University Curriculum Committee

Submissions for
September 18, 2015 meeting

3 total proposals

Total Proposals by College
Previously Tabled Proposals-0

New Proposals-3 proposals:
Basic and Applied Sciences-0 proposals
Behavioral and Health Sciences-1 proposals
Business-0 proposals
Education-0 proposals
Honors College – 0 proposals
Liberal Arts-2 proposals
Mass Communication-0 proposals
University College-0 proposals

(All proposals are scanned in agenda order)
New Proposals

Proposal 1 of 3
Cover Memo for Proposed Curriculum Changes

Submit original printed on 1 side only to Provost Office

TO: University Curriculum Committee
FROM: Chair/Director Name: J. Doug Winborn
Department/Program: H&HP, Exercise Science

PROPOSAL WRITTEN BY: Name: Richard Farley
E-Mail Address: rfarley@mtsu.edu

RE: Proposed Curriculum Changes
Date: Oct 20, 2014

I request that the following item be considered by the Committee: (please check all that apply)

- [ ] Proposed New Course
- [x] Course Number/Title Change
- [ ] Change in Credit Hours
- [ ] Cross Listing of Course
- [ ] Non-substantive Revisions in Curriculum of Existing Major, Minor, and Concentration
- [ ] Inactivation of Course
- [ ] Reactivation of Course
- [ ] Change in Grading System
- [ ] Change in Admission to Major
- [ ] Other

Description of proposed change (or attach separate sheet). If new course proposal, list title of course.

The request is for a course title change for EXSC 3000. The existing title is: Introduction to Exercise Science. The proposed title is: Resources for Professional Practice in Exercise Science. The new title will better represent the existing content of the course.

The proposed change will be effective beginning: Semester: Spring Year 2016

I certify that I (or department representative) have consulted with each department which may be affected by proposed new course and have attached their letters of support of this proposal.

Department Chair’s Signature

Signature, Dept. Curriculum Committee Chair

Signature, College Curriculum Committee Chair

Signature, Academic Dean

Signature, Univ. Curriculum Committee Chair

Signature, Vice Provost for Academic Affairs

Date Approved by UCC

Date Approved by VPAA

Updated 9/19/14
Master Catalog Change Form
Undergraduate

Department: Health/Human Performance (BH-HHP)  Subject: EXSC  Course No.: 3000

Full title of course: Resources for Professional Practice in Exercise Science (55 characters including spaces)

Credit hours: 3  Contact hours, if different: ___________

Course taught with: ☐ Standard Grading ☐ Pass/Fail

Can be taken multiple times without calculating as repeat? ☐ No ☐ Yes  How many times __ Total Hours __

CIP code (go to http://nces.ed.gov/pubs2002/2002165_2.pdf): 31.0505  Fees (if applicable) ___________

Schedule type LEC - Lecture  Instructional Method CON - Conventional Methodology

EFFECTIVE TERM: Spring 2015

☐ New course  Abbreviated Title: Prof. Practice in Ex. Sci.

Prescribed requirement (lower division courses only): ☐ Writing ☐ Reading ☐ Math

☐ Course title change  Previous Abbreviated Title: Intro. to Exercise Science

☐ Course prefix/number change  Previous course prefix/number: EXSC 3000

☐ Credit hours change  Previous credit hours: 3

☐ Grading system change

☐ Change course to inactive status

☐ Change course to active status

☐ Cross-listing of existing course  Cross-list with: ____________________________

☐ Other course changes

Course prerequisites/co-requisites/restrictions: Exercise Science Majors only.

(A course cannot require departmental permission AND prerequisites/restrictions)

(i.e. At least junior classification, pass/fail grade only)

Memo Notes for RaiderNet:

Does this change require a new catalog description? ☐ No ☐ Yes (attach new catalog description, if required)

APPROVED ________________________  Date ________________________

Vice Provost for Academic Affairs

Print Form  Reset Form

FOR RECORDS OFFICE USE ONLY

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UCC Approved: ________________________
Records Entered: ________________________
Proposal 2 of 3
TO: University Undergraduate Curriculum Committee    RE: Proposed Curriculum Changes  DATE: ________
FROM: (Chair/Director) Dr. Ron Bombardi (Department/School/Program) Department of Philosophy
PROPOSAL WRITTEN BY:  Dr. Rebekka King & Dr. Jenna Grav-Hildenbrand
E-Mail Address: Rebekka.King@mtsu.edu Jenna.Gray-Hildenbrand@mtsu.edu

I request that the following item be considered by the Committee: (please check all that apply)

- Proposed New Course
- Course Title Change
- Course Prefix/Number Change
- Change in Credit Hours
- Change in Grading System
- Inactivation of Course
- Reactivation of Course
- Cross Listing of Course
- Non-substantive Revisions in Curriculum of Existing Major, Minor, Concentration
- Other _______________________

Brief description of proposed change (attach separate sheet with complete information).
If new course proposal, list title and number of course.

New BA/BS degrees in Religious Studies. See attached Letter of Application.

