks. Readings will be provided on iLearn.

Course Welcome and Description

This course will teach students the fundamental Canva skills like image editing, using AI-powered tools, and creating brand kits needed to create professional-level designs for both education and career purposes.

Course Objectives/Student Learning Outcomes

Utilize Canva's interface effectively: Navigate the platform with ease and understand its key features including templates, image and video editing tools, elements, downloading, sharing, and printing.

Master fundamental design principles: Apply principles of typography, color theory, and composition to create visually appealing designs to create professional-quality designs for social media, print materials, presentations, and more.

Integrate Canva skills for career and academic success: Apply design skills to create professional-quality presentations and resumes that effectively translate academic and professional experience into visually compelling materials for class projects and career development.

Leverage Canva's AI features: Explore and utilize AI-powered tools for design inspiration, image generation, and content creation.

Major Teaching Methods

All course material/information (lectures, assignments, tests/quizzes, discussions, etc.) are within the iLearn course, including required readings.

Special Instructional Platform/Materials

Canva account required. Pro account recommended. A 30-day free trial is available for those who have not subscribed previously.

Laptop or tablet capable of working in Canva. This course is not designed to be used with the Canva mobile app.

Topics to be Covered

- Week 1: Canva Fundamentals + Typography
- Week 2: Design Elements + Graphics
- Week 3: Photo + Video Editing
- Week 4: Presentations + Canva Docs
- Week 5: Canva's AI Features
- Week 6: Brand Management + Mockups
- Week 7: Collaboration + Advanced Features

Course Schedule

All assignments for each week are due by 11:59 p.m., the Monday of that week. Any necessary changes will be communicated via email and class announcement.

Grading and Evaluation Procedures

The course grade will be calculated by taking the earned points for each assessment and adding the sums together to earn a total possible 160 points. Extra credit may be available.

Evaluation Methods:	Possible Points:
Quizzes (2)	10
Discussion Posts (5 required)	25
Evaluation Methods:	Possible Points:
Weekly Assignments (6)	90
Final Project	35
TOTAL POINTS POSSIBLE	160

Grading Scale [if applicable]

Table 1: Overview of grade range

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

Course Policies

Student Academic Integrity Policy

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

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

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

Attendance Policy

Attendance and participation will be determined by how well you complete your assignments and meet project deadlines, as well as participation in discussions.

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

Class Participation

Information in the syllabus is a guide for the course. The faculty member reserves the right to make changes as necessary to the schedule and content. If changes are necessitated during the course of the semester, the faculty will notify students by e-mail and post the notification and nature of changes(s) in iLearn. It is the student's responsibility to check email daily, login to iLearn regularly, and check for announcements on the course homepage.

- Students are required to log on to the course iLearn site and check TTU E-mail on a regular basis; remember, TTU E-mail is NOT the messenger system in iLearn. We recommend checking your TTU E-mail a minimum of three times per week. Please respond to faculty E-mail or telephone calls within 48-72 hours.
- Participation is required for class assignments and discussion posts.
- Students are expected to maintain a respectful and professional demeanor always. Students are expected to abide TTU's Honor Code. Plagiarism is strictly prohibited. A breach of these standards may result in failure of an assignment or the entire course.

Assignments and Related Policy

All assignments are to be turned in on the date due. Each student may receive a one-week grace period without a grade penalty for one assignment; if the assignment is not received after the week's grace period, the student will receive a zero for the assignment. For any other late assignments, each day late will result in one letter grade deduction from the total points earned. The instructor will not remind you of missed assignments. If you do submit them within a week after the due date, please email the instructor, so she will know that it has been completed.

Instructional and Assignment Use of Artificial Intelligence

Permitted when Assigned in this Course with Attribution.

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

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

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Proper citation guidelines can be found on the [CITL website](#).

Disability Accommodation

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

Additional Resources

Technical Help

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

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

Tutoring

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

Counseling and Health Services

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

Emergency Preparedness Protocols

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

Tennessee Tech University
School of Professional Studies
PRST 1110 Section 500 – Digital Design:
Publishing in Action

Online, 3 credit hours, Summer 2025

Instructor Information

Instructor's Name: Dr. Amy Hill (Adobe Certified Professional in Design via Adobe Photoshop)

Office: Southwest Hall, Room 170 (Office hours: 8 a.m. to 4:30 p.m., M-F)

Telephone Number: (931) 372-6103 Campus

Email: amyhill@tntech.edu

Course Information

Prerequisites : None Texts and References

There are no required textbooks. Readings and assignments will be provided on iLearn.

Course Welcome and Description

The course will teach students basic digital design tools used by professionals in that field. They will also explore careers in digital art and design and learn the basic techniques of developing an online portfolio.

Course Objectives/Student Learning Outcomes

Upon completion of this course,

1. Students will be able to apply basic digital design tools in real-world exercises provided by an experiential learning opportunity.
2. Students will have earned a Graphic Design Essentials certificate in Canva.
3. Students will have been able to explore careers in digital art and design and have developed a basic framework for an online portfolio.

Major Teaching Methods

The course will be delivered through lectures, practical real-world assignments in a classroom setting. All learning materials will be provided to the students, and specific guidance on all assignments and projects will be provided by the instructor.

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

A Webcam, Microphone, Smartphone, or other means of communication may be needed for video assignment submissions (when applicable). Access to the needed computer programs will be provided to the students.

Topics to be Covered

1. **Day 1:** Tour of local magazine office and production area and on-campus Office of Communications and Printing Services.
2. **Day 2:** In-class design exercises.
3. **Day 3:** In-class design exercises.
4. **Day 4:** Final project completion and creation of online web portfolio.

Course Schedule

The final project will be due by 11:59 p.m. on the Friday of the course week.

Grading and Evaluation Procedures

There are no extra credit options in this course. There are no "do-over" or resubmission of assignment options. The course grade will be calculated by taking the earned points for each assessment and adding the sums together to earn a total possible 100 points.

Evaluation Methods:	Possible Points:
Certification Test	20/0 (pass/fail dependent on whether the student attempts the certification exam)
Hands-On Assignments	30
Final Project	50
TOTAL POINTS POSSIBLE	100

Grading Scale

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

Course Policies

Student Academic Integrity Policy

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

Academic Integrity. Please see the Academic Integrity website

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

Attendance Policy

Attendance and participation will be determined by how well you complete your assignments and meet project deadlines.

THIS IS NOT APPLICABLE TO THE SUMMER STUDENTS. Students who are unable to attend class for an extended period of time due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact the Office of the Vice President for Student Affairs at studentaffairs@tntech.edu to request an absence notification.

Class Participation

Information in the syllabus is a guide for the course. The faculty member reserves the right to make changes as necessary to the schedule and content. If changes are necessitated during the course, the faculty will notify students by e-mail. It is the student's responsibility to check email daily.

Assignments and Related Policy

All assignments are to be turned in on the date due.

Instructional and Assignment Use of Artificial Intelligence

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

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

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

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PLEASE NOTE: STUDENTS WHO USE AI SOURCES WITHOUT PROPERLY CITING THEM WILL AUTOMATICALLY RECEIVE A 10-POINT DEDUCTION FOR THAT ASSIGNMENT. WRITTEN ASSIGNMENTS WILL BE RUN THROUGH THE INSTRUCTOR'S AI DETECTION SOFTWARE TO ENSURE AI SOURCES ARE CITED.

Proper citation guidelines can be found on the [CITL website](#).

Disability Accommodation

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Additional Resources

Technical Help

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Tutoring

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Counseling and Health Services

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

Emergency Preparedness Protocols

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

Tennessee Tech University
School of Professional Studies
PRST 2110 Section 500 – Digital Design
in Motion: Publishing Techniques

Online, 3 credit hours, Fall 2025

Instructor Information

Instructor's Name: Dr. Amy Hill

(Adobe Certified Professional in Design via Adobe Photoshop)

Office: Southwest Hall, Room 170 (Office hours: 8 a.m. to 5:15 p.m., Tuesdays, 8:00 a.m. to 4:30 p.m., Monday-Friday, or by appointment)

Telephone Number: (931) 372-6103 Campus

Email: amyhill@tnitech.edu

Course Information

Prerequisites: None **Texts and Resources**

There are no required textbooks. Readings and learning materials will be provided on iLearn.

Course Welcome and Description

This course will teach students the foundational knowledge of publishing and post-press processes and digital image types and will allow them to more thoroughly explore potential careers in digital and graphic design.

Course Objectives/Student Learning Outcomes

Upon completion of this course,

1. Students will be able to distinguish between different types of printing and post-press operations.
2. Students will gain a basic understanding of design principles and image types.
3. Students will be familiar with different graphic design program requirements and potential career opportunities in desktop publishing and graphic design.

Major Teaching Methods

All course material/information (lectures, assignments, tests/quizzes, discussions, etc.) are online within the iLearn course, including required textbook readings.

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

A Webcam, Microphone, Smartphone, or other means of communication may be needed for video assignment submissions (when applicable).

Topics to be Covered

1. **Week 1:** Printing Processes
2. **Week 2:** Digital Image Types
3. **Week 3:** Basic Design Principles
4. **Week 4:** Hands-On Design Project
5. **Week 5:** Post-Press Options
6. **Week 6:** Learn More About Graphic Design Programs
7. **Week 7:** Final Project: Careers in Graphic Design and Desktop Publishing

Course Schedule

All assignments for each week are due by 11:59 p.m., the Sunday of that week. Specific guidance on all assignments and projects are found within the iLearn module.

Grading and Evaluation Procedures

There are no extra credit options in this course. There are no "do-over" or resubmission of assignment options. The course grade will be calculated by taking the earned points for each assessment and adding the sums together to earn a total possible 100 points.

Evaluation Methods:	Possible Points:
Quizzes	20
Discussion Posts	15
Hands-On Graphics Assignments	45
Final Project	20
TOTAL POINTS POSSIBLE	100

Grading Scale

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

Course Policies

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Attendance Policy

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Class Participation

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- Students are required to log on to the course iLearn site and check TTU E-mail on a regular basis; *remember, TTU E-mail is NOT the messenger system in iLearn.* We recommend

checking your TTU E-mail a minimum of three times per week. Please respond to faculty E-mail or telephone calls within 48-72 hours.

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

Assignments and Related Policy

All assignments are to be turned in on the date due. After the date due, you will be allowed a one-week grace period without a grade penalty; if the assignment is not received after the week's grace period, the student will receive a zero for the assignment. The instructor will not remind you of missed assignments. If you do submit them within a week after the due date, please email the instructor, so she will know that it has been completed.

Instructional and Assignment Use of Artificial Intelligence

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Disability Accommodation

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Additional Resources

Technical Help

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Tutoring

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Counseling and Health Services

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Emergency Preparedness Protocols

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Tennessee Tech University

School of Professional Studies

PRST 3110 Section 500 – Design Foundations: From Idea to Layout

Online, 3 credit hours, Fall 2025

Instructor Information

Instructor's Name: Dr. Amy Hill

(Adobe Certified Professional in Design via Adobe Photoshop)

Office: Southwest Hall, Room 170 (Office hours: 8 a.m. to 5:15 p.m, Tuesdays, 8:00 a.m. to 4:30 p.m., Monday-Friday, or by appointment)

Telephone Number: (931) 372-6103 Campus

Email: amyhill@tnitech.edu

Course Information

Prerequisites : None **Texts and References**

There are no required textbooks. Readings will be provided on iLearn. Students must have the Adobe Creative Suite available. The Adobe Creative Cloud is \$239.99/year or monthly \$19.99 (4 months = \$79.96) for students. Please visit <https://www.adobe.com/products/catalog.html?category=creativity-design> for more information about the Adobe Creative Suite bundles for students. If you have any trouble accessing the software, please get in touch with me as soon as possible.

Course Welcome and Description

This course will teach students basic skills within the Adobe Creative Suite (Photoshop, Illustrator, and InDesign) as they create high-quality digital print materials and designs. The course will also provide editing and copy-writing skills needed in developing professionalquality publications and designs.

Course Objectives/Student Learning Outcomes

Upon completion of this course,

1. Students will be able to effectively use the Adobe Creative Suite to create quality print materials and designs.
2. Students will gain a basic understanding of writing and editing copy.

3. Students will be able to combine the learned skills to implement good design practices in their profession as well as their personal business pursuits.

Major Teaching Methods

All course material/information (lectures, assignments, tests/quizzes, discussions, etc.) are online within the iLearn course, including required textbook readings.

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

A Webcam, Microphone, Smartphone, or other means of communication may be needed for video assignment submissions (when applicable).

Topics to be Covered

1. **Week 1:** Unleashing your Adobe Photoshop Potential
2. **Week 2:** Unleashing Your Adobe Illustrator Potential
3. **Week 3:** Unleashing Your Adobe InDesign Potential
4. **Week 4:** Learning to Write and Edit Copy Like a Pro
5. **Week 5:** Learning to Make Layouts That Work
6. **Week 6:** Putting It All Together
7. **Week 7:** Final Project: Going Forward with What You Learned about Multimedia Design and Production (i.e., Desktop Publishing)

Course Schedule

All assignments for each week are due by 11:59 p.m., the Sunday of that week.

Grading and Evaluation Procedures

There are no extra credit options in this course. There are no "do-over" or resubmission of assignment options. The course grade will be calculated by taking the earned points for each assessment and adding the sums together to earn a total possible 100 points.

Evaluation Methods:	Possible Points:
Quizzes	10
Video Discussion Posts	20
Writing/Editing Assignments	20
Graphics Assignments	30
Final Project	20
TOTAL POINTS POSSIBLE	100

Grading Scale

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

Course Policies

Student Academic Integrity Policy

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Attendance Policy

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Class Participation

Information in the syllabus is a guide for the course. The faculty member reserves the right to make changes as necessary to the schedule and content. If changes are necessitated during the course of the semester, the faculty will notify students by e-mail and post the notification and nature of changes(s) in iLearn. It is the student's responsibility to check email daily, login to iLearn regularly, and check for announcements on the course homepage.

- Students are required to log on to the course iLearn site and check TTU E-mail on a regular basis; *remember, TTU E-mail is NOT the messenger system in iLearn.* We recommend checking your TTU E-mail a minimum of three times per week. Please respond to faculty E-mail or telephone calls within 48-72 hours.
- Participation *is required* for class assignments and discussion posts.
- Students are expected to maintain a respectful and professional demeanor always. Students are expected to abide TTU's Honor Code. Plagiarism is strictly prohibited. A breach of these standards may result in failure of an assignment or the entire course.

Assignments and Related Policy

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Instructional and Assignment Use of Artificial Intelligence

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Proper citation guidelines can be found on the [CITL website](#).

Disability Accommodation

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Additional Resources

Technical Help

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Tutoring

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Counseling and Health Services

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Emergency Preparedness Protocols

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Tennessee Tech University

School of Professional Studies

PRST 3120 Section 500 – Designing for Social Media

Online, 3 credit hours, Fall 2025

Instructor Information

Instructor's Name: TBD

Office: Available via Teams

Telephone Number: (931) 372-6103

Campus Email: TBD

Course Information

Prerequisites : None Texts and References

There are no required textbooks. Readings and assignments will be provided on iLearn.

Course Welcome and Description

This course will teach students to create professional-quality social media posts through accepted digital design principles. The course will culminate in an active social media site and several well-designed posts.

Course Objectives/Student Learning Outcomes

Upon completion of this course,

1. Students will be able to choose a social media platform that fits their message and audience.
2. Students will learn the basic design principles needed for professional posts on social media and LinkedIn.
3. Students will be able to implement those principles in creating 3 to 5 original branded social media posts.

Major Teaching Methods

All course material/information (lectures, assignments, tests/quizzes, discussions, etc.) are online within the iLearn course, including required textbook readings.

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

A Webcam, Microphone, Smartphone, or other means of communication may be needed for video assignment submissions (when applicable).

Topics to be Covered

1. **Week 1:** Determining Your Audience and Message
2. **Week 2:** Determining Your Platform (including a focus on LinkedIn) and Overall Aesthetic
3. **Week 3:** Designing for Social Media (and LinkedIn) Practical Exercises 1
4. **Week 4:** Designing for Social Media (and LinkedIn) Practical Exercises 2
5. **Week 5:** Creating Your Posts 1
6. **Week 6:** Creating Your Posts 2
7. **Week 7:** Final Project: Launching Your Social Media and Rebranded LinkedIn Sites

Course Schedule

All assignments for each week are due by 11:59 p.m., the Sunday of that week.

Grading and Evaluation Procedures

There are no extra credit options in this course. There are no "do-over" or resubmission of assignment options. The course grade will be calculated by taking the earned points for each assessment and adding the sums together to earn a total possible 100 points.

Evaluation Methods:	Possible Points:
Discussion Posts	10
Market Alignment Assignments	30
Graphics Assignments	30
Final Project	30
TOTAL POINTS POSSIBLE	100

Grading Scale

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

Course Policies

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Class Participation

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- Students are required to log on to the course iLearn site and check TTU E-mail on a regular basis; *remember, TTU E-mail is NOT the messenger system in iLearn*. We recommend checking your TTU E-mail a minimum of three times per week. Please respond to faculty E-mail or telephone calls within 48-72 hours.
- Participation ***is required*** for class assignments and discussion posts.
- Students are expected to maintain a respectful and professional demeanor always. Students are expected to abide TTU's Honor Code. Plagiarism is strictly prohibited. A breach of these standards may result in failure of an assignment or the entire course.

Assignments and Related Policy

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

Tutoring

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

Counseling and Health Services

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

Emergency Preparedness Protocols

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Tennessee Tech University
School of Professional Studies
PRST 4110 Section 500 – Website
Portfolio and Advanced Digital
Publishing

Online, 3 credit hours, Fall 2025

Instructor Information

Instructor's Name: Dr. Amy Hill

(Adobe Certified Professional in Design via Adobe Photoshop)

Office: Southwest Hall, Room 170 (Office hours: 8 a.m. to 5:15 p.m., Tuesdays, 8:00 a.m. to 4:30 p.m., Monday-Friday, or by appointment)

Telephone Number: (931) 372-6103 Campus

Email: amyhill@tnitech.edu

Course Information

Prerequisites : PRST 3110

Texts and References

There are no required textbooks. Readings and learning materials will be provided on iLearn.

Course Welcome and Description

This course will teach students more advanced Adobe Creative Suite skills and the techniques necessary to develop an online portfolio and pass the Adobe Certified Professional in Design certificate test.

Course Objectives/Student Learning Outcomes

Upon completion of this course,

1. Students will gain an increasingly advanced knowledge of using the Adobe Creative Suite tools necessary for desktop publishing.
2. Students will gain confidence in using website-development platforms to create a portfolio.
3. Students will have taken the Adobe Certified Professional in Design certificate test.

Major Teaching Methods

All course material/information (lectures, assignments, tests/quizzes, discussions, etc.) are online within the iLearn course, including required textbook readings.

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

A Webcam, Microphone, Smartphone, or other means of communication may be needed for video assignment submissions (when applicable).

Topics to be Covered

1. **Week 1:** Advancing in Adobe Photoshop
2. **Week 2:** Adobe Photoshop Certification Test Prep Bootcamp
3. **Week 3:** Advancing in Adobe InDesign
4. **Week 4:** Advancing in Adobe Illustrator
5. **Week 5:** Bursting on the Website Scene
6. **Week 6:** Still Bursting on the Website Scene
7. **Week 7:** Final Project: Finished Online Portfolio

Course Schedule

All assignments for each week are due by 11:59 p.m., the Sunday of that week.

Grading and Evaluation Procedures

There are no extra credit options in this course. There are no "do-over" or resubmission of assignment options. The course grade will be calculated by taking the earned points for each assessment and adding the sums together to earn a total possible 100 points.

Evaluation Methods:	Possible Points:
Weekly Assignments	10
Final Project	40
TOTAL POINTS POSSIBLE	100

Grading Scale

Letter Grade	Grade Range
A	90-100
B	80-89

C	70-79
D	60-69
F	59 and below

Course Policies

Student Academic Integrity Policy

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

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

Academic Integrity. Please see the Academic Integrity website

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

Attendance Policy

Attendance and participation will be determined by how well you complete your assignments and meet project deadlines.

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

Class Participation

Information in the syllabus is a guide for the course. The faculty member reserves the right to make changes as necessary to the schedule and content. If changes are necessitated during the course of the semester, the faculty will notify students by e-mail and post the notification and nature of changes(s) in iLearn. It is the student's responsibility to check email daily, login to iLearn regularly, and check for announcements on the course homepage.

- Students are required to log on to the course iLearn site and check TTU E-mail on a regular basis; *remember, TTU E-mail is NOT the messenger system in iLearn*. We recommend checking your TTU E-mail a minimum of three times per week. Please respond to faculty E-mail or telephone calls within 48-72 hours.
- Participation ***is required*** for class assignments and discussion posts.
- Students are expected to maintain a respectful and professional demeanor always. Students are expected to abide TTU's Honor Code. Plagiarism is strictly prohibited. A breach of these standards may result in failure of an assignment or the entire course.

Assignments and Related Policy

All assignments are to be turned in on the date due. After the date due, you will be allowed a one-week grace period without a grade penalty; if the assignment is not received after the week's grace period, the student will receive a zero for the assignment. The instructor will not remind you of missed assignments. If you do submit them within a week after the due date, please email the instructor, so she will know that it has been completed.

Instructional and Assignment Use of Artificial Intelligence

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

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

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

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

PLEASE NOTE: STUDENTS WHO USE AI SOURCES WITHOUT PROPERLY CITING THEM WILL AUTOMATICALLY RECEIVE A 10-POINT DEDUCTION FOR THAT ASSIGNMENT. WRITTEN ASSIGNMENTS WILL BE RUN THROUGH THE INSTRUCTOR'S AI DETECTION SOFTWARE TO ENSURE AI SOURCES ARE CITED.

Proper citation guidelines can be found on the [CITL website](#).

Disability Accommodation

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

Additional Resources

Technical Help

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

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

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

Tutoring

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

Counseling and Health Services

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Emergency Preparedness Protocols

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

Tennessee Tech University

School of Professional Studies

PRST 4410 Section 500 – Importance of Design in Customer Preferences

Online, 3 credit hours, Spring 2026

Instructor Information

Instructor's Name: Dr. Amy Hill (Adobe Certified Professional in Design via Adobe Photoshop)

Office: Southwest Hall, Room 170 (Office hours: 8 a.m. to 4:30 p.m., M-F)

Telephone Number: (931) 372-6103 Campus

Email: amyhill@tnitech.edu

Course Information

Prerequisites : None Texts and References

There are no required textbooks. Readings and assignments will be provided on iLearn.

Course Welcome and Description

This course will provide students the research tools to study the effects of colors, fonts, lines and various other graphic design tools on consumer preferences. They will also be introduced to ethical mindsets in terms of designing with customers in mind.

Course Objectives/Student Learning Outcomes

Upon completion of this course,

1. Students will be able to produce a brief annotated bibliography/literature review of design methods and why consumers prefer certain design techniques over others.
2. Students will use qualitative or quantitative research methods to study the effects of colors, fonts, lines, and various other graphic design tools on consumer preferences.
3. Students will learn basic design principles and be able to define basic characteristics of designs that are most preferred by consumers.

Major Teaching Methods

The course will be delivered through lectures, practical real-world assignments in a classroom setting. All learning materials will be provided to the students, and specific guidance on all assignments and projects will be provided by the instructor.

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

A Webcam, Microphone, Smartphone, or other means of communication may be needed for video assignment submissions (when applicable). Access to the needed computer programs will be provided to the students.

Topics to be Covered

- **Week 1:** Class Introduction and Basic Design Principles Outlined ○
- Week 2:** Introduction to Literature Review and Research ○ **Week 3:** Design Color and Font Preference ○
- Week 4: Literature Review Due** ○
- Week 5:** Design Hierarchy ○ **Week 6:** Ethics in Manipulation of Design ○
- Week 7: Final Research Project Due**

Course Schedule

The final project will be due by 11:59 p.m. on the Friday of the course week.

Grading and Evaluation Procedures

There are no extra credit options in this course. There are no "do-over" or resubmission of assignment options. The course grade will be calculated by taking the earned points for each assessment and adding the sums together to earn a total possible 100 points.

Evaluation Methods:	Possible Points:
Papers or Design Assignments	10
Discussion Board Posts	15
Literature Review	30
Final Research Project	45
TOTAL POINTS POSSIBLE	100

Grading Scale

Letter Grade	Grade Range
A	90-100
B	80-89

C	70-79
D	60-69
F	59 and below

Course Policies

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Academic Integrity. Please see the Academic Integrity website

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

Attendance Policy

Attendance and participation will be determined by how well you complete your assignments and meet project deadlines.

THIS IS NOT APPLICABLE TO THE SUMMER STUDENTS. Students who are unable to attend class for an extended period of time due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact the Office of the Vice President for Student Affairs at studentaffairs@tntech.edu to request an absence notification.

Class Participation

Information in the syllabus is a guide for the course. The faculty member reserves the right to make changes as necessary to the schedule and content. If changes are necessitated during the course, the faculty will notify students by e-mail. It is the student's responsibility to check email daily.

Assignments and Related Policy

All assignments are to be turned in on the date due.

Instructional and Assignment Use of Artificial Intelligence

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

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Disability Accommodation

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- b. Curriculum Change: Desktop Publishing Concentration – change course concentration options list
 - 1. Remove ART 3210 -Design Studio, Cr. 3
 - 2. Remove JOUR 3480 -Social Media Management, Cr. 3
 - 3. Remove JOUR 3030-Principles of Event Planning, Cr. 3
 - 4. Remove MKT 3200 - Entrepreneurial Mindset, Cr. 3
 - 5. Add ART 1250-Intro to Digital Imaging, Cr. 3
 - 6. Add JOUR 3350-Newspaper Design, Cr. 3
 - 7. Add JOUR 3370-Fundamentals: Photojournalism, Cr. 3
 - 8. Add JOUR 3470-Public Relations Writing/Production, Cr. 3
 - 9. Add JOUR 4360-Magazine Design, Cr. 3
 - 10. Add JOUR 4830 - Feature Writing, Cr. 3
 - 11. Add PRST 1100 - The Canva Toolkit: Keys to Digital Designing Success, Cr. 3
 - 12. Add PRST 1110 -Digital Design: Publishing in Action, Cr. 3
 - 13. Add PRST 2110 - Digital Design in Motion: Publishing Techniques, Cr. 3
 - 14. Add PRST 3110-Design Foundations: From Idea to Layout, Cr. 3
 - 15. Add PRST 3120 -Designing for Social Media, Cr. 3
 - 16. Add PRST 4110 - Website Portfolio and Advanced Digital Publishing, Cr. 3
 - 17. Add PRST 4310-Ethics and AI: The Good, the Bad, and the Unknown, Cr. 3
 - 18. Add PRST 4410 -Importance of Design in Customer Preferences, Cr. 3
 - 19. Add PRST/LIST 4113/4116 -Internship, Cr. 3

Justification: The proposed changes will better align the program to student and industry needs by creating a more natural pathway digital design and desktop publishing skill mastery.

Effective: Fall 2026

Cost: None

Motion to approve: Julie Baker

Second: Curtis Armstrong

Vote: Motion Carried.

- c. Through the following proposal, we request adding these two existing courses to the undergraduate Health Administration concentration course options.
 - i. PRST 3500: Leadership and Pre-Traumatic Events
 - ii. PRST 3510: Leadership and Post-Traumatic Events)

Justification: The courses have regularly been used as substitutions for other classes, and we believe adding them to the official concentration choices will benefit students and reduce the need for substitutions.

Effective: Fall 2026

Cost: None

Motion to approve: Julie Baker

Second: Curtis Armstrong

Vote: Motion Carried.

10. **Communication and Media**

a. New Courses

- i. JOUR 1300 Media and Popular Culture
Lec. 3. Credit 3.

Catalog Course Description: Prerequisite: None. This course is an introduction to theories and approaches for studying media and popular culture. Students will explore what popular culture is, how it is created through human and media interactions, how mass communication contributes to the social construction of reality, and the influence of United States' culture on the world.

Justification: To offer instruction in the interaction of media and culture

Effective: Fall 2026

- ii. JOUR 1500 Media Literacy in a Digital World

Lec. 3. Credit 3.

Catalog Course Description: Prerequisite: None. This course examines how to critically evaluate media messages in order to be responsible media consumers and producers. Students will analyze misinformation and disinformation, their social impact, and how to stop their spread, as well as explore ethical and legal issues surrounding privacy and intellectual property and evaluate the influence of algorithms and artificial intelligence on media consumption.

Justification: To provide instruction in digital literacy

Effective: Fall 2026

iii. JOUR 3120 Film and American Culture

Lec. 3. Credit 3.

Catalog Course Description: Prerequisite: None. This course examines the relationship between American film and American culture from the early 20th century to the present. We will explore how film shapes and reflects evolving social values, political ideologies, identity, race, class, gender, and historical moments in the U.S. Through critical screenings, readings, and discussions, students will develop a deeper understanding of film as both art and cultural artifact.

Justification: To offer instruction in the interaction of media and culture

Cost: None

Effective Date: Fall 2026

Tennessee Tech University

Communication & Media

JOUR 1300-001 Media and Popular Culture

Dates, Times, Classroom, Number of Credit Hours, Semester

Instructor Information

[Provide multiple ways to contact you and a timeframe for expected responses. Include your preferred method of contact – office hours, drop-in visits, email, phone, etc.]

Instructor's Name

Office

Telephone Number

Campus Email

Course Information

Prerequisites: None

Texts and Resources

Because this is a general education course, readings will come from [Open Educational Resources](#) or instructor-provided materials.

Course Welcome and Description

This course is an introduction to theories and approaches for studying media and popular culture through analysis of mass/mediated communication, social media content, content creators and their audiences. The course will explore what popular culture is, how it is created through human and media interactions, how mass communication contributes to the social construction of reality, and the influence of United States' culture on the world.

Course Objectives/Student Learning Outcomes

- Critically examine television, music, social media, and other forms of popular culture using foundational theories and frameworks.
- Trace key developments in media technologies and cultural trends, to describe their impact on individuals and society.
- Explore how race, gender, class, sexuality, and nationality are represented and constructed through media narratives.

- Investigate how corporate ownership, advertising, and regulation affect media production and content.
- Interpret and critique media messages, recognize bias and propaganda, and understand the ethical dimensions of media consumption.
- Compare cultural expressions across different regions and examine the globalization of media content.
- Articulate thoughtful positions on topics such as censorship, digital surveillance, celebrity culture, and the politics of representation.
- Apply course concepts through creative projects, presentations, or written critiques that reflect an understanding of media's role in society

Assignments and assessment rubrics will be provided in iLearn

Major Teaching Methods

[Include method of delivery—online, hybrid, on-ground]

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

Topics to be Covered/Schedule

What is pop culture

Weeks 1-3 Mass communication, mass production, mass consumption and society

Weeks 4-6 The rise and signs of advertising (then marketing and PR)

Weeks 7-9 Media industries, their content and impact

Weeks 10-12 The impact of storytelling (mass and social media)

Weeks 13-15 Presentations and discussion

Grading and Evaluation Procedures

[Provide grading criteria for all major course projects and links to grading rubrics that are specified and reinforced within the Gradebook in Tennessee Tech's Learning Management system (D2L/iLearn).]

Grading Scale [if applicable]

Table 1: Overview of grade range

Letter Grade	Grade Range
A	XX-XX
B	XX-XX
C	XX-XX
D	XX-XX
F	xx and below

Assignments

Media interaction/reflection: 3 @ 10%

Multimedia product demonstrating the application of theory to a popular culture topic: 25%

Presentation: 10%

Reflection on presentations: 10%

Class participation/in-class activities: 25%

Course Policies

Student Academic Integrity Policy

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Attendance Policy

[Provide any additional information regarding your course attendance policy or attendance expectations.]

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

Class Participation

[Include expectations for interaction, etiquette, grade weighting, timing, and frequency of contributions, etc.]

Assignments and Related Policy

[Include information about late submissions and important details about the assignments. If it is timed, grade weighting, submission location, etc.]

Instructional and Assignment Use of Artificial Intelligence

[Include Generative AI Use syllabus statement from the options listed on the [Center for Innovation in Teaching and Learning website](#) in accordance with [University Policy 220: Instructional and Assignment Use of Artificial Intelligence](#).]

Disability Accommodation

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

Additional Resources

Technical Help

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

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

Tutoring

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

Counseling and Health Services

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Emergency Preparedness Protocols

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follow all directives published by Tennessee Tech on its [Environmental Health & Safety webpage](#).

Tennessee Tech University

Department of Communication and Media

JOUR 1500: Media Literacy in a Digital World

Time and date TBA
Class location TBA
3 Credit Hours, Spring 2026

Instructor Information & Availability:

Instructor: TBA
Office: TBA
Email: TBA
Phone/Text: TBA

[Instructor(s) will provide multiple ways to be contacted and a timeframe for expected responses.
Instructor will include preferred method of contact – office hours, drop-in visits, email, phone, etc.]

Course Description:

Welcome to JOUR 1500: Media Literacy in a Digital World. In this course, students will develop a comprehensive understanding of media literacy in the digital age, examining how to critically analyze media messages in order to be responsible media consumers and producers.

Students will analyze misinformation and disinformation, their social impact, and how to stop their spread, as well as explore ethical and legal issues surrounding privacy and intellectual property, and evaluate the influence of algorithms and artificial intelligence on media consumption.

Through course activities, students will demonstrate proficiency in locating, assessing, and mindfully using digital tools and resources while developing the skills to navigate and critique today's complex media environment.

Course Objectives:

1. Critically analyze the role of media in shaping and reflecting cultural and individual experiences.
2. Demonstrate media literacy in the digital age by locating, evaluating, and effectively using a variety of digital resources and tools.
3. Explore and assess issues related to misinformation, data privacy, intellectual property, and the ethical use of digital media.
4. Evaluate the impact of algorithms and artificial intelligence on media consumption, distribution, and production.
5. Develop practical strategies for responsible and mindful engagement with media in both personal and professional contexts.

Major Topics:

Unit 1: Introduction to media literacy	Students will establish a foundational understanding of digital literacy as the ability to access, analyze, evaluate, create, and act using all forms of media.
Unit 2: Understanding your digital footprint	Students will learn about the trail of data and information we all leave behind through our online activity, how algorithms use this information, and ways to better manage their online presence and protect their personal privacy.
Unit 3: Misinformation and “fake news”	Students will explore the creation and spread of false information in the digital age, and its profound societal impact.
Unit 4: Ethical and legal practices in media	Topics will include journalists’ and influencers’ responsibility for data privacy, ethical sourcing of content, and whether journalists can engage in advocacy/activism. Students will also learn about applicable laws related to privacy and fair use.
Unit 5: Media and the rise of A.I.	Students will examine the impact of AI on the media landscape and participate in learning activities to demonstrate responsible use of AI.
Unit 6: Media consumption and our wellbeing	With studies showing that young adults spend more than seven hours per day on their devices, students will discuss the impact of media consumption on our personal wellbeing and learn how to use devices mindfully.
Unit 7: Legacy vs. independent media	Students will examine the rise of independent media (e.g., Substack) and recent challenges to the business model of many longstanding legacy media outlets.
Unit 8: Producers of media	Students will create their own mock media brand with a logo, tagline and other assets. Generative AI will be permitted for completion of this assignment, allowing students another opportunity to demonstrate responsible use of AI tools.

Teaching Methods:

[Instructor will include method of delivery—online, hybrid, in-person, etc.]

Special Instructional Platform/Materials:

Students will need access to a computer/laptop with an internet connection and Microsoft Office.

Required Textbooks & Readings:

This course will not require the use of a textbook, but will instead rely on assigned readings, news stories, and other Open Educational Resource (OER) materials, which will be disseminated by the instructor and/or made available on iLearn.

Course Policies and Expectations**Attendance and Participation:**

Students are expected to attend class meetings, actively participate in discussions and complete required assignments in a timely manner. Please read more information under the student expectations section of the syllabus. Students not participating in the first two weeks of the course will receive a grade of F for the course.

Changes to the Syllabus:

Information in the syllabus is a guide for the course. The faculty member reserves the right to make changes as necessary to the schedule and content. If changes are necessitated during the course of the semester, the instructor will notify students during the next possible class meeting and will additionally communicate changes via email and/or a message in iLearn. It is the student's responsibility to listen to updates in class, check email, and log into iLearn regularly to make note of important announcements.

Grading/Grade Assignment:

Grading Scale	Letter Grade
90 – 100%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
50 – 59%	F

Evaluation Methods	Possible Points
In-class participation and discussions	25%
Written reflections/essays	25%

Assignments	25%
Midterm project	10%
Final	15%
Total Percent Possible	100%

Evaluation Methods

In-class participation and discussions: 25%

Class meetings will involve group discussions about course material and timely news events relevant to this class. While students need not speak during every discussion, they should participate and offer thoughtful contributions as they are able. Quality discussions will drive the course.

Written reflections/essays: 25%

Students will periodically be given written assignments to complete on their own outside of our scheduled meeting times. When grading these essays, the instructor will look for timely completion of the assignment and thoughtful, original work with a clearly stated point of view. These assignments will be submitted via iLearn.

Assignments: 25%

In addition to your written reflections, there will be other assignments given to assess media literacy and give students opportunities to enhance their understanding of how digital content impacts real-world issues. The instructor will provide a rubric for these assignments. These assignments will be submitted via iLearn.

Midterm project and final exam: 10% and 15%

The midterm project and final exam will be written assignments that encourage students to think creatively about concepts explored in the course. The instructor will provide a rubric for these assignments. These assignments will be submitted via iLearn.

Student Expectations

- Students are expected to come to class on time and participate in discussions. If a student cannot attend class in person on a given day, they should call or email the instructor as soon as they are aware of a potential conflict.
- Students are expected to maintain a respectful and professional demeanor always. Students are expected to abide Tech's Honor Code. Plagiarism is strictly prohibited. A breach of these standards may result in failure of an assignment or the entire course.
- Learn how to navigate iLearn. Please refer to the module iLearn Help if you need assistance with how to submit discussions, assignments, quizzes/exams, or use of the calendar.
- Keep abreast of course announcements, listen for in-class updates and check the course site in iLearn regularly. If you receive an email from your instructor, be sure you make it a priority to read it.
- Always use the assigned college or university email address as opposed to a personal email address.

Student Academic Integrity Policy

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

A Note of 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. You should be especially careful to avoid plagiarizing internet sources (for example, email, chat rooms, web sites, or discussion group). It does not matter whether you borrow material from print sources, from the internet, from online databases, or from interviews. Failure to cite your source is plagiarism. Students who plagiarize may receive an "F" or a "0" for the assignment, or an "F" for the course.

- You will be required to sign the Oath for Academic Integrity Survey at the beginning of the course in order to make clear my commitment to this serious issue, and to ensure your fully understand the definitions and consequences of plagiarism.
- If you commit plagiarism, you will fail the assignment in questions. Depending on the severity of the infraction or if it isn't your first violation, you will also fail the course.

Instructional and Assignment Use of Artificial Intelligence

Use of artificial intelligence to complete assignments is NOT allowed in this course unless the assignment instructions clearly state AI can be used. Unauthorized use of AI is considered academic misconduct. If used for an assignment, the AI source must be cited. This falls under Tech's moderate use guidelines as stated below:

In this course, Generative AI resources are allowed to be used for specific assignments or within set parameters, as designated by the instructor. To ensure academic integrity, students must openly disclose any AI-generated material they utilize and provide proper attribution. This includes in-text citations, quotations and references. To indicate the use of a Generative AI resource, a student should include the following statement in their assignments: "The author(s) acknowledge the utilization of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was employed in the following manner(s) within this assignment [e.g., brainstorming, grammatical correction, citation, specific section of the assignment]."

Disability Accommodation

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone

Developed in consultation with the Tennessee Tech Faculty Handbook course syllabus requirements, available at <https://www.tntech.edu/handbooks/faculty/syllabus.php>.

931-372-6119. For details, view Tennessee Tech's policy 340 – [services for students with disabilities at policy central](#).

Additional Resources

Technical Help

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

Tutoring

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

Counseling and Health Services

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

Emergency Preparedness Protocols

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

Note: Items on this syllabus are subject to change at the discretion of the instructor.

Tennessee Tech University

Communication & Media

JOUR 3120-001 Film and American Culture

Dates, Times, Classroom, Number of Credit Hours, Semester

Instructor Information

[Provide multiple ways to contact you and a timeframe for expected responses. Include your preferred method of contact – office hours, drop-in visits, email, phone, etc.]

Instructor's Name

Office

Telephone Number

Campus Email

Course Information

Prerequisites: None

Texts and Resources

- Access to streaming platforms (e.g., Kanopy, Netflix, etc.) or campus library
- Instructor-provided materials - Selected readings from:
 - *Film Art: An Introduction* by Bordwell & Thompson
 - *American Cultural Studies* by Neil Campbell & Alasdair Kean
 - Articles from JSTOR or Project MUSE (linked via LMS)

Course Welcome and Description

This course examines the relationship between American film and American culture from the early 20th century to the present. We will explore how film shapes and reflects evolving social values, political ideologies, identity, race, class, gender, and historical moments in the U.S. Through critical screenings, readings, and discussions, students will develop a deeper understanding of film as both art and cultural artifact.

Course Objectives/Student Learning Outcomes

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

- Analyze film using key concepts in film theory and cultural criticism.
- Understand historical contexts that influenced major American films and genres.
- Critically assess the role of film in constructing American identity and values.
- Articulate informed arguments about film and culture in both written and verbal form

Assignments and assessment rubrics will be provided in iLearn

Major Teaching Methods

[Include method of delivery—online, hybrid, on-ground]

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

Topics to be Covered/Schedule

Weekly Schedule

Note: Each week includes a film screening (required), lecture, and discussion section.

Week 1: Introduction – What is American Culture? What is Film Culture?

- Readings: Excerpts from *Film Art* by Bordwell & Thompson, *Keywords for American Cultural Studies*
 - Film: *The Jazz Singer* (1927)
-

Week 2: The American Dream & Classical Hollywood

- Film: *Mr. Smith Goes to Washington* (1939)
 - Reading: Richard Dyer on ideology in Hollywood cinema
-

Week 3: War, Propaganda, and Patriotism

- Film: *Casablanca* (1942)
 - Reading: *Hollywood Goes to War* by Clayton R. Koppes & Gregory D. Black
-

Week 4: Race and Representation in Classic Hollywood

- Film: *Guess Who's Coming to Dinner* (1967)
 - Reading: bell hooks, "The Oppositional Gaze"
-

Week 5: Post-War America and Film Noir

- Film: *Double Indemnity* (1944)
 - Reading: James Naremore, *More Than Night: Film Noir in Its Contexts*
-

Week 6: Youth Culture and the 1950s

- Film: *Rebel Without a Cause* (1955)
 - Reading: Thomas Doherty on youth rebellion and the Cold War
-

Week 7: Counterculture & the New Hollywood

- Film: *Easy Rider* (1969)
 - Reading: Peter Biskind, *Easy Riders, Raging Bulls*
-

Week 8: Interdependency of Gender Inequality

- Film: *The Color Purple* (1985)
 - Reading: Michelle Alexander (excerpt), bell hooks
-

Week 9: Gender and Feminist Film Theory

- Film: *Thelma & Louise* (1991)
 - Reading: Laura Mulvey, "Visual Pleasure and Narrative Cinema"
-

Week 10: Blockbusters and Commercialization

- Film: *Jaws* (1975)
 - Reading: Justin Wyatt, *High Concept: Movies and Marketing in Hollywood*
-

Week 11: American Identity Post-9/11

- Film: *Zero Dark Thirty* (2012)
 - Reading: Susan Faludi, *The Terror Dream* (excerpt)
-

Week 12: Spotlight on Directors pt. 1 – Wes Anderson (Postmodernism)

- Film: *Asteroid City* (2023)
 - Reading: ...
-

Week 13: Spotlight on Directors pt. 2 – Quentin Tarantino (Dark Comedy)

- Film: *Jackie Brown* (1997)
 - Reading: ...
-

Week 14: Spotlight on Directors pt. 3 – Paul Thomas Anderson (Psychological Drama)

- Film: *The Master* (2012)
 - Reading: Cultural criticism on diaspora, multiverse storytelling
-

Week 15: Final Presentations / Review

- No screening; final project presentations
- Final Paper Due

Grading and Evaluation Procedures

[Provide grading criteria for all major course projects and links to grading rubrics that are specified and reinforced within the Gradebook in Tennessee Tech's Learning Management system (D2L/iLearn).]

Grading Scale [if applicable]

Table 1: Overview of grade range

Letter Grade	Grade Range
A	XX-XX
B	XX-XX
C	XX-XX
D	XX-XX
F	xx and below

Assignments

Participation & Discussion	15%
Weekly Response Papers	20%
Midterm Essay	20%
Group Presentation	10%
Final Research Paper	25%
Quizzes	10%

Course Policies

Student Academic Integrity Policy

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Attendance Policy

[Provide any additional information regarding your course attendance policy or attendance expectations.]

Students who are unable to attend class for an extended period due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or

legal obligation), may contact the Office of the Vice President for Student Affairs at studentaffairs@tntech.edu to request an absence notification.

Class Participation

[Include expectations for interaction, etiquette, grade weighting, timing, and frequency of contributions, etc.]

Assignments and Related Policy

[Include information about late submissions and important details about the assignments. If it is timed, grade weighting, submission location, etc.]

Instructional and Assignment Use of Artificial Intelligence

[Include Generative AI Use syllabus statement from the options listed on the [Center for Innovation in Teaching and Learning website](#) in accordance with [University Policy 220: Instructional and Assignment Use of Artificial Intelligence](#).]

Disability Accommodation

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b. Course Changes

iv. FROM: JOUR 3500 Multimedia Storytelling

Lec. 3. Credit 3.

Catalog Course Description: Prerequisite: JOUR 2200 and JOUR 2220, or consent of instructor. An introductory course in multimedia tools for online content creation. Photography, audio, and video will be used for compelling reporting.

TO: JOUR 3500 Visual Storytelling

Lec. 3. Credit 3.

Catalog Course Description: Prerequisite: None. Visual Storytelling explores the art and craft of telling compelling stories across multiple platforms, including text, photography, audio and video. Through a combination of lectures, hands-on workshops, and collaborative projects, students will learn how to conceptualize, create, and publish engaging stories that are both journalistic and creative in nature.

Justification: The removal of prerequisites and name change aims to attract students from within and outside the major to enroll in the course. Catalog description updated to better reflect the content of the course.

Effective: Fall 2026

Cost: No additional resources are needed.

v. FROM: JOUR 4500 Advanced Multimedia Storytelling

Lec. 3. Credit 3.

Catalog Course Description: Prerequisite: JOUR 2200, JOUR 2220, a "C" or higher in JOUR 3500. A fast-paced course in content creation for the web and broadcast. May include experience on student media outlets. Associated Press style will be used.

TO: JOUR 4500 Advanced Visual Storytelling

Lec. 3. Credit 3.

Catalog Course Description: Prerequisites: JOUR 2200, JOUR 2220, a "C" or higher in JOUR 3500. A fast-paced course in content creation for the web and broadcast. May include experience on student media outlets. Associated Press style will be used.

Justification: Name change aims to attract students from within and outside the major to enroll in the course.

Effective: Fall 2026

Cost: No additional resources are needed.

vi. FROM: COMM3100 Communication Theory

Lec. 3. Credit 3.

Catalog Course Description: Prerequisite: SPCH 2410, SPCH 2430, JOUR 2200, Junior Status, or consent of instructor. Examination and application of the major theories of communication processes, including mass communication, intrapersonal, interpersonal, intercultural, rhetorical, organizational, and other approaches to the study of communication.

TO: COMM 3100 Communication Theory

Lec. 3. Credit 3.

Catalog Course Description: Prerequisite: Junior Status, or consent of instructor. Examination and application of the major theories of communication processes, including mass communication, intrapersonal, interpersonal, intercultural, rhetorical, organizational, and other approaches to the study of communication.

Justification: The removal of prerequisites is to reduce the number of overrides to allow students into the class.

Effective: Fall 2026

Cost: No additional resources are needed.

vii. FROM: COMM 3200 Research Methods in Communication

Lec/Lab. 3, Credit 3.

Catalog Course Description: Prerequisite: SPCH 2410 or COMM 2025, SPCH 2430 or COMM 2090, JOUR 2200, COMM 3100 or consent of instructor. An introduction to the diverse methods of research employed in the study of communication and how they connect to major theories in communication. This course focuses on quantitative and qualitative methods of research in communication, including content analysis, survey research, discourse analysis, rhetorical analyses, observational research, and interviewing.

TO: COMM 3200 Research Methods in Communication

Lec/Lab. 3, Credit 3.

Catalog Course Description: Prerequisite: Junior Status, or consent of instructor. An introduction to the diverse methods of research employed in the study of communication and how they connect to major theories in communication. This course focuses on quantitative and qualitative methods of research in communication, including content analysis, survey research, discourse analysis, rhetorical analyses, observational research, and interviewing.

Justification: The removal of prerequisites is to reduce the number of overrides to allow students into the class.

Effective: Fall 2026

Cost: No additional resources are needed.

viii. REPLACE SPCH 2410 with COMM 2025 as a prerequisite for the following courses:

1. COMM4620 Advanced Public Speaking
2. COMM4630 Persuasion
3. COMM4900 Independent Study in Communication
4. COMM4901 Independent Study in Communication

Justification: To correct catalog entries because SPCH 2410 is no longer offered.

Effective: Fall 2026

Cost: No additional resources are needed.

Motion to approve: Julie Baker

Second: Curtis Armstrong

Vote: Motion Carried.

11. English

a. New Course:

Create ENGL/PC 2600 Digital Literacy (See attached syllabus.)

Lec. 3. Cr. 3.

Prerequisites: None. This course introduces students to essential digital literacies, strategies, and technologies they will use in their careers.

Justification: Creating this course offers students the opportunity to learn digital literacy through humanistic and professional communication frames.

Effective Date: Fall 2026

Financial Impact: None

Motion to approve: Julie Baker

Second: Curtis Armstrong

Vote: Motion Carried.

TENNESSEE TECH UNIVERSITY

DIGITAL LITERACY (ENGL/PC 2600)

HENDERSON HALL, 3 HRS., FALL 2026

INSTRUCTOR INFORMATION

Instructor:

Office:

Telephone Number:

Email:

OFFICE HOURS

COURSE MODALITY

In person

COURSE INFORMATION

PREREQUISITES: N/A

TEXTS AND REFERENCES

Required

Buolamwini, J. (2023). *Unmasking AI: My Mission to Protect What Is Human in a World of Machines*. Random House.

<https://a.co/d/hvNq5gL>

Lee, B. (2025). *Understanding the Digital and AI Transformation*. Springer Nature.

<https://a.co/d/0AAiI0Z>

Mollick, E. (2024). *Co-Intelligence: Living and Working with AI*. Portfolio.

<https://a.co/d/4QBwXar>

Assigned articles in iLearn.

AI Tools

[Pi](#) (generative AI personal)

[ChatGPT](#) (generative AI textual)

[Gamma](#) (generative AI presentation)

[Claude](#) (generative AI research)

[Invideo AI](#) or [Wan AI](#) (generative AI video)

COURSE DESCRIPTION

This course introduces students to essential digital literacies, strategies, and technologies they will use in their careers. Students analyze digital texts, including software, code, social media, and emergent technology, to identify biases, investigate societal impacts of technology, and interrogate data ethics and privacy.

Specifically, in this section, students experiment with GenAI tools and research some of the foundational questions facing higher education today. Students will explore the following questions:

- How does writing, a technology, impinge on how people write, think, learn, and interact with others, and achieve agency?
- How does use of GenAI (generative AI) impact student learning, reasoning, and development?
- How do industry leaders and scholars anticipate the emergence of superintelligence will change the nature and availability of work, including roles, skills, displacement, and organizational structures?
- What is the appropriate response for colleges and universities to the use of generative AI in writing: maintaining existing academic integrity standards, redefining them, or prohibiting AI use altogether?

STUDENT LEARNING OUTCOMES

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

1. Locate, critically evaluate, and demonstrate proficiency with various digital resources (including online information, apps, online learning, and other web-based tools).
2. Demonstrate responsible use of software, databases, and online tools, including generative AI.
3. Identify and evaluate ethical considerations related to data privacy, intellectual property, and the role of algorithms in mediating access to digital information.

IDEA OBJECTIVES

1. This course helped me develop skill in expressing myself orally and in writing.
2. This course helped me learn to apply course material to improve thinking, problem solving, and decisions.

MAJOR TEACHING METHODS

Reading and written assignments, class discussions, presentations, and group work

Special Instructional Platform/Materials
iLearn, smartphone, and laptop

GRADING AND EVALUATION PROCEDURES

Assignment grades will be based on a point system. All assignments will equal 1000 points. We will provide both the points and a percentage based on 100% for each assignment. Course grades will be assigned based on an average percentage of course assignments. There will be no curves. Grades will be rounded to the nearest percentage. For example, a student with 895 points (89.5%) at the end of the semester will receive an "A" for the course. But a student with 894 points (89.4%) will receive a "B."

To pass this course, you must complete and submit each of the major projects.

GRADING SCALE

Letter Grade	Grade Range
A	895-1000
B	795-894
C	695-794
D	595-694
F	594 and below

COURSE POLICIES

STUDENT ACADEMIC INTEGRITY POLICY

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For the purposes of this class, any sources incorporated into a written paper or in-class presentation must be cited, or else that will constitute plagiarism. Penalties may include an F on the assignment, an F for the class, a reprimand, probation, suspension, or expulsion.

WELCOME, STUDENTS WITH DISABILITIES

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

ASSIGNMENTS AND RELATED POLICY

All assignments are due by class time on the due date. Any extensions need to be documented in writing. The instructor determines the validity of excuses for late work, not the student. Late work without a valid excuse will have points deducted for each day it is late. After ONE (1) week, late work will not be accepted.

All work may be turned in early for evaluation and/or pre-planned absences. Periodically, the instructor might revise the tentative course schedule; students are responsible for documenting any formally announced changes in the schedule. All major assignments must be submitted to earn a passing grade.

PLAGIARISM

When you use (for example, quote or even summarize or paraphrase) someone else's (including AI) media, words, data, ideas, labor, or other works, you must cite your source. You should be especially careful to avoid plagiarizing Internet sources. It does not matter whether you borrow material from print sources, from the Internet, from on-line databases, or from interviews. Failure to cite your source is plagiarism. Students who plagiarize may receive an "F" or a "0" for the assignment, or an "F" for the course.

AI MODERATE USE

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

ADDITIONAL RESOURCES

TECHNICAL HELP

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

WEST

For one-on-one writing assistance, visit the Writing Excellence Studio at Tech (WEST) in Henderson Hall 306B. Please note this is not an editing service, but the chance to work with a trained consultant to improve your skills as a writer. For more information, including how to schedule an appointment, visit [their website](#).

HEALTH AND WELLNESS

COUNSELING CENTER

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

HEALTH SERVICES

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

MODULES & ASSESSMENTS

Module 1: Information Literacy

Module 2: AI Fluency

Module 3: Accessibility & Usability

Module 4: Career Viability

Module 5: Digital Futurity/ies

Module 1: Information Literacy

Student Learning Objectives: SLO 1; IDEA 1, 2

Topics: information literacy, archival research, libraries, information's social and institutional infrastructure, disinformation/misinformation, AI agents, rhetorical agency, and evaluating sources

Major Project 1: Chapter Discussion (200 pts.)

You will lead a book chapter discussion from your assigned readings that cover information literacy, archival research, libraries, information's social and institutional infrastructure, disinformation/misinformation, or evaluating sources. This includes discussions of AI "agents" and rhetorical agency. Please include key terms and a chapter summary, connections to your previous knowledge and/or future use, and questions that engage the reading at a level that demonstrates substantial understanding. Please prepare a traditional slide deck (not Gamma) and a one-page handout for the class. The chapter discussion should not exceed fifteen minutes.

Module 2: AI Fluency

Student Learning Objectives: SLO 2; IDEA 1, 2

Topics: writing as technology, automating labor and time, voice, rhetorical agency, biases, data privacy, and digital ethics

Major Project 2: Generative AI Analysis Paper (200 points)

After reading *Co-Intelligence* and *Unmasking AI*, you will write a paper in three parts. First, write a 500-word essay on a topic of your choice. Next, prompt an AI (ChatGPT or Claude) to generate a 500-word essay on the same topic. Finally, write 500-1,000 words comparing the two essays in terms of their ability to communicate the topic in terms of labor and time, voice, rhetorical agency, potential biases, data privacy, and digital ethics. Use your textbooks as a guide and potential citation for this analysis. (1,500-2,000 words combined)

Module 3: Accessibility & Usability

Student Learning Objectives: SLO 3; IDEA 1, 2

Topics: accessibility, usability, playability, disability theory, universal design, algorithms, networks, and audience/users/players

Major Project 3: Gamma Presentation (200 points)

You will create a presentation critiquing a digital technology: an app, video game, social media platform, software, or AI tool, to name a few. Using the information from your readings and class lectures, you will analyze the digital technology for accessibility and usability. That is, you will rhetorically analyze the tool to identify which users it was created for and which users might be marginalized based on accessibility concerns and usability methods. Include a research-based literature review (5-7 sources, not including course textbooks). Please use Gamma (AI) to synthesize sources and to create the presentation. Afterwards, please revise the presentation to foreground your own voice and your original critiques of the digital technology.

Module 4: Career Viability

Student Learning Objectives: SLO 3, IDEA 1, 2

Topics: digital communication, emergent technology, AI tools, industry expertise, and career exploration and growth

Major Project 4: Informational Interviews (200 pts.)

You will conduct two informational interviews: one in academia and one in industry. Each interview should be at least thirty minutes long and should explore digital communication and AI tools in that context. Please prepare a list of questions (7-10) ahead of time. We will discuss how to create interview questions and best practices for conducting interviews. I'm available to help draft questions, if needed. After the interviews, you will write a short analysis (1,000 words) discussing digital communication and AI tools in academia and industry. Be prepared to share your findings with the class.

Module 5: Digital Futurity/ies

Student Learning Objectives: SLO 1, 2, 3; IDEA 1, 2

Topics: rhetorical authenticity, human-machine interaction, writing as thinking, digital communication's future

Major Project 5: AI Video Forecast (200 pts.)

For your final project, synthesize insights from prior projects in a creative research challenge, experimenting with an AI video generator and theorizing whether GenAI constrains or enhances human agency. You will create a video that predicts the future of AI or another emergent technology. You will use an AI video generator, such as RunwayGen-3, Google Veo 3, Seedance, OpenAI's Sora, Fliki, Invideo AI, or Wan 2.2, to name a few. In your two-minute video, create several predictions (3-5), based on your course readings, AI experiences, and informational interviews. Organize your predictions using a claim-evidence model. Please be sure that your AI forecast is original and that we do not lose your voice.

Schedule of Class Meetings

Module 1: Information Literacy

Week 1

R 8/20

Syllabus

Introductions

Acquire Textbooks

Sign-up for Chapter Discussions

Week 2

T 8/25

Class Discussion: Rhetorical Agency

AI Workshop: PI

HW: Read Part 1 & 2 "Introduction to Digital and AI Transformation" & "Foundations of Digital Transformation" in *Understanding the Digital and AI Transformation* (pp. 1-36)

R 8/27

Class Discussion: Archival Information and Authenticity

HW: Read Part 3 & 4 "Digital Platforms" & "Digital Technology" in *Understanding the Digital and AI Transformation* (pp. 37-100)

Week 3

T 9/1

Introduce Chapter Discussions

AI Workshop: ChatGPT 5

HW: Read Introduction and Part 1 in *Co-Intelligence* (pp. xi -64)

R 9/3

Read Part 2 and Epilogue in *Co-Intelligence* (pp. 65-212)

AI Workshop: Claude

Week 4

T 9/8

MP 1: Chapter Discussions

R 9/10

MP 1: Chapter Discussions

Module 2: AI Fluency

Week 5

T 9/15

Introduce

AI Workshop: ChatGPT 5

HW: Read Introduction, Part I and II in *Unmasking AI* pp. ix - 86)

R 9/17

AI Workshop: Writing with ChatGPT 5

HW: Read Part III and IV in *Unmasking AI* (pp. 87- 230)

Week 6

T 9/22

AI Workshop: Writing with Claude

HW: Read Part IV and Epilogue in *Unmasking AI* (pp. 231 - 291)

R 9/ 24

Class Discussion: Rhetorical Agency and AI Agents

MP 2: Generative AI Analysis Paper

Module 3: Accessibility & Usability

Week 7

T 9/29

AI Workshop: Gamma

HW: Read Part 5 "Artificial Intelligence"
in *Understanding the Digital and AI Transformation* (pp. 101-162)

R 10/1

Class Discussion: UX Design

AI Workshop: Gamma

Week 8

T 10/6

Class Discussion: Digital Biases

Presentation Workshop: Gamma

R 10/8

Class Discussion: Accessibility, Usability, Playability

MP 3: Gamma Presentation

Week 9

T 10/13

MP 3: Gamma Presentation

R 10/15 (Fall Break – no class)

Module 4: Career Viability

Week 10

T 10/20

Introduce Informational Interviews

HW: Read Part 6 “Digital and AI Transformation of Industry”
in *Understanding the Digital and AI Transformation* (pp. 163-184)

R 10/22

Writing Workshop: Creating Interview Questions

HW: Read Part 7 “Digital and AI Transformation in Society”
in *Understanding the Digital and AI Transformation* (pp. 185-210)

Week 11

T 10/27

Industry Guest Speaker (Dr. Shauna Chung, Adobe)

R 10/29

MP4: Informational Interviews

Module 5: AI Video Forecast

Week 12

T 11/3 (Civic Engagement Day – no class)

R 11/5

Introduce Major Project 5: AI Video Forecast

HW: Read Part 8 “Challenges of Digital and AI Transformation”
in *Understanding the Digital and AI Transformation* (pp. 211-226)

Week 13

T 11/10

AI Workshop: AI Video Generators

R 11/12

AI Workshop: AI Video Generators

Week 14

T 11/17

Class Discussion: AI and Animation

R 11/19
Class Discussion: AI and Storytelling

Week 15
11/24
Presentation Workshop: AI Video Forecast

R 11/26 (Thanksgiving – no class)

Week 16
T 12/1
Academic Guest Speaker (Dr. Dan Frank, University of California, Santa Barbara)

R 12/3
Class Discussion: MINDS Center at TTU

Week 17
T 12/8
MP5: AI Video Forecast

R 12/10
MP5: AI Video Forecast

12. **School of Art, Craft and Design**

a. Course Changes

i. ART 2040: Printmaking Relief

ADD Restriction: Must be Art Education concentration student or permission of the instructor
Pre-requisites: ART 1340: Foundation Studio I, and ART 1045: Drawing I

Justification: to reserve seats for Art Ed students for whom the course is required

Effective date: Fall 2026

ii. ART 2330: Technical Drawing

ADD Restriction: Must be a Wood concentration student or permission of the instructor

Justification: to reserve seats for Wood concentration students for whom the course is required

Effective date: Fall 2026

- iii. ART 2340: Computer Aided Drawing (CAD) for the Artist
ADD Restriction: Must be a Metals concentration student or permission of the instructor.

Justification: to reserve seats for Metals concentration students for whom the course is required.

Effective date: Fall 2026

Financial Impact: None

b. Course Changes

- i. ARED 3155: Elementary Practicum
CHANGE TITLE TO: Practicum I

Justification: Rather than labeling the practicums by grade level, we want to create mixed grade-level practicums in both semesters, to embrace our local art programs, with the expectation that Practicum 1 is introductory and Practicum 2 would carry greater complexity and responsibility for students.

No financial impact.

Effective date: Fall 2026

- ii. ARED 3165: Secondary Practicum
CHANGE TITLE TO: Practicum II

Justification: Rather than labeling the practicums by grade level, we want to create mixed grade-level practicums in both semesters, to embrace our local art programs, with the expectation that Practicum 1 is introductory and Practicum 2 would carry greater complexity and responsibility for students.

No financial impact.

Effective date: Fall 2026

Motion to approve: Julie Baker

Second: Curtis Armstrong

Vote: Motion Carried.

13. Physics

- a. Minor Change: The Departments of Physics and Earth Sciences request approval to make the following change to the discussion of the Astronomy minor in the College of Arts and Sciences section of the university catalog, effective Fall 2026.

Current:

- i. Astronomy Minor: A minor in Astronomy will consist of:
- ii. ASTR 1010 - Introduction to Modern Astronomy I (Credit 4)
- iii. ASTR 1020 - Introduction to Modern Astronomy II (Credit 4)
- iv. GEOL 3310 - Planetary Geoscience (Credit 3)
- v. ASTR 3100 - Observational Astronomy (Credit 4)

Proposed:

- i. Astronomy Minor: A minor in Astronomy will consist of:
 - i. ASTR 1010 - Introduction to Modern Astronomy I (Credit 4)
 - ii. ASTR 1020 - Introduction to Modern Astronomy II (Credit 4)
 - iii. At least seven hours of upper division courses as follows:
 - iv. Either: At least seven hours of 3000-4000 level ASTR courses,
 - v. Or: At least four hours of 3000-4000 level ASTR courses and GEOL 3310 (Planetary Geology (Credit 3))

JUSTIFICATION:

Since its introduction in Fall 2019, the Astronomy minor has been very popular. Recently, the Physics Department has added three new upper-division ASTR courses as part of our new Astrophysics Concentration: ASTR 4310 - Introduction to Cosmology (Credit 3), ASTR 4320 - Stellar Astrophysics (Credit 3), and ASTR 4760 - Senior Thesis (Credit 3). Along with the other current offerings, GEOL 3310 in Earth Sciences, ASTR 3100, and 4000 level special topics ASTR courses, there are now a variety of ways that students could obtain a foundation of knowledge in areas of astronomical study at the forefront of current research. Additionally, since ASTR 4310, ASTR 4320 and GEOL 3310 may be offered on an every-other-year basis, this provides more flexibility to students wishing to complete the minor.

No additional costs will be incurred.

Effective date: Fall 2026

Motion to approve: Julie Baker

Second: Curtis Armstrong

Vote: Motion Carried.

14. Earth Sciences

New Course:

GEOG 4720/5720 AI for Geospatial Analysis: Lecture 3, Credit 3

Course Description: Prerequisite: GEOG 4510. Artificial intelligence and machine learning techniques for geospatial analysis. Course focuses on the latest advances in the field, including deep learning techniques, as applied to geospatial datasets and remote sensing technology. Students use real world case studies to leverage artificial intelligence and solve complex geospatial challenges.

JUSTIFICATION:

Addition of GEOG 4720 AI for Geospatial Analysis: Recent advances in artificial intelligence (AI) and geospatial technologies are transforming fields ranging from environmental monitoring and urban planning to disaster response and national security. Integrating AI into geospatial analysis enables faster, more accurate interpretation of complex spatial data and supports decision-making across a range of industries. This course will equip students with foundational skills in AI and spatial data science, complementing the existing Earth Sciences curriculum and directly supporting student learning outcomes in disciplinary competency, data literacy, and critical thinking. Changes to the Geospatial Data Analysis curriculum supports the focus of integrating more AI into geospatial analysis.

EFFECTIVE DATE: Summer 2026

FINANCIAL IMPACT: None

TENNESSEE TECH UNIVERSITY

GEOG 4720/GEOG 5720 AI FOR GEOSPATIAL ANALYSIS

ONLINE TEACHING

INSTRUCTOR INFORMATION

Instructor's Name: Dr. Peter Li

Office: 216 Kittrell Hall

Email: pli@tntech.edu, I usually reply quickly, sometimes within days, or occasionally not at all — if you don't hear back, it likely means the answer is already in the syllabus or the recorded lectures.

Lecture Recordings: <https://tntech.yuja.com/V/Playlist?node=52321630&a=1067323558>

Teams Channel: Available on Microsoft Teams

RECOMMENDED / REQUIRED TOOLS AND SOFTWARE

- AI Tools: ChatGPT, Gemini, GitHub Copilot, and other AI apps (as relevant)
- Programming: Python (Anaconda, Jupyter Notebook)
- APIs: USGS, Census Bureau, EPA, and other open data sources
- Others: Excel, ArcGIS Pro (optional for final project)

COURSE DESCRIPTION

This course explores how artificial intelligence (AI) transforms geospatial analysis. Students will learn to integrate AI tools and programming skills to collect, process, analyze, and visualize spatial data for real-world problem solving. Through hands-on projects and case studies, students will gain experience in prompt engineering, data retrieval from APIs, and geospatial mapping with Python. The course emphasizes ethical AI use, data transparency, and interdisciplinary collaboration—preparing students to become critical, well-informed digital citizens in an AI-driven geospatial world.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

Objectives:

- Introduce AI tools applicable to geospatial analysis.
- Teach students how to acquire and process geospatial datasets.
- Develop proficiency in Python and Excel for data analysis.
- Enhance problem-solving skills through prompt engineering and AI integration.
- Prepare students to tackle real-world geospatial challenges with AI.

Student Learning Outcomes:

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

1. **Explain** foundational concepts of artificial intelligence (AI) and describe how they apply to geospatial analysis and decision-making.
2. **Retrieve, process, and manage** spatial data from online APIs such as the USGS and U.S. Census Bureau.
3. **Apply Python programming** for geospatial data manipulation, analysis, and interactive mapping.
4. **Analyze and visualize** geospatial data using analytical tools such as Excel and Python libraries (e.g., *pandas*, *geopandas*, *matplotlib*).
5. **Design and refine** intelligent prompts for AI tools to enhance analytical efficiency, accuracy, and insight generation.
6. **Integrate acquired skills** into a comprehensive final project that demonstrates the effective use of AI techniques in solving real-world geospatial problems.

MAJOR TEACHING METHODS

- Recorded video lectures and guided tutorials
- Interactive Microsoft Teams sessions
- Real-world geospatial case studies and datasets
- AI-assisted code generation and analysis

Teams Meeting Dates: (check your Teams channel)

- March 4, 2026 (Wednesday) – 7:00–8:00 PM

- April 22, 2025 (Wednesday) – 7:00–8:00 PM

SPECIAL INSTRUCTIONAL PLATFORM/MATERIALS

iLearn (for assignments and announcements)

YuJa (for lecture recordings)

Microsoft Teams (for discussions and Q&A)

TOPICS TO BE COVERED/SCHEDULE (SUBJECT TO CHANGE)

Week	Topic	Key Focus
Week 1	Introduction to AI for Geospatial Analysis	Overview of AI tools (GPT-4, Copilot), geospatial basics
Week 2	Prompt Engineering	Crafting intelligent prompts; hands-on GPT-4 practice
Week 3	Data Acquisition	Using APIs (USGS, Census, EPA); scraping techniques
Week 4	Geospatial Analysis in Python	pandas, geopandas, numpy, and shapefiles
Week 5	Advanced Python Mapping	Spatial analysis, visualization
Week 6	Feature Class Processing	Downloading and visualizing GDB data
Week 7	Raster Analysis	AI-assisted preprocessing and visualization
Week 8	Midterm Exam	Covers Weeks 1–7
Week 9	Spring Break – No Class	
Week 10	GUI Design (Part 1)	Building user interfaces with widgets
Week 11	GUI Design (Part 2)	Adding interaction and functionality
Week 12	AI for Predictive Modeling	Machine learning in geospatial contexts
Week 13	Ethics and Challenges	Bias, fairness, and data privacy
Week 14	Final Project Presentations - 1	April 22, 2026 (Wednesday, 7-9 PM)
Week 15	Final Project Presentations - 2	April 29, 2026 (Thursday, 7–9 PM)

Submission and presentations

GRADING SCALE

Letter Grade	Grade Range
A	$\geq 90\%$
B	$< 90\%$ and $\geq 80\%$
C	$< 80\%$ and $\geq 70\%$
D	$< 70\%$ and $\geq 60\%$
F	$< 60\%$

EVALUATION AND GRADING

Component	Weight
Homework Assignments	40%
Midterm	30%

Final Project	30%
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Late Penalty:

- Within 1 week: -10%
- 1-2 weeks: -20%
- >2 weeks: -30%

FINAL PROJECT REQUIREMENTS:

- Individual Project (no group work)
Must demonstrate AI-assisted analysis (ChatGPT, Copilot, etc.)
ArcGIS Pro may be integrated
- Deliverables: Project Report, .ipynb Notebook, StoryMap (link submitted 2 days before presentation), 10 – 15 -minute presentation + 2 minutes Q&A
- Rubric (20% each): Project Background and Goals, Prompts and AI Workflows, Analytical and Visual Results, StoryMap Quality and Design, Presentation and Delivery

COURSE POLICIES

- Academic Integrity: Maintain honesty and ethical conduct. Refer to TTU Policy 217 – Student Academic Misconduct at <https://www.tntech.edu/policies>.
- Attendance: Active participation in Teams meetings and video lectures is rewarded.
- Disability Services: Students needing accommodations must contact the Accessible Education Center, Roaden University Center Room 112 (372-6119 or disability@tntech.edu).

AI policy statement: Permitted in this Course with Attribution.

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

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

Disability Accommodation

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

Additional Resources:

Technical Help

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

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

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

Tutoring

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

Health and Wellness

Counseling Center

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

Health Services

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

Emergency Preparedness Protocols

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

Motion to approve: Julie Baker

Second: Curtis Armstrong

Vote: Motion Carried.

15. Mechanical Engineering

Course Changes

i. From

ME 3001 – Mechanical Engineering Analysis

Catalog Data: Lec. 3. Cr. 3.

Prerequisite: ENGR 1120 or CSC 1300; C or better in MATH 2010; C or better in MATH 2120.

To

ME 3001 – Mechanical Engineering Analysis

Catalog Data: Lec. 3. Cr. 3.

Prerequisite: ENGR 1120 or CSC 1300 or ME1010; C or better in MATH 2010; C or better in MATH 2120.

EFFECTIVE DATE: Spring 2026

JUSTIFICATION: The programming prerequisite is changed from ENGR 1120 or CSC 1300 to ENGR 1120 or CSC 1300 or ME1010 to allow all Mechanical Engineering concentration students and Nuclear Engineering students to take ME 3001.

- ii. From
ME 3220 – Thermodynamics II
Catalog Data: Lec. 3. Cr. 3.
Prerequisite: ME3210

To
ME 3220 – Thermodynamics II
Catalog Data: Lec. 3. Cr. 3.
Prerequisite: ME3210 or ME2210

EFFECTIVE DATE: Spring 2026

JUSTIFICATION: ME3210 has been re-numbered to ME2210 as of Fall 2025.

- iii. From
ME 3710 – Heat Transfer
Catalog Data: Lec. 3. Cr. 3.
Prerequisite: C or better in MATH 2120; ME3210 (ME3210 may be taken concurrently)

To
ME 3710 – Heat Transfer
Catalog Data: Lec. 3. Cr. 3.
Prerequisite: C or better in MATH 2120; ME3210 or ME2210 (ME2210 may be taken concurrently)

EFFECTIVE DATE: Spring 2026

JUSTIFICATION: ME3210 has been re-numbered to ME2210 as of Fall 2025.

FINANCIAL IMPACT: None

Motion to approve: Julie Baker

Second: Curtis Armstrong

Vote: Motion Carried.

16. Other Such Matters

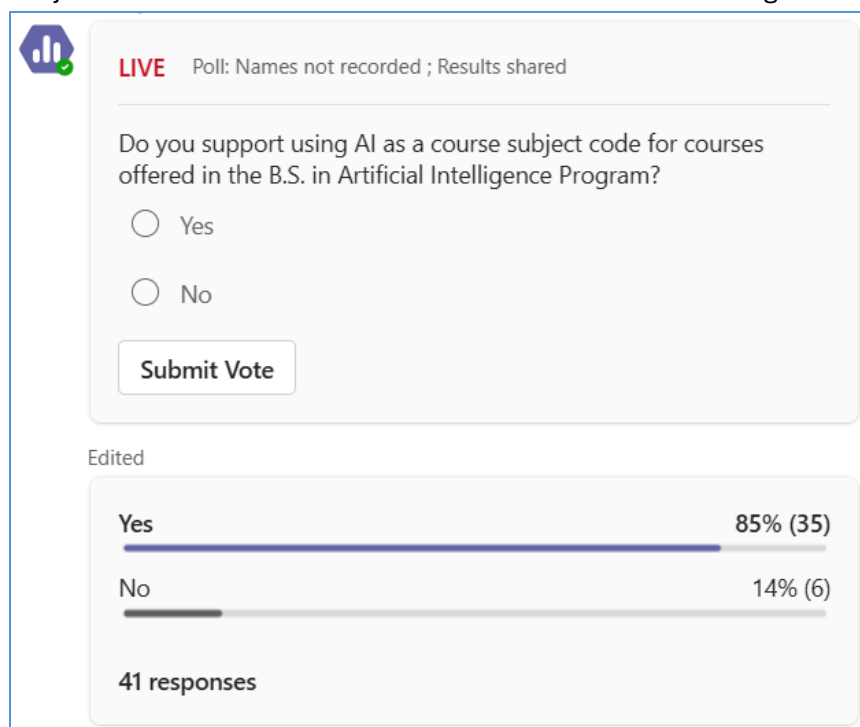
- a. Updates to Degree Maps required to meet new Flight Foundations (General Education) requirements.

After discussion about updating titles of General Education categories and the number of degree maps that each department would need to update, it was decided that Brandi Fletcher, Mary McCaskey and Gail Gentry would work with Dr. Huo and Dr. Wendt to formulate a plan of action for these updates.

- b. Support of Artificial Intelligence “AI” use as a course subject code in the B.S. in Artificial Intelligence curriculum.

After much discussion about how the use of the course subject code “AI” would impact reports for each department, appearance in the catalog, interpretation by students and external stakeholders, a poll was utilized to determine support for use of “AI” as a subject code by computer science for their Artificial Intelligence B.S.

As demonstrated in the screenshot below, UCC members supported using AI as a subject code for courses offered in the B.S. in Artificial Intelligence by an 85% majority.



With no other matters and no further discussion at 3:48. p.m., Dr. Jeremy Wendt made a motion to adjourn the meeting.

Motion to approve: Julie Baker

Second: Curtis Armstrong

Vote: Motion Carried.