University Curriculum Committee

Submissions for
November 13, 2015 meeting

13 total proposals

Total Proposals by College
Previously Tabled Proposals-1

New Proposals-12 proposals:
  Basic and Applied Sciences-5 proposals
  Behavioral and Health Sciences-2 proposals
  Business-0 proposals
  Education-0 proposals
  Honors College – 0 proposals
  Liberal Arts-5 proposals
  Mass Communication-0 proposals
  University College-0 proposals

(All proposals are scanned in agenda order)
Previously Tabled Proposal
TO: University Undergraduate Curriculum Committee  
RE: Proposed Curriculum Changes  
DATE: September 16, 2015  
FROM: Walter Boles, Engineering Technology  
PROPOSAL WRITTEN BY: Walter Boles  
E-Mail Address: walter.boles@mtsu.edu

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

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

New Course:
ENGR 4501 – Topic in Mechatronics Engineering - This course is a ‘Special Topics’ course which is used to offer courses that may be substituted for other courses or may be taken by students as an extra course, if they like the offered topics.

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

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  
Walter Boles  
Date Signed  
9-16-15

Signature, Department Curriculum Committee 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
Master Catalog Change Form
Undergraduate

Department: Engineering Technology (BA-ETIS)  Subject: ENGR  Course No: 4501

Full title of course: Topics in Mechatronics Engineering
Credit hours: 1-3  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: 5  Total Hours: 
Schedule type: LEC - Lecture  Instructional Method: CON - Conventional Methodology

EFFECTIVE TERM: Spring 2016

☒ New course
☐ Prescribed requirement (lower division courses only):
□ Course title change
□ Course prefix/number change
□ Credit hours change
□ Grading system change
□ Change course to inactive status
□ Change course to active status
□ Cross-listing of existing course
□ Other course changes

Abbreviated Title: Topics in Mechatronics Engr

Permission of Department

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

Memo Notes for RaiderNet:

(If: At least junior classification, pass/refix grade only)

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

APPROVED: Vice Provost for Academic Affairs  Date: 

Print Form  Reset Form

FOR RECORDS OFFICE USE ONLY

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<th>Course</th>
<th>Equivalents</th>
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Records Entered: 

updated 10/29/14
New Course and Course Change Proposal Form

This form consists of two parts. Part I is the Course Justification and Part II is the Course Outline. Required topics are in bold type; instructions for each topic follow.

Part 1 – Course Justification

<table>
<thead>
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<th>Title of Course</th>
<th>Credit</th>
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<tbody>
<tr>
<td>ET</td>
<td>ENGR</td>
<td>4501</td>
<td>Topics in Mechatronics Engineering</td>
<td>1 to 3</td>
</tr>
</tbody>
</table>

A. Course description and objectives:
   1. Describe the course, including clinical, internship or other experiential components.

   The course is designed to serve as way to introduce new and advanced topics in Mechatronics to the Mechatronics Engineering program. Depending on the subject, the course may be one to three credit hours.

   2. Discuss the general and specific objectives of the course.

   Course Objective:

   The aim of this course is to get exposure and in-depth understanding of new topics in mechatronics such as advances in robotics, advances in health-related applications, and new applications in aerospace and manufacturing.

   The learning objectives of this course will vary greatly depending on the topic and number of credit hours.

B. Course Justification
   1. Indicate the projected enrollment in the course and the probable source of students.

   This proposed course will be offered as needed, perhaps once every two years and will be offered more frequently as need arises. We expect to have 24 students per section of the course. The students will be those enrolled in the Mechatronics Engineering.

   2. Justify the course in terms of its uniqueness or distinctiveness and in terms of student needs. Discuss the appropriateness of the course in relationship to the role and scope of the department.

   This proposed course is needed to address new topics in mechatronics engineering without having to offer a course on a regular basis. The course will allow the topic to change depending on the advances in this field. The ET department does not offer this course in engineering. However, every department has a similar course for the same purpose.

   3. Describe how the proposed course relates to other courses in the departmental curricula and to the total educational curricula of the university. Justify any
duplication. When new courses could legitimately be offered by a different department, consult with that department in advance and try to reach consensus regarding the appropriateness of the course.

This course has a prerequisite of Junior Standing since the topics selected will be advanced and will require fundamental knowledge of engineering principles.

4. Indicate what contributions the course may make toward meeting service and research needs and to the overall efforts of the department, college, and university.

This course provide a tool for the Mechatronics engineering program to stay abreast of new developments in the area of design, and innovation in automation and robotics.

5. If the proposed course is dual listed, provide a brief rationale for offering the course at both the undergraduate and graduate levels. Also, be sure to include "F"

N/A

6. ["Justification for graduate credit when a course is dual listed"] in the course outline described below.

N/A

C. Course Integrity
1. Describe any special admission and prerequisite requirements of the proposed new course. List programs presently being offered for which this course will be used to meet requirements. Indicate if the new course will be a service course for other programs.

Prerequisite: Permission of Department
Elective for: Mechatronics Engineering program.
Service course: NO

2. Provide a list of faculty members who will teach the course and include pertinent information as to their qualifications. If anticipated growth during the remainder of the current year and for the next year require additional faculty, indicate the number and general qualifications of such new faculty.