The proposed change will be effective beginning: Fall semester 2016 year

[Signature, Department Curriculum Committee Chair]
Date Signed ____________________________

I certify that I (or department representative) have consulted with each department which may be affected by proposed new course and have attached their letters of support to this proposal.

[Signature, Department Chair]
Date Signed 8-18-15

[Signature, College Curriculum Committee Chair]
Date Signed 8-18-15

[Signature, Academic Dean]
Date Signed

Signature, University Curriculum Committee Chair
Date approved by UCC

Signature, Academic Affairs Designee
Date approved by Academic Affairs

Updated 8/04/15
Letter of Application for All New Degrees Programs with/without Concentrations, Certificates, Duplications of Existing Community College Programs, Collaborative/Joint Programs

Refer to TBR Policy 2:01:01:00, TBR Guideline A-010, and THEC Policy A1:0 and A1:1 before developing a Letter of Application.

INSTRUCTIONS: Please respond to each question. If the question is not applicable, please use “NA” and include a brief explanation of why the question is not applicable to the proposed action. The form will expand to allow space as needed and must be submitted to the TBR Vice Chancellor for Academic Affairs and the Vice Chancellor for Community Colleges as designated in A-010.

SECTION I. INTRODUCTION

DATE OF SUBMISSION: September 2015

INSTITUTION(S): Middle Tennessee State University

TITLE OF PROGRAM: B.A. / B.S. in Religious Studies

CIP Code: 38.0201

CONCENTRATIONS: None

CIP and SOC CODES: n/a

PROJECTED DATE FOR SUBMISSION OF IMPLEMENTATION PORTFOLIO:

October 2015

TARGET DATE FOR BOARD APPROVAL:

December 2015

PROPOSED DATE OF PROGRAM IMPLEMENTATION:

August 2016

A. PURPOSE: (Goals and Objectives in keeping with Institutional Mission)
(Specify: campus specific, regional, state-wide, national, International; Population: Traditional, Non-traditional [over 25], Military, Dual Enrollment [High School], Workforce, or other; Academic, Workforce development and/or Research Needs)
MTSU’s Institutional Mission Statement

Middle Tennessee State University is a comprehensive university that embraces its role as the destination of choice for Tennessee undergraduates while expanding its reach nationally and internationally through signature programs and select master’s and doctoral programs. The University generates, preserves, and disseminates knowledge and innovation and uses scholarship to enhance teaching and public service. The University is committed to preparing students to thrive in their chosen professions and a changing global society.

Middle Tennessee State University educates students to
• think logically, critically, and creatively;
• make sound judgments with an awareness of ethical, moral, and aesthetic values;
• acquire a working knowledge of a discipline or a group of related disciplines;
• examine, analyze, and shape the contemporary world through scientific knowledge, creative undertakings, and an understanding of culture and history;
• communicate clearly and precisely and understand the proper role of free expression in our society; and
• demonstrate the effective and adaptive use of current and/or emerging technologies.

Religious Studies Goals and Objectives:

A Religious Studies major fits squarely within MTSU’s Institutional Mission. The academic study of religion at MTSU is part of the human sciences and contributes to the wider study of global cultures and international affairs as well as personal and collective identities. A descriptive, interpretive, comparative field, its coursework seeks to prepare students to become well-informed, independent, and creative thinkers equipped with the methods and theories necessary to study religious phenomena in a systematic way, to synthesize findings, and to analyze critically what one finds. Religious Studies offers students an invaluable foundation for a wide range of careers in which reading, writing, understanding, and analysis are essential.

Students at MTSU perceive Religious Studies courses as rigorous, challenging and theoretically and methodologically informed and innovative. Courses include activities such as: experiential learning modules, fieldwork and ethnographic projects, presentations of scholarly papers and major research projects, production of short documentary films, independent foreign study and language training. The Religious Studies program contributes to the General Studies Program, the Honor’s Program, the Distance Learning Program, the Experiential Learning Program, and provides a range of specialized courses that fulfill the requirements or electives of other, primarily, but not exclusively, interdisciplinary academic programs.
Student Learning Outcomes:

Upon completion of their degrees, graduates of the program will possess competency in the following areas.

Description: Terms and Concepts
- Develop communication skills that enhance students’ ability to speak and write in a reasoned and informed manner about religions’ role in society.
- Discuss a variety of world religions using academic terms and concepts.

Analysis: Cultural Areas and Traditions
- Understand the content, theories, and procedures employed in the academic study of religion.
- Possess familiarity with the academic tools used to analyze multiple dimensions of a specific cultural area, tradition, figure, movement, or text.

Critique: Disciplinary Approaches
- Apply various theories to explain religious behavior and be capable of evaluating those theories and evidence presented for them.
- Employ critical thinking skills to understand the ways in which worldviews and assumptions shape perspectives and social worlds, both our own and those of others.

Assessment of Religious Studies Major

The Religious Studies major will be assessed in the Senior Seminar course (RS4900) in which students will be asked to produce and present research projects that require them to bring together the theoretical and methodological skills developed in the major and apply them to a specific area of data.

B. INSTITUTIONAL PRIORITY (Justify why this is a priority at this time and summarize the institution's current program development plans; institutional plans and meeting benchmarks to exit from post-approval monitoring, for any flagged programs; and resource commitments)

The University is committed to preparing students to thrive in their chosen professions and a changing global society. Given the distinctive role religion has played and continues to play in global culture, the major in Religious Studies will provide students with a cultural literacy that is invaluable in our increasingly diverse and multicultural society. According to the 1963 Supreme Court decision in Abington Township v. Schempp (1963) “education is not complete without a study of comparative religion or the history of religion and its relationship to the advancement of civilization.” This makes the study of religion part of the institutional responsibility of higher education generally. Middle Tennessee is an increasingly diverse region. Thus a key component of MTSU’s institutional priority is to use scholarship to enhance public service and contribute to the development of an educated public that has the ability to both benefit from that diversity and participate in civil society as informed citizens. In response to this institutional priority, MTSU
currently has a strong religious studies minor which included the recent hires of two full-time tenure-track faculty positions in 2012 and 2013. Students have long expressed an interest in majoring in the field.

MTSU has very few degree programs that are performing below enrollment or degree conferral targets. When programs fail to meet targets the institution moves quickly to address underlying issues or to terminate the degree program. Most recently, MTSU terminated the B.B.A. in Office Management when it failed to meet minimum degree production targets for two consecutive review cycles. Similarly, when enrollment was below what was expected we undertook a substantive revision of the B.S. in Environmental Science & Technology degree. No new or existing degree program is allowed to continue sub-par performance without being subject to intense scrutiny and development of an improvement plan.

C. NEED: (Identify the academic, workforce development, and/or research needs the program proposed in this letter of application will meet. Cite employment projections and supply/demand data appropriate to the discipline and degree level as justification using the Bureau of Labor Statistics (bls.gov), O*Net (onetononline.org) and the THEC supply/demand analyses (http://tennessee.gov/theac/Divisions/AcademicAffairs/academic_programs/THEC%20supply%20demand%20Final.pdf), as appropriate, for the degree or certificate field.

A brief survey of the need and demand for the program should be conducted in order to inform development. Summarize the results.

Letters of support from industry stating that the proposed credential is recognized and would add value to their workforce should be included. Address sustainability of the program both in the short term (1-2 years) and longer term (5+ years) beyond the anticipated date of the first program graduates per THEC policy.

Academic and Workforce Development

Like other degree programs in the College of Liberal Arts, a degree in Religious Studies offers students an invaluable foundation for a wide range of careers in which reading, writing, communicating, critically thinking, and team-work are essential. A 2014 study by the Association of American Colleges and Universities found that of the over three million survey respondents 91% of employers agree that “All students should have educational experiences that teach them how to solve problems with people whose views are different from their own,” 78% of employers agree that “All students should learn about societies and cultures outside the United States and about global issues and developments,” and 93% agree that “[A new hire] candidates’ demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than their undergraduate major” (Humphreys and Kelly 6-7). Religious Studies students will be prepared for employment in fields such as research, education, law, government, religious vocational ministry, social and humanitarian work, counseling, international business, and media.
Religious literacy is an invaluable resource as we prepare students to succeed in an increasingly diverse and multicultural society and workforce. While studies have demonstrated that American interest in religion is growing, “substantive awareness of other faith groups is minimal; even simple name awareness of some groups, such as Wicca, is tiny” (Barna Group). A 2010 Pew Forum on Religion and Public Life survey found that Americans had difficulty answering basic questions regarding the world’s religions, scoring on average 16 out of 32 questions correctly (Pew Research Center 6). This research was prompted by Stephen Prothero’s award-winning text, Religious Literacy: What Every American Needs to Know About Religion and Doesn’t (2007). Prothero, a professor at Boston University, explains, “Americans are both deeply religious and profoundly ignorant about religion” (1). In his research he found students come to college with very little knowledge of religion beyond their upbringing. He persuasively argues that a lack of Religious Studies education has led to a situation where students leave college radically underprepared for careers where religious literacy is essential. He provides the example of international leaders working in Muslim countries with little to no training in Arabic or Islam; however, one could apply this just as easily to elementary school teachers who must understand religious diversity to best meet the needs of all of their students.

The Religious Studies minor at MTSU has been in existence for over 30 years and there is no reason to conclude that it would not be sustainable. As Religious Studies is not tied to particular occupations and workforce trends it is not specifically subject to the ebb and flow of workplace shifts. This program does not fill short-term needs but rather responds to larger trends and interests on the part of the American public in religious identities, organizations, and practices.

**Current State of Religious Studies Program**

Total number of Religious Studies minors (numbers are lower in the fall semester due to graduation):
- Spring 2013 – 37
- Fall 2013 – 35
- Spring 2014 – 49
- Fall 2014 – 37
- Spring 2015 – 56

**Survey of Student Interest and Need for Program**

During the 2013-2014 and 2014-2015 academic years, each student taking a Religious Studies course was asked to complete a short survey. Total number of completed surveys = 226.

- Are you currently or planning to become Religious Studies minor?
  - YES – Currently: 105
  - YES – Planning: 15
  - NO – 106
• If a Religious Studies major was available when you started at MTSU, do you think you would have majored (or double majored) in Religious Studies?
  o NO – 46
  o PROBABLY NOT – 24
  o MAYBE – 75
  o DEFINITELY – 68

In addition to surveying students enrolled in Religious Studies courses, we also surveyed 309 students enrolled in Philosophy, History, Jewish and Holocaust Studies, and Women and Gender Studies courses about their interest in Religious Studies. Of those students surveyed, 91 percent have not yet taken a religious studies class but 51 percent reported an interest in taking religious studies courses in the future. When asked if they would consider majoring or double majoring in Religious Studies 29 percent expressed interest.

D. IMPACT:

Describe the articulation and transfer avenues projected for the proposed program in compliance with PC§ 49-7-202. Describe the anticipated effect the program will have on existing associated degree programs or concentrations within the institution as well as other institutions within the system.

Students with an A.A./A.S. degree from Tennessee community colleges can transfer into the program. The B.A./B.S. in Religious Studies will accept all General Education requirements. The Religious Studies B.A. will accept 18 general elective course hours and the Religious Studies B.S. will accept 30 general electives. Tennessee Transfer Pathways include the following: English, Exercise Science, Foreign Language, Geography, History, Political Science, and Sociology.

We do not anticipate that the B.A./B.S. will have discernable effects on other programs at MTSU and since there are no other Religious Studies programs at other public institutions in Middle Tennessee, there will be no effect on other TBR institutions in the area.

E. DIVERSITY STATEMENT:

Provide a statement in keeping with the TBR approved campus Diversity Plan of how the program will enhance diversity.

Religious Studies as a discipline is committed to fostering an appreciation for and greater understanding of diversity. As such the religious and cultural literacy this program provides is an invaluable contribution to MTSU’s diversity commitments to stimulating courses that “cover historical, cultural, and social bases of diversity and community, and create opportunities for cross-cultural interactions which have been demonstrated to contribute to self-confidence, motivation, cultural awareness, and an appreciation of equality for all.”

F. PLANS FOR ACCREDITATION:

(Identify the source and projected date of Professional accreditation if applicable; if the
proposed program requires a SACSCOC Substantive Change Review and, if so, describe the scope of the substantive change. Information on actions constituting substantive change can be found at the following website: http://www.sacscoc.org/substantivechange.asp. If there are no plans to seek specialized accreditation, please provide reasons.)

There are no plans for professional accreditation, as is the standard in the field of Religious Studies.

G. IDENTIFY ANY LOW PRODUCING PROGRAMS AT YOUR INSTITUTION(S) BASED ON THEC ANNUAL PROGRAM PRODUCTIVITY REPORT(S):

- Environmental Science & Technology (B.S.)
- Interdisciplinary Studies (B.U.S.)
- Art History (B.A.)

H. LIST ALL NEWLY APPROVED AND ESTABLISHED PROGRAMS INCLUDING CERTIFICATES OFFERED THROUGH ANY PUBLIC INSTITUTION IN TENNESSEE INCLUDING THE TENNESSEE COLLEGES OF TECHNOLOGY AT THE SAME LEVEL (WITHIN THE SAME OR SIMILAR CIP AND SOC CLASSIFICATIONS)

B.A. – Religious Studies – University of Tennessee, Knoxville

I. IDENTIFY ANY LOW PRODUCING PROGRAMS IN THE SAME OR SIMILAR CIP/SOC CODES IN ANY PUBLIC INSTITUTION IN TENNESSEE BASED ON THE CURRENT THEC LISTING OF PROGRAMS FAILING TO MEET ENROLLMENT OR GRADUATION BENCHMARKS AS POSTED ON THE THEC WEBSITE BASED ON THEC ANNUAL PROGRAM PRODUCTIVITY REPORT(S) AT THE TIME OF SUBMISSION OF THE LETTER OF APPLICATION:

There are no low producing programs in the same or similar CIP/SOC codes at any public institutions in Tennessee. The B.A. in Religious Studies at UTK averaged 12.4 graduates per year between 2010 and 2014.

SECTION II: ARTICULATIONS, COLLABORATIONS AND DUPLICATIONS INCLUDING INTERDISCIPLINARY PROPOSALS

A. If a similar program to the one proposed already exists at other institution(s) in the state, describe any opportunities for collaboration with other institutions that have been or will be pursued.

There are currently no opportunities for collaboration with other institutions because the only other Religious Studies programs in Tennessee are outside of the Middle Tennessee region. Furthermore, no other Middle Tennessee institution has faculty or significant course offerings available in Religious Studies.
We have consulted with faculty at other institutions and examined their course
catalogues and other online materials. Currently there exists limited programming in
Religious Studies at other public universities in Tennessee. Those available programs
make use of multi-disciplinary course offerings. The proposed program at MTSU will be
unique because it will provide disciplinary training in Religious Studies and preparation
for graduate programs which would be unavailable anywhere else in the Tennessee
Board Regents system.

The program at East Tennessee State University consists of a concentration in Religious
Studies (33 credits) and a minor in Religious Studies (21 credits), both housed in the
Department of Philosophy. The program and teaching scope of faculty in that
department is firmly rooted in the field of Philosophy. There is currently one tenure-
track faculty in Religious Studies whose area of expertise is Philosophy of Religion. Up
until last year the department also had a faculty person with expertise in Buddhism.
There are no current plans to develop a major in Religious Studies at ETSU.

The program at the University of Tennessee, Chattanooga is housed in the Department
do Philosophy and Religion. Religious Studies programming includes a combined major
in Philosophy and Religious Studies (30 credits), a major in Religious Studies (30
credits), and a minor in Religious Studies (18 credits). This department’s strengths are in
the fields of biblical studies and the study of Judaism.

At the University of Tennessee Knoxville, the Department of Religious Studies consists
of 14 faculty members (tenured, tenure-track, and lectureship positions). Current degree
offerings include a major in Religious Studies with an honors option (30 credits) and a
minor (10 credits). The department has a number of areas of scholarly excellence and is
home to academic initiatives, including: the Seminar in Late Antiquity, Centers and
Peripheries in East Asia, the Ayn Gharandal Archaeological Project, the Fern and
Manfred Steinfeld Program in Judaic Studies, and The Siddiqi Lecture in Islamic
Studies. Currently there is no graduate program in Religious Studies, but faculty
supervisor graduate students in other departments with which they are affiliated.

Additionally, a concentration in Religious Studies (39 credits) can be completed as an
interdisciplinary program through the University Studies program at The University of
Memphis and a minor in Religious Studies (18 credits) is available in the Department of
History and Philosophy at the University of Tennessee, Martin.

B. For any proposed articulated or collaborative program(s):

This degree is not proposed as an articulated or collaborative program.

a. Which institution(s) will have a degree-granting authority?

n/a
b. Which institution(s) will have the authority for faculty hiring, course assignment, systematic evaluation, and reappointment decisions?

n/a

c. What agreements exist to ensure that faculty from all participating institutions will be involved in decisions about the curriculum, admissions standards, exit requirements?

n/a

d. Which institution(s) will be responsible for academic and student-support services, e.g., registration, advising, library, academic assistance, financial aid, etc.?

n/a

e. What agreements exist to ensure that the academic calendars of the participating institutions have been aligned as needed?

n/a

f. In addition to the information provided by each participating institution regarding Financial Projections, please address the following items:

This section not applicable.

C. If the proposed program is currently available through the Academic Common Market (ACM) (http://www.sreb.org/page/1304/academic_common_market.html), explain why the need for the requested program/course development cannot be better met through collaboration or in the case of universities, the ACM.

Because the University of Tennessee – Knoxville offers a baccalaureate degree with a major in Religious Studies the Academic Common Market is not an available option.

D. If a 100% online program is being proposed:

This degree is not proposed as an online program of study.

SECTION III: PROGRAM STRUCTURE

A. Residency requirements (in keeping with SACSCOC requirements):
This proposed degree adheres to all SACSCOC and university requirements related to residency.

B. Macromajors or Academic Foci:

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C. CURRICULUM: The proposed program requires completion of **120** Semester Credit Hours (SCH) distributed as follows (IF more than 120 SCH provide justification per THEC 1.0.60.A):

The proposed 120 credit hour degree would consist of 41 credit hours in General Education and 30 required/elective credit hours in Religious Studies. Students enrolled in the B.A. in Religious Studies must also satisfy foreign language competency (usually 12 credit hours) and complete a 15-18 credit minor.

1. General Education  

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<td>Mathematics</td>
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<td>History</td>
<td>SCH 6 hours</td>
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2. Major Field Core (courses required of ALL students in a program): **15 Credits**

In order to meet our stated Student Learning Outcomes (see page 3) the Religious Studies major field core is comprised of two required courses and three courses in our established areas of competency. Along with two required courses, students will select at least one course from each of the required areas of competency. In their first or second year students will be encouraged to enroll in RS3020: Comparative Religion which provide provides a broad foundation in the academic study of religion. The curriculum is designed
so that each area provides complementary skills and knowledge which culminate in the senior seminar, RS4900: Theory and Method in Religious Studies.

The first area of competency is Description. Courses in this competency area will focus on using religious studies terms and concepts to speak and write in a reason and informed manner about world religions. The second area of competency is Analysis. Courses in this area will focus on content disciplinary knowledge in which students will utilize religious studies methods to understand important dimensions of the worlds' religious traditions and the cultural and historical significance of those traditions. Our third area of competency is Critique. Courses in this area will develop critical thinking skills in which students will apply various theories necessary to study religious phenomena in a systematic way, to synthesize findings, and to analyze critically what one finds.

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<td>Religion and Society*</td>
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<td>RS 3600</td>
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<td>RS 3040</td>
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<td>RS 4010</td>
<td>Global Christianity</td>
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<td>RS 4030</td>
<td>Contemporary Issues in Indigenous Religions</td>
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<td>RS 4050</td>
<td>Judaism, Christianity, and Islam</td>
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<td>RS 4120</td>
<td>Cults and New Religious Movements</td>
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<td>Mapping Religious Diversity</td>
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</tbody>
</table>

* General Education Course: Students who complete RS2030 for general education credit must take either RS3050, or RS3600, or appropriate special topics course (RS4700).

3. Concentrations(s): (Identify and list courses for each concentration separately; undergraduate concentrations must be at least 15 SCH; graduate concentrations at least 12 SCH.)

   The Religious Studies major does not include any concentrations.

4. Electives:

   Guided Religious Studies Electives: 15 credits
Complete fifteen (15) credits from Religious Studies courses to be selected in consultation with advisor according to student interest, career ambitions, and learning goals.

**General Electives:** 19-34 credits
  - B.S. option (31-34)
  - B.A. option (19-22, less than B.S. due to language requirement)

5. Other credits (If applicable, describe requirements for thesis, dissertation, clinical experience, internship, portfolio or other capstone experience.)

   **Minor (Required)** 15-18 credits
   **Foreign Language Proficiency (required for B.A. degree)** 12 credits

6. Number of NEW courses (include newly developed yet never taught courses):

   1 with 3 SCH

7. Number of SCH anticipated from transfer, articulation, PLA and other sources per THEC 1.06.0 (specify source):

   60 credits will be accepted from the completed A.A. / A.S. degree

8. **For Universities only:** Indicate all Tennessee Transfer Pathways (TTP) acceptable for entry into the proposed program per THEC 1.0.60:

<table>
<thead>
<tr>
<th>TTP</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Agriculture-AGBUS</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Agriculture-Animal Science</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Agriculture-Plant and Soil Science</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Art (Studio)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Business Administration</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Computer Science</td>
<td></td>
<td>X</td>
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<tr>
<td>Criminal Justice</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Economics-Business</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Economics-Liberal Arts</td>
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<td>X</td>
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<tr>
<td>Electrical Engineering</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td>X</td>
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<tr>
<td>Exercise Science</td>
<td></td>
<td>X</td>
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<tr>
<td>Foreign Language</td>
<td></td>
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<tr>
<td>Geography</td>
<td></td>
<td>X</td>
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<tr>
<td>History</td>
<td>X</td>
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<tr>
<td>------------------------------------------------------------------------</td>
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<tr>
<td>Information Systems</td>
<td>X</td>
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<tr>
<td>Kinesiology</td>
<td>X</td>
<td></td>
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<tr>
<td>Mathematics</td>
<td>X</td>
<td></td>
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<tr>
<td>Mass Communication</td>
<td>X</td>
<td></td>
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<tr>
<td>Mechanical Engineering</td>
<td>X</td>
<td></td>
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<tr>
<td>Music</td>
<td>X</td>
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<tr>
<td>Physics</td>
<td>X</td>
<td></td>
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<tr>
<td>Political Science</td>
<td>X</td>
<td></td>
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<tr>
<td>Pre-Health (Pre-Dental, Vet, Med, OPT, Pharm)</td>
<td></td>
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<tr>
<td>PreK-12</td>
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<td></td>
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<tr>
<td>Pre-Nursing</td>
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<td></td>
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<tr>
<td>Pre-Occupational Therapy</td>
<td>X</td>
<td></td>
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<td>Pre-Physical Therapy</td>
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<td>Psychology</td>
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<tr>
<td>Social Work</td>
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<td></td>
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<tr>
<td>Sociology</td>
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<tr>
<td>Speech Communication</td>
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<tr>
<td>Theatre Arts</td>
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<td></td>
</tr>
</tbody>
</table>

**SECTION IV: STUDENT ENROLLMENT PROJECTIONS**

Estimate the unduplicated annual full-time, part-time and FTE enrollments and number of graduates for the first five years of program operation. Include anticipated international enrollment if used as a primary recruiting tool. If the proposed program involves more than one institution, provide aggregated as well as disaggregated data for all institutions. Complete a minimum of 3 years projection for certificates and associate degrees, 5 years projection for undergraduate and masters degrees and 7 years for doctoral degrees.

<table>
<thead>
<tr>
<th>Year (specify Term &amp; AY start)</th>
<th>Full-Time Headcount</th>
<th>Part-time Headcount</th>
<th>Total Year Headcount</th>
<th>FTE</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7</td>
<td>4</td>
<td>11</td>
<td>9</td>
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<td>40</td>
<td>12</td>
<td>52</td>
<td>46</td>
<td>10</td>
</tr>
</tbody>
</table>
A. Explain the basic assumptions including attrition rate used in estimating the size of the proposed program by benchmark against other comparable programs in the discipline and institution to establish a baseline for your projected enrollments. Assumptions should be related to the evidence of need and to other supportive data.

We conducted surveys of students enrolled in Religious Studies courses during the 2013-2014 and 2014-2015 academic years. When asked about their interest in majoring or double majoring thirty-two percent (68 out of 213) students responded with definite interest and thirty-five percent (75 out of 213) indicated possible interest.

As noted previously, in the Spring of 2015 we surveyed 309 students enrolled in Philosophy, History, Jewish and Holocaust Studies, and Women and Gender studies courses about their interest in Religious Studies. Despite the fact that 91 percent (281) of these students have not yet taken a Religious Studies course, twenty-nine percent (89) indicated an interest in majoring or double majoring in Religious Studies. A further fifty-one percent (157) indicated an interest in taking Religious Studies courses in the future. All indications, including verbally expressed student interest, point to a very popular program.

We have estimated enrollment conservatively and factor in a 20% attrition rate beginning in year two of the program.

B. Describe the recruitment plan for both domestic and international enrollment if anticipated. Please note: Programs may not be advertised prior to final approval through the THEC commission meeting per the THEC Policy 1.0.60.B

Students will be recruited through a number of possible venues including from students enrolled in the Religious Studies General Education course (RS2030: Religion and Society), students who participate in the Religious Studies Association (student club), attendees at the Religious Studies Lyceum, and through current MTSU programs, such as: CUSTOMS, Preview Day, and the President's "three-touch" program. We intend to meet with the MTSU college advisors and at local high school programs/college fairs to promote the program and will launch a PR campaign to advertise the new major.

SECTION V: RESOURCES
A. Provide the most recent accreditation report/audits for any existing offerings within the same division/department/collge which speaks to need or resource allocations.

The proposed Religious Studies major will be housed in the Department of Philosophy within the College of Liberal Arts. The College of Liberal Arts—in conjunction with the Office of the Provost and the MTSU Office of Institutional Effectiveness, Planning, and Research—monitors the accreditation, self-study reports, and accreditation visit reports to ensure that adequate resources are allocated to all programs. The Departments of English,
History, Sociology and Anthropology, Foreign Languages, Philosophy, Political Science, Communication Studies and Organizational Communication, and the Global Studies and Cultural Geography program do not have external accreditation. The programs in Music, Art, and Theatre and Dance are all currently accredited. The most recent accreditation reviews were Art (2015), Theatre and Dance (2014), and Music (2006). For Theatre and Dance and Music, no specific additions in needs to resources were identified. Most recently, the reviewers of the Art program made several recommendations. The University is committed to maintaining the accreditation of all programs and has put forth adequate resources for all recommendations.

B. List any requirement for needed resources support along with any industry contributions

N/A.

C. Cite the THEC annual degree productivity data where funds may be redirected from closed low-producing programs (THEC A1:1.2OP) of relevant.

No funds will be redirected from closed low-producing programs.

D. Faculty: Describe the strengths of the existing faculty in credentials and available FTE (state number of full- and part-time faculty). Estimate additional FTE (specify number of full-time and part-time faculty) needed to support the program. If faculty are drawn from multiple departments or are committed to teach in multiple programs, identify which faculty and the percentage of their time dedicated to each program.

The existing Religious Studies minor is currently served by two full-time faculty members who are highly qualified in their disciplines. See Appendix for existing faculty Vitae.

As enrollment increases we will project an additional faculty member to be added in Year 3. We also anticipate a need for Adjunct faculty in Year 1 and Year 2.

E. Administrative/organizational structure and personnel

No additional administrative/organization structure and personnel will be required.

F. Clerical and Support Personnel, available and needed

No additional clerical and support personnel will be required.

G. Describe existing library and information technology resources to be available to support the projected program.

The Walker Library provides strong support for both the proposed Bachelor of Arts and Bachelor of Sciences degrees in Religious Studies via the collections and instructional support. The library provides collections and instructional services well beyond those expected at the undergraduate level. Library collections include books, Ebooks,
databases, electronic journals, video and sound recordings. Walker has a robust collection of monographs on the subject of religion in all of its varied aspects.

Databases that support Religious Studies include: The Religion and Philosophy Collection, Philosopher’s Index with Full Text, the OmniFile Full-text Mega Edition, JSTOR, Project Muse, Sociological Abstracts, and Academic Search Premier. These databases contain scholarly articles directly relevant to courses and research in Religious Studies in virtually any area of inquiry. Walker Library provides complete coverage of all important journals in Religious Studies, including the Journal of Empirical Theology (Brill); The Journal of Religion (University of Chicago Press); the Journal of the American Academy of Religion (University of Oxford Press); and The Harvard Theological Review (Cambridge University Press). Over 150 titles in electronic format were actively used in 2014.

The library also offers access to many streaming videos on religious topics such as: We Need To Talk About Islam, Prophet Muhammad and Women, Christian Dilemmas, A History of Christianity, and The Jews: A People’s History. The library continues to add to its film collection through new acquisition models enabling the library to make available on demand titles of interest. The library offers access to streaming audio from a number of vendors. Its collection is further enhanced with access to materials in the Center for Popular Music. Thus there is a strong collection of music related materials that encompasses religious and sacred music.

In addition to the collections acquired in the discipline of Religious Studies, the library also offers collections that complement this program. In particular History has robust collection of resources due to their Ph.D. and Masters’ programs. Our History collection supplements our Religion monograph collection. Other complementary collections, such as: Sociology, Anthropology, and Music, also include significant holdings that are relevant to the study of religion and the specific courses that will be offered.

Services that Walker Library offers include a liaison, Dr. David Nelson, to the Religious Studies program who has an extensive background in South Asian religious culture and history. Liaisons such as Dr. Nelson provide library instruction (on request) to classes tailored to Religious Studies topics. The liaison also works with individual faculty members to incorporate library resources into their D2L courseware systems and consult with faculty about their research needs. Liaisons also provide individualized research coaching for students’ research assignments.

H. Describe Student Advisement Support. If the proposed program is part of a collaboration or articulation agreement, how will student advising be coordinated by all participating institutions to facilitate progression and completion across all participating institutions.

Middle Tennessee State University has a robust student advising program. Twelve advisors are assigned to students in the College of Liberal Arts. Using EAB advising software and working with faculty members in each department, advisors track student
progress, advise students in course selection, and initiate strategies to promote persistence, retention, and degree completion. The student advising system at MTSU has been held up as a national model for best practices.

I. Describe existing and anticipated instructional facilities & instructional equipment to support the proposed program.

The instructional facilities and equipment are sufficient to support the proposed program.

SECTION VI: FINANCIAL PROJECTIONS

A. Use the THEC Financial Projections Form (FP) to provide revenues and expenditures for the proposed program. If the proposed program involved more than one institution, provide a separate excel FP Form for each institution as well as an aggregate for the combined financial projections. Submit as an Appendix the THEC Financial Projection Form.

See Attachment A.

B. If reallocation is used, provide a rationale and source for reallocation of budgeted funds. Cite THEC annual degree productivity data where funds may be redirected from closed/low producing programs (A1:1.2OP), if relevant.

No reallocation of resources in necessary to implement this degree.

C. List for each institution involved:

1. All active Letters of Application

   MTSU has no active Letters of Application at this time.

2. Approved programs not meeting benchmarks

   B.A. – Forensic Science (Meeting enrollment benchmark)
   M.S. – Horse Science (Meeting graduation benchmark)
   M.A. – International Affairs (Meeting graduation benchmark)
   Ph.D. – Molecular Biosciences (Meeting enrollment benchmark)
   Ph.D. – Computational Science (Meeting enrollment benchmark)

3. Low producing programs at all levels

   • Environmental Science & Technology (B.S.)
   • Interdisciplinary Studies (B.U.S.)
   • Art History (B.A.)

4. Programs terminated within the last 12 months

   B.B.A. in Office Management
WORKS CITED

https://www.barna.org/barna-update/article/12-faithspirituality/325-barna-studies-the-

Humphreys, Debra, and Patrick Kelly. “How Liberal Arts and Sciences Majors Fare in
http://www.mass.edu/foradmin/trustees/documents/HowLiberalArtsandSciencesMajorFar

19 June 2015.

Proposal 3 of 3
Cover Memo for Proposed Undergraduate Curriculum Changes
Submit original proposal printed on 1 side only to Provost Office

TO: University Undergraduate Curriculum Committee  RE: Proposed Curriculum Changes  DATE: __________
FROM: (Chair/Director) Dr. Ron Bombardi (Department/School/Program) Department of Philosophy
PROPOSAL WRITTEN BY: Dr. Rebekka King & Dr. Jenna Gray-Hildenbrand
E-Mail Address: Rebekka.King@mtsu.edu Jenna.Gray-Hildenbrand@mtsu.edu

I request that the following item be considered by the Committee: (please check all that apply)

- [ ] Proposed New Course
- [ ] Course Title Change
- [ ] Course Prefix/Number Change
- [ ] Change in Credit Hours
- [ ] Change in Grading System
- [ ] Inactivation of Course
- [ ] Reactivation of Course
- [ ] Cross Listing of Course
- [ ] Non-substantive Revisions in Curriculum of Existing Major, Minor, Concentration
- [ ] Other ____________________________

Brief description of proposed change (attach separate sheet with complete information).
If new course proposal, list title and number of course.

Change to courses automatically applied to Religious Studies Minor. Remove automatic acceptance of PHIL 3200, PHIL 3300, and ANTH 4750. See attached

The proposed change will be effective beginning: Fall semester 2016 year

Signature, Department Curriculum Committee Chair

I certify that I (or department representative) have consulted with each department which may be affected by proposed new course and have attached their letters of support to this proposal.

Signature, Department Chair

Signature, College Curriculum Committee Chair

Signature, Academic Dean

Signature, University Curriculum Committee Chair

Signature, Academic Affairs Designee

Date approved by UCC

Date approved by Academic Affairs

Updated 8/04/15
Brief Description of Proposed Change

Only courses with the RS prefix will automatically be accepted toward the 15 semester hours required for the Religious Studies Minor. Remove automatic acceptance of PHIL 3200, PHIL 3300, and ANTH 4750. This is necessary to maintain consistency with the proposed Religious Studies BA/BS degrees. These courses, and others offered in various departments on campus, may be counted toward the Religious Studies Minor in consultation with the student's Religious Studies advisor and the submission of a MTSU Undergraduate Course Substitution Form.