All faculty in the Engineering and the Engineering Technology areas with relevant background to the topic offered are eligible to teach this course. We generally expect the faculty to have a PhD degree in Electrical, Mechanical, Mechatronics, digital electronics, Controls, or engineering fields. A few of the professors who qualify this course are listed below. This list is not exhaustive.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Qualification</th>
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<tbody>
<tr>
<td>Vishwas Bedekar</td>
<td>Asst Prof</td>
<td>Ph.D. in Mechanical engineering</td>
</tr>
<tr>
<td>Yating Hu</td>
<td>Asst Prof</td>
<td>Ph.D. in Electrical engineering</td>
</tr>
<tr>
<td>Lei Miao</td>
<td>Asst Prof</td>
<td>Ph.D. in Electrical engineering</td>
</tr>
<tr>
<td>Brian Slaboch</td>
<td>Asst Prof</td>
<td>Ph.D. in Mechanical engineering</td>
</tr>
</tbody>
</table>
3. Discuss any special physical facilities needed to support the proposed new course, including the adequacy of classrooms, laboratories, teaching and research equipment, and offices.

The existing classrooms and the supporting laboratory facilities will meet the needs of this course at this point.

4. Indicate whether library collections and other learning resource materials are adequate to meet the needs of the course. If they are not, indicate what arrangements have been made to assure that these materials will be available when the new course is offered.

The current library collections and other learning resource materials are adequate to meet the needs of the course. We will request resources to be added to the library holdings as upgrades to the technology and the textbooks occur.

5. If the course is in an area in which professional certification is available, explain how the course will contribute to certification. If the institution plans to seek new certification, indicate the approximate date such certification will be sought.

N/A

6. Discuss the sources and extent of advice and consultation which have been used in formulating the course, including discussions with other departments and individual faculty members. Indicate whether any consultants have been contacted, especially those whose organizations enjoy widespread recognition in the field.

The Mechatronics engineering program at MTSU has been established with extensive consultations with the industry, local community colleges, The MTSU office of the Graduate Studies, local high schools, and many individuals. All of the courses in the Mechatronics Engineering curriculum have been designed to provide a cohesive series of courses in this field with increasing rigor and design experiences integrated in the courses as the courses progress from the freshman level to the senior level. In this process, many factors have been considered such the General Education requirements, Accreditation Board for Engineering and Technology, Inc. (ABET) requirements, transfer pathways from community colleges, and consistency with other similar engineering programs nationwide.

D. Course Costs
1. For costs in addition to the existing budget generated by this course, project the estimated expenditures for the remainder of the year, and for the following year. Projected costs should include facilities, faculty, administration, library, research and teaching supplies, internship and clinical expenses, travel expenses, secretarial and technical assistance, computer assistance, and other related costs.

This course will not need a laboratory activity.
2. Identify the sources of revenue which will be used to meet course costs (if other than normal sources of revenue), including amounts which are available or are expected to be available. Describe any special grants which may be sought to support this course.

Currently the ET department is planning to seek additional funding for this course and the Mechatronics Engineering degree program in general, from NSF-STEM, DOL, DOEdu, TN-DOEdu, and the local industry.

E. Comments
Space available for any other pertinent information not previously covered.
Part II – Course Outline

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A. **Course description and objectives:**
   1. Describe the course, including clinical, internship or other experiential components.

   The course is designed to serve as way to introduce new and advanced topics in Mechatronics to the Mechatronics Engineering program. Depending on the subject, the course may be one to three credit hours.

   2. Discuss the general and specific objectives of the course.

   **Course Objective:**

   The aim of this course is to get exposure and in-depth understanding of new topics in mechatronics such as advances in robotics, advances in health-related applications, and new applications in aerospace and manufacturing.

   The learning objectives of this course will vary greatly depending on the topic and number of credit hours.

B. **Outline of Course Topics**

   The outline should reflect a concise and sequential listing of the content and concepts to be treated in the course.

   The course outline will depend on the topic covered in this course. No specific topic can be listed here.

C. **Activities Required of Students**

   All activities required of students should be listed. Activities might include readings, research or creative papers, class presentations, data collection, projects, creative products, interviews, field experiences, etc.

   Reading, quiz/tests, homework, and technical report writing.

D. **Evaluation Procedures**

   Evaluation procedures should be designed to assess the degree of student achievement of course competencies. The grading system used in the course should be explicitly described.

   The evaluation components may include tests, quizzes, home works, and reports depending on the topic covered in this course.
Grading criteria: The grading scale will be depend on the course and the instructor policies.

E. **References and Text**
   If a text will be used, provide one or more examples of possible texts. If readings or other materials will be used, provide a representative listing. If no text or readings will be used, explain why.

   **Example of the textbook:**
   No specific textbook is assigned for this course. A variety of industrial and professional print and online resources will be used throughout this course.

F. **Justification for Graduate Credit When a Course Is Dual Listed**
   Course outlines must demonstrate a substantial difference between undergraduate and graduate components when courses are dual listed. This difference must involve more than a simple statement that extra work will be required to receive graduate credit. Graduate study must be at a level of complexity and generalization that extends the knowledge and intellectual maturity of the graduate student. Graduate students should be required to analyze, explore, question, reconsider, and synthesize old and new knowledge and skills. Graduate courses must afford the depth of education, the specialized skills, and the sense of creative independence that will allow the graduate to practice in and contribute to a profession or field of scholarship. Graduate courses should be directly related to the purposes and goals of the institution and the degree awarded. Combined instruction of graduate and undergraduate students must be carefully controlled, so as to assure appropriate attention to both groups. A clear distinction must be made in the course outline between assignments and requirements for undergraduates and for graduate students. Decisions regarding graduate credit reside with the Graduate Council.

   **N/A**

G. **Catalog Description**
   Catalog descriptions should include the Course prefix, course number and title, number of credits, prerequisites, and a brief description of the course content. The format of course descriptions in the current catalog should be followed. **Catalog description must be on a separate page.**
Catalog description:

Mechatronics Engineering (ENGR)

4501  Topics in Mechatronics Engineering. One to three credits. Prerequisites: Permission of department. Introduces new topics in various areas of advancement in engineering as related to mechatronics, automation, and robotics. The content will vary depending on the topic addressed.
New Proposals

Proposal 1 of 12
TO: University Undergraduate Curriculum Committee
RE: Proposed Curriculum Changes
DATE: 10/10/15
FROM: (Chair/Director) Dr. John Winborn (Department/School/Program) Health and Human Performance/LSTS
ACADEMIC AFFAIRS
PROPOSAL WRITTEN BY: Joey Gray E-Mail Address: hjgray@mtsu.edu
I request that the following item be considered by the Committee: (please check all that apply)

Items for on campus approval

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

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

LSTS 4350- Special Event Planning

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

[Signature, Department Curriculum Committee Chair] 10/23/15 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] 10/23/15 Date Signed

[Signature, College Curriculum Committee Chair] 10/23/15 Date Signed

[Signature, Academic Dean] 10/23/15 Date Signed

[Signature, University Curriculum Committee Chair] Date approved by UCC

[Signature, Academic Affairs Designee] Date approved by Academic Affairs

Updated 8/04/15
Master Catalog Change Form
Undergraduate

Department: Health/Human Performance (BH-HHP)  Subject: LSTS  Course No. 4350

Full title of course: Special Event Planning

Credit hours: 3 (100 characters only)  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:


Schedule type: LEC - Lecture  Instructional Method: CON - Conventional Methodology

EFFECTIVE TERM: spring 16

☐ New course  Abbreviated Title: Spec Event Plan

Prescribed requirement (lower division courses only):

☐ Course title change  Previous Abbreviated Title:

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

☐ Credit hours change  Previous credit hours:

☐ 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: none

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

Memo Notes for RaiderNet:

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

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

APPROVED: Vice Provost for Academic Affairs

Date:

Print Form  Reset Form

FOR RECORDS OFFICE USE ONLY

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UCC Approved: __________________

Records Entered: __________________

updated 10/29/14
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This form consists of two parts. Part I is the Course Justification and Part II is the Course Outline. Required topics are in bold type; instructions for each topic follow.

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<td>LSTS</td>
<td>4350</td>
<td>Special Event Planning</td>
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A. Course description and objectives:

1. Describe the course, including clinical, internship or other experiential components.

   This course offers an introduction to the planning and administration of special events to include weddings, ceremonies, festivals, and concerts. The social, political, economic, cultural, religious and historical influences on special event decision-making and strategies will be explored. Practices relevant to successful special events and consultancy for diverse clientele and settings will be reviewed. Students will leave the course with a clear understanding of the history, theoretical foundations, key intricacies of special events, the role of the planner, industry standards and trends, and career opportunities.

2. Discuss the general and specific objectives of the course.
   - Analyze the social, cultural, religious and historical contexts of special events.
   - Demonstrate understanding of the political and economic influences on special events.
   - Articulate the administration and ethical obligations of special event planners.
   - Design special event plans for diverse clients.
   - Create and maintain realistic special event budgets.
   - Engage the involvement of administration in the special event planning process.
   - Identify and discuss current major issues and concerns present in the special event planning industry with an emphasis on problem solving.
   - Cultivate critical thinking opportunities during the examination of the current issues and trends observed by current professionals in the special event planning industry.

B. Course Justification

1. Indicate the projected enrollment in the course and the probable source of students.

   Projected enrollment will consist of 50-60 students per term offered. The course will specifically attract students from the Leisure, Sport and Tourism program majors and minors, but may serve as a unique course for other interdisciplinary students.

2. Justify the course in terms of its uniqueness or distinctiveness and in terms of student needs. Discuss the appropriateness of the course in relationship to the role and scope of the department.
   - This course is an upper-level course designed to provide undergraduate students with the foundation relative to the special event planning industry. Emphasis will
be placed on foundational aspects of the industry, including primary concepts, history, budgetary concerns, customs, etiquette, careers, and other various components of the special event planning industry. The uniqueness of this course lies in the foundational knowledge about the special event planning industry that all students should know before they make a decision to fully pursue a career in special event planning or the larger event planning industry. There are very few undergraduate courses nationwide that focus specifically on the special event planning industry. Because of this, the proposed course would aid in growing a national brand for the Leisure, Sport, and Tourism program at Middle Tennessee State University. Due to the nature of high demand and interest in this topic, the Special Event Planning course will assist in attracting a more competitive student population to the expanding degree in the Leisure, Sport, and Tourism Studies major. The proposed course will add to the foundational knowledge of students who wish to focus on event planning, tourism, or leisure studies specializations. LSTS students have expressed overwhelming career interests in special event planning and this course is designed to help them better prepare for careers in this industry.

3. Describe how the proposed course relates to other courses in the departmental curricula and to the total educational curricula of the university. Justify any duplication. When new courses could legitimately be offered by a different department, consult with that department in advance and try to reach consensus regarding the appropriateness of the course.

- This course is an addition to the program planning class of the LSTS major's curricula. While LSTS 3530 (Program Planning in LSTS) provides an introduction and the basics to program planning, students need more specific classes in order to prepare themselves to enter the professional market. Weddings, ceremonies, festivals, and concert events cover a plethora of niche events that many of our LSTS graduates are expected to plan and deliver.

- In addition to LSTS 3530, LSTS 4110 (Youth Sport Programming and Development), LSTS 4130 (Sport Tourism), LSTS 4550 (Business Applications in Leisure, Sport and Tourism), and LSTS 4240 Wine Tourism, ABAS 4150 AgriTourism, LSTS 3390 Commercial Rec. and Tourism, and ABAS 4300 Professional MEEK Management represent some of the existing courses that make up the tourism and event planning-specific curricula. The proposed course will add to this established curriculum by providing in-depth knowledge needed for those interested in pursuing special event planning as a career path. Each of the courses mentioned compliments areas of the special event planning industry. However, the proposed course provides unique knowledge and skill set to best prepare our students to succeed in specialized event areas of weddings, ceremonies, and concerts. Within each of these three broad categories

- The proposed special events Planning course will not duplicate any other courses within the department or on the entire MTSU campus. While there are other courses on campus related to event planning, none of these courses focus on the specifics of weddings, ceremonies or festivals. The RIM department does offer a concert course, restricted to RIM majors only.
Courses offered in other areas of the university would be viewed as logical educational supplements to the Special Events Planning course, rather than duplications for students interested in a career in the special events planning industry. Courses that might be considered as educational supplements are: Principals of Marketing, Accounting, Finance and the event planning courses mentioned above. The proposed course (LSTS 4350 Special Event Planning) will provide students with an extensive foundational view of the special events planning industry that they will not find in any other course offered on campus. Courses like these will serve as advanced courses for students who wish to gain a competitive advantage in the special event planning field.

4. Indicate what contributions the course may make toward meeting service and research needs and to the overall efforts of the department, college, and university.
The LSTS program saw a dramatic increase in enrollment and declaration of major after the revision of the major: Leisure, Sport and Tourism. Specifically, the major increased by 22.3% in the fall 14 semester alone. We expect similar growth over the next five years. In an effort to adhere to the needs of these students career goals, the proposed course is also likely to attract more students from both MTSU and nationally. With this in mind, the course will provide students with a more encompassing education, which can assist them in their future career aspirations and research efforts.

5. If the proposed course is dual listed, provide a brief rationale for offering the course at both the undergraduate and graduate levels. Also, be sure to include "F" ["Justification for graduate credit when a course is dual listed"] in the course outline described below.
N/A

C. Course Integrity
1. Describe any special admission and prerequisite requirements of the proposed new course. List programs presently being offered for which this course will be used to meet requirements. Indicate if the new course will be a service course for other programs.
No pre-requisites are required. The course could be used by undergraduate students to fulfill three of the 21 credits in the LSTS track courses required of all majors, three of 15 hours for the Recreation minor, or an elective for other programs at MTSU.

2. Provide a list of faculty members who will teach the course and include pertinent information as to their qualifications. If anticipated growth during the remainder of the current year and for the next year require additional faculty, indicate the number and general qualifications of such new faculty.
The course was designed by Dr. Joey Gray, she holds a Ph.D. in Leisure Studies. She has taught event planning courses for the past 15 years. LSTS, Management and Marketing, and Human Sciences currently have several faculty members that can teach the proposed course. The faculty include: Dr. Joey Gray, Dr. Steve Estes, Dr. Dawn Shelar, Dr. Rudy Dunlap, and Mrs. Deborah Belcher. All have a background in the theoretical foundation, principles, business application, and event planning which are fundamental to the course.
3. Discuss any special physical facilities needed to support the proposed new course, including the adequacy of classrooms, laboratories, teaching and research equipment, and offices. No additional physical facilities will be needed to support this course.

4. Indicate whether library collections and other learning resource materials are adequate to meet the needs of the course. If they are not, indicate what arrangements have been made to assure that these materials will be available when the new course is offered. Adequate library collections and subscriptions are currently available to meet the needs of this course.

5. If the course is in an area in which professional certification is available, explain how the course will contribute to certification. If the institution plans to seek new certification, indicate the approximate date such certification will be sought. This course will provide the foundational knowledge needed for certification in special events planning. Students may choose to obtain their special events planning certification as part of the course (though it will not be required) or upon the conclusion of the course. Certification is not required for employment in the industry.

6. Discuss the sources and extent of advice and consultation, which have been used in formulating the course, including discussions with other departments and individual faculty members. Indicate whether any consultants have been contacted, especially those whose organizations enjoy widespread recognition in the field.
   - This course has been developed through consultation with, and guidance from, the Department of Management and Marketing (Dr. Jill Austin) and the Department of Human Sciences (Mrs. Deborah Belcher) to ensure the course complements, rather than duplicates current MTSU offerings. Additional development resources include faculty members in the undergraduate Leisure, Sport and Tourism program, Human Sciences and Management and Marketing, and the curriculum of other accredited academic programs in the discipline. More specifically, Drs. Virginia Humby-Grubb, Joey Gray and Mrs. Deborah Belcher have identified the need for an undergraduate Special Event Planning course based on student demand and trends within the industry. With the growing Leisure, Sport and Tourism program, this course has been identified to enhance the knowledge of our students as it serves as an extension to LSTS event planning and tourism courses. Students need to have a solid understanding of the dynamics of special events planning ensure that MTSU graduates represent qualified individuals ready to gain employment in the event planning and tourism industry. Additionally, we have identified a great growth to the program due to the inclusion of a tourism studies and event planning specializations.

D. Course Costs
1. For costs in addition to the existing budget generated by this course, project the estimated expenditures for the remainder of the year, and for the following year. Projected costs should include facilities, faculty, administration, library, research and teaching supplies, internship and clinical expenses, travel expenses, secretarial and technical assistance, computer assistance, and other related costs.
No costs beyond the existing budget will be generated by this course.

2. Identify the sources of revenue, which will be used to meet course costs (if other than normal sources of revenue), including amounts, which are available or are expected to be available. Describe any special grants, which may be sought to support this course.
Normal revenue sources will be used to meet course costs.

E. Comments
Space available for any other pertinent information not previously covered.
Part II – Course Outline

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A. Course Description and Objectives

1. Describe the course, including clinical, internship, or other experiential components.

This course offers an introduction to the planning and administration of special events to include weddings, ceremonies, festivals, and concerts. The social, political, economic, cultural, religious and historical influences on special event decision-making and strategies will be explored. Practices relevant to successful special events and consultancy for diverse clientele and settings will be reviewed. Students will leave the course with a clear understanding of the history, theoretical foundations, key intricacies of special events, the role of the planner, industry standards and trends, and career opportunities.

2. Discuss the general and specific objectives of the course.
   - Analyze the social, cultural, religious and historical contexts of special events.
   - Demonstrate understanding of the political and economic influences on special events.
   - Articulate the administration and ethical obligations of special event planners.
   - Design special event plans for diverse clientele.
   - Create and maintain realistic special event budgets.
   - Engage the involvement of administration in the special event planning process.
   - Identify and discuss current major issues and concerns present in the special event planning industry with an emphasis on problem solving.
   - Cultivate critical thinking opportunities during the examination of the current issues and trends observed by current professionals in the special event planning industry.

B. Outline of Course Topics

The outline should reflect a concise and sequential listing of the content and concepts to be treated in the course.

I. Foundations
   - History of Special Events: Weddings, Ceremonies, Festivals, & Concerts
   - Role and Scope of Special Event Consultancy
   - Special Events and Culture
   - Consumerism and the Mediated Construction of Special Events
   - The Changing Family, Politics and Law
   - Tourism and Destination Special Events

II. The Practice of Special Events: Weddings, Ceremonies, Festivals, and Concerts
   - Review of the various types of Weddings, Ceremonies, Festivals, & Concerts
     - Determining the Vision
     - Budgets
     - Timelines
     - Food & Beverage
- Etiquette
- Photography and Videography
- Music and Entertainment
- Rentals and Site Layout
- Transportation
- Favors and Gifts
- Special Event Day Details

III. Building Your Agency
- Agency Plan and Office Administration
- Developing a Marketing Strategy
- Client Relations
- Vendor Relations
- Handling Stress and Career Enrichment

C. Activities Required of Students (for example)
All activities required of students should be listed. Activities might include readings, research or creative papers, class presentations, data collection, projects, creative products, interviews, field experiences, etc.
This course is a lecture-based course, which requires daily student interaction and dialogue. As such, students are expected to have read, synthesized, and be prepared to discuss assigned chapters and readings with the instructor and classmates. Additionally, the course will include an ongoing project to replicate what a special event planner does on a daily basis.
- Conduct a research paper on a special event planner with an emphasis on their background, education, professional life, and any ethical concerns or experiences
- Class presentation for a proposed agency
- Special Event Plan: Construct an ongoing project that enables the students to apply course content to a real life situation observed within a Wedding, Ceremony, Festival or Concert (propose their own special event plan)
- Practicum Experience – Assist/observe the planning of a special event (Wedding, Ceremony, Festival or Concert) with a professional special event planner within the industry.

D. Evaluation Procedures (for example)
Evaluation procedures should be designed to assess the degree of student achievement of course competencies. The grading system used in the course should be explicitly described.

<table>
<thead>
<tr>
<th>EVALUATION</th>
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<tbody>
<tr>
<td>Class Participation</td>
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<tr>
<td>Chapter Quizzes</td>
<td>30 points</td>
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<tr>
<td>Agency Presentation</td>
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<tr>
<td>Research Paper</td>
<td>50 points</td>
</tr>
<tr>
<td>Special Event Plan</td>
<td>50 points</td>
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<tr>
<td>Practicum Experience</td>
<td>50 points</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 points</td>
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<tr>
<td>Total Points</td>
<td>450 points</td>
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</table>
403-450 = A
390-402 = B+
372-389 = B
358-371 = B-
345-357 = C+
327-344 = C
313-326 = C-
300-312 = D+
282-299 = D
268-261 = D-
267 & Below F

E. References and Text *(for example)*
If a text will be used, provide one or more examples of possible texts. If readings or other materials will be used, provide a representative listing. If no text or readings will be used, explain why.


F. Justification for Graduate Credit When a Course Is Dual Listed
Course outlines must demonstrate a substantial difference between undergraduate and graduate components when courses are dual listed. This difference must involve more than a simple statement that extra work will be required to receive graduate credit. Graduate study must be at a level of complexity and generalization that extends the knowledge and intellectual maturity of the graduate student. Graduate students should be required to analyze, explore, question, reconsider, and synthesize old and new knowledge and skills. Graduate courses must afford the depth of education, the specialized skills, and the sense of creative independence that will allow the graduate to practice in and contribute to a profession or field of scholarship. Graduate courses should be directly related to the purposes and goals of the institution and the degree awarded. Combined instruction of graduate and undergraduate students must be carefully controlled, so as to assure appropriate attention to both groups. A clear distinction must be made in the course outline between assignments and requirements for undergraduates and for graduate students. Decisions regarding graduate credit reside with the Graduate Council.

N/A
G. Catalog Description
Catalog descriptions should include the Course prefix, course number and title, number of credits, prerequisites, and a brief description of the course content. The format of course descriptions in the current catalog should be followed. Catalog description must be on a separate page.

LSTS 4350: Special Event Planning (3 credits).
This course offers an introduction to the planning and administration of special events to include weddings, ceremonies, festivals, and concerts. The social, political, economic, cultural, religious and historical influences on special event decision-making and strategies will be explored. Practices relevant to successful special events and consultancy for diverse clientele and settings will be reviewed. Students will leave the course with a clear understanding of the history, theoretical foundations, key intricacies of special events, the role of the planner, industry standards and trends, and career opportunities.
Proposal 2 of 12
TO: University Undergraduate Curriculum Committee  
FROM: (Chair/Director) Dr. John Winborn  
PROPOSAL WRITTEN BY: ____________________________  
E-Mail Address: ____________________________

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

<table>
<thead>
<tr>
<th>Items for on campus approval</th>
<th>Items requiring TBR/THEC approval (see UCC handbook Page 7 and Appendix B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Proposed New Course</td>
<td>0 New Academic Program: Degree/Minor/Concentration/Certificate</td>
</tr>
<tr>
<td>0 Course Title Change</td>
<td>0 Title Change of Degree Program/ Concentration</td>
</tr>
<tr>
<td>0 Course Prefix/Number Change</td>
<td>0 Consolidate/Reorganize Existing Academic Program</td>
</tr>
<tr>
<td>0 Change in Credit Hours</td>
<td>0 Substantive Change Affecting 18+ Credit Hours since last TBR approval</td>
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<tr>
<td>0 Change in Grading System</td>
<td>0 Establish Degree Program from Existing Concentration</td>
</tr>
<tr>
<td>0 Inactivation of Course</td>
<td>0 Program Reactivation</td>
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<td>X Reactivation of Course</td>
<td>0 Program Termination</td>
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<tr>
<td>0 Cross Listing of Course</td>
<td>0 Revision of Admission/Progression/Graduation requirements</td>
</tr>
<tr>
<td>0 Non-substantive Revisions in Curriculum of Existing Major, Minor, Concentration</td>
<td></td>
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<tr>
<td>0 Other ____________________________</td>
<td></td>
</tr>
</tbody>
</table>

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

HLTH 4250 Health Internships is being reinstated so that the students that were in the program prior to this semester can take a 9 hour internship as needed.

The proposed change will be effective beginning: Spring ______ semester 2016 ______ year

Signature, Department Curriculum Committee Chair  
10/20/15  
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  
10/23/15  
Date Signed

Signature, College Curriculum Committee Chair  
10/26/15  
Date Signed

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
Master Catalog Change Form
Undergraduate

Department: Health/Human Performance (BH-HHP) Subject: HLTH Course No: 4250

Full title of course: Health internships

Credit hours: 9 Contact hours, if different: 360 Course taught with: ☐ Standard Grading ☒ Pass/Fail

Can be taken multiple times without calculating as repeat? ☒ Yes How many times: ___ Total Hours: ___

CIP code: (go to http://nces.ed.gov/ipeds/cipcode/resources.aspx?v=55) 51.22 Fees (if applicable): ___

Schedule type: FLD - Field Instructional Method: PRA - Student Teaching/field supervision/co-op

EFFECTIVE TERM: Spring 2016

☐ New course Abbreviated Title: HLTH Internship

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

☐ Course title change Previous Abbreviated Title: HLTH

☐ Course prefix/number change Previous course prefix/number: HLTH 4250

☐ Credit hours change Previous credit hours: 9

☐ 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: POD

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

Memo Notes for RaiderNet: Must complete all required health courses (i.e. At least junior classification, pass/fail grade only)

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

APPROVED: Vice Provost for Academic Affairs

Date: ________________

FOR RECORDS OFFICE USE ONLY

<table>
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<tr>
<th>Course</th>
<th>Equivalents</th>
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<th>Records Entered:</th>
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updated 10/20/14
Proposal 3 of 12
TO: University Curriculum Committee
FROM: Warren Gill Agribusiness and Agriscience
PROPOSAL WRITTEN BY: Justin G. Gardner EMAIL: justin.gardner@mtsu.edu
RE: Proposed Curriculum Changes
DATE: 1/9/2015

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

☐ Proposed New Course
☐ 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: Substantive Revisions in Curriculum of existing major

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

See attachment.

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

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.

Department Chair's signature: Jessica Conter 8-31-15

Signature, Department Curriculum Committee Chair: Lisa Frank 8-31-15

Signature, College Curriculum Committee Chair: 10/26/15

Signature, Academic Dean: 10-26-15

Signature, University Curriculum Committee Chair: Date approved by UCC

Signature, Vice Provost for Academic Affairs: Date approved by VPAA

Updated 9/19/14
Attachment

We propose the following changes:

- Currently all agribusiness majors are required to complete a minor in another department, we propose to eliminate this requirement and replace it with an 18 to 21 hour business and mathematics cognate which consists of the following:
  - Math 1530 in addition to the general education math requirements.
  - Accounting 3000 or Accounting 2110 and 2120
  - INFS 2200 or 3010 or CSCI 1150
  - 9 hours from the following rubrics, 6 of which must be from the same rubric:
    - QM, PGEQ, ECON, FIN, MATH, MKT, MGT, AERO, EST
- Currently Agribusiness Majors are required to take 18 hours of agribusiness electives. This shall be reduced to 9 hours; ABAS 4130, 4140 and 4145 will be required of all agribusiness majors.

These changes will leave agribusiness students 15 to 18 hours of general electives, which may be used to complete a minor. Many cognate courses overlap with suitable minors.
### General Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
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<td>ENGL 1010</td>
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<td>ENGL 1020</td>
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<tr>
<td>COMM 2200</td>
<td></td>
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</table>

### HISTORY (6 hours)
Choose two: HIST 2010, HIST 2020, or HIST 2030

- 3

### HUMANITIES/FINE ARTS (9 hours)
Choose one: ENGL 2020, 2030, or HUM 2610
Choose two (different rubrics): ANTH 2210; ART 1030 or 1920; DANC 1000; HIST 1010, 1020, 1110, or 1120; MUS 1030; PHIL 1030; THEA 1030

- 3
- 3
- 3

### MATHEMATICS (3 hours) Choose one:
MATH 1010, 1630, 1710, 1720, 1730, 1810, 1910

- "MATH 1710 recommended" - 3

### NATURAL SCIENCES (8 hours)

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<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>BIOL 1030/1031</td>
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<tr>
<td>PSCI 1030/1031</td>
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</table>

### SOCIAL/BEHAVIORAL SCIENCES (6 hours)

- 3
- 3

**Hours Required** 41

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### Major Courses

<table>
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<th>Semester</th>
<th>Grade</th>
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<td>Orientation in Agriculture</td>
<td>ABAS 1000</td>
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<tr>
<td>Elements of Animal Science</td>
<td>ABAS 1410</td>
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<td>Elements of Plant Science</td>
<td>ABAS 1610</td>
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<tr>
<td>Introduction to Agribusiness</td>
<td>ABAS 2130</td>
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<td><em>can substitute ABAS 1201</em></td>
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<td>Introduction to Agricultural Engineering</td>
<td>ABAS 2210</td>
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<tr>
<td>Principles of Agricultural Economics</td>
<td>ABAS 3130</td>
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<tr>
<td>International Agriculture OR Agricultural Policy</td>
<td>ABAS 4190 or 4150</td>
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<tr>
<td>Agriculture Price Analysis</td>
<td>ABAS 4130</td>
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<td>Economics of Agribusiness Management</td>
<td>ABAS 4140</td>
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<td>Agricultural Finance</td>
<td>ABAS 4145</td>
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**Hours Required** 43

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Revised 3/10/2014
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<th>Business and Mathematics Cognate</th>
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<td>Math 1530</td>
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<td>NIFS 2200, or 3010, or CSCI 1150</td>
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<td>Choose three, two from the same rubric: QM, PGEQ, ECON, FIN, MATH, MKT, MGT, AERP, EST</td>
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Hours Required 18-21

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<td>Minor Courses (2.0 GPA required)</td>
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Hours Required 15-18

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<th>Optional Minor (Courses May Overlap Cognate Courses)</th>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
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</table>

Hours Required

Signed: 

Minor Advisor

Date

1. Degrees require a minimum of 120 semester hours (12 of the last 18 at MTSU) with a 2.0 GPA, a minimum of 42 upper-division hours (30 at MTSU) with a 2.0 GPA, and a minimum of 60 senior college hours.

2. Learning Support courses do not count toward the 120-hour requirement or cumulative degree GPA.

Signed: 

Major Advisor

Date

Local Address: 

Phone:

______________________________

Revised 3.10.2014
COLLEGE OF BASIC AND APPLIED SCIENCES
UPPER DIVISION FORM 2014-2015 CATALOG

Student name: ___________________________  M #: ___________________________
Major: ___________________________  Minor: ___________________________
Concentration: ___________________________  E-mail: ___________________________

Instructions: For students graduating Fall 2014 or later, one (1) copy signed by major and minor advisors should be filed in Jones Hall 115 three semesters before anticipated graduation. An intent to Graduate form should also be filed in Jones Hall 115 at the time of Upper Division Form submission.

<table>
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<tr>
<th>General Education</th>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
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<td>Elements of Animal Science</td>
<td>ABAS 1410</td>
<td></td>
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</tr>
<tr>
<td>Elements of Plant Science</td>
<td>ABAS 1610</td>
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</tr>
<tr>
<td>Introduction to Agribusiness</td>
<td>ABAS 2130</td>
<td></td>
<td></td>
<td>*can substitute ABAS 1201</td>
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<tr>
<td>Introduction to Agricultural Engineering</td>
<td>ABAS 2210</td>
<td></td>
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<tr>
<td>Principles of Agricultural Economics</td>
<td>ABAS 3130</td>
<td></td>
<td></td>
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<tr>
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<td>ABAS 4190 or 4150</td>
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<td>Hours Required</td>
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Revised 3.10.2014
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<tr>
<th>Electives</th>
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<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
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<th>Minor Courses (2.0 GPA required)</th>
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<th>Semester</th>
<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hour Required</td>
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<thead>
<tr>
<th>Minor Courses (2.0 GPA required)</th>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signed:</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Optional 2nd Minor</th>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Hour Required</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Optional 2nd Minor</th>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Signed:</td>
<td></td>
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</tbody>
</table>

1. Degrees require a minimum of 120 semester hours (12 of the last 18 at MTSU) with a 2.0 GPA, a minimum of 42 upper-division hours (30 at MTSU) with a 2.0 GPA, and a minimum of 60 senior college hours.

2. Learning Support courses do not count toward the 120-hour requirement or cumulative degree GPA.

<table>
<thead>
<tr>
<th>Major Advisor</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signed:</td>
<td></td>
</tr>
</tbody>
</table>

Local Address: ______________________  Phone: ______________________

Revised 3.10.2014
Proposal 4 of 12
Janice:

There are 4 proposals from Biology.

Three of them are linked:

We are proposing a new 1 credit course BIOL 1000 – Introduction to the Biology Major. This course will be a part of our core curriculum and will required of all majors. We will make it a marker course and require all majors to take it before registering for their 20th hour in the major.

We are reducing the credits for our Senior Seminar course (BIOL 4200) from 2 credits to 1 credit. This is to make room for BIOL 1000 within our curriculum. The contact time and content of the course is being halved.

The third proposal is for a revision of the core curriculum to incorporate the above changes.

Thanks

Dennis Mullen
TO: University Undergraduate Curriculum Committee  
FROM: (Chair/Director) Lynn Boyd  
(Department/School/Program) Biology  
PROPOSAL WRITTEN BY: Ryan Otter  
E-Mail Address: Ryan.otter@mtsu.edu  
I request that the following item be considered by the Committee: (please check all that apply)

Items for on campus approval

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

Items requiring TBR/THEC approval (see UCC handbook Page 7 and Appendix B)

Ω New Academic Program: Degree/Minor/Concentration/Certificate
Ω Title Change of Degree Program/Concentration
Ω Consolidate/Reorganize Existing Academic Program
Ω Substantive Change Affecting 18+ Credit Hours since last TBR approval
Ω Establish Degree Program from Existing Concentration
Ω Program Reactivation
Ω Program Termination
Ω Revision of Admission/Progression/Graduation requirements

See attached new course proposal for Introduction to the Biology Major

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

[Signature, College Curriculum Committee Chair]

Date Signed

[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
New Course and Course Change Proposal Form

This form consists of two parts. Part I is the Course Justification and Part II is the Course Outline. Required topics are in bold type; instructions for each topic follow.

Part 1 – Course Justification

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Prefix</th>
<th>Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>BIOL</td>
<td>1000</td>
<td>Introduction to the Biology Major</td>
<td>1</td>
</tr>
</tbody>
</table>

A. **Course description and objectives:**
   1. Describe the course, including clinical, internship or other experiential components.

   This course is designed to introduce biology majors to the expectations and structure of the program.

   2. Discuss the general and specific objectives of the course.

   Through class discussion and peer review, we will:
   1. develop an understanding of departmental and university resources and expectations.
   2. develop a four-year plan for coursework that mirrors professional goals.
   3. introduce student learning outcomes (SLO) and develop a personalized SLO alignment with coursework.
   4. investigate the role of the Biology faculty member within the department and beyond.
   5. develop skills for personal and professional interactions with fellow students, faculty, and potential employers.

B. **Course Justification**
   1. Indicate the projected enrollment in the course and the probable source of students.

   Typical enrollment will be 96 students a semester (4 sections; 24 students in each section). Each student majoring in will be required to take this course.

   2. Justify the course in terms of its uniqueness or distinctiveness and in terms of student needs. Discuss the appropriateness of the course in relationship to the role and scope of the department.

   This course is very unique in that the focus will not be on technical biology knowledge, but instead will focus on informing students about the expectations of the biology department, the structure of the program, and equipping them with the tools and resources necessary to be successful in the biology major.

   3. Describe how the proposed course relates to other courses in the departmental curricula and to the total educational curricula of the university. Justify any duplication. When new courses could legitimately be offered by a different department, consult with that department in advance and try to reach consensus regarding the appropriateness of the course.
The course will be foundational for all other courses in the department and better prepare 
students entering the biology major for all subsequent courses. There no duplication for 
material covered in this course, nor is there overlap with other departments.

4. Indicate what contributions the course may make toward meeting service and 
research needs and to the overall efforts of the department, college, and university.

This course will directly serve our students in terms of preparation and will address University's 
student success needs.

5. If the proposed course is dual listed, provide a brief rationale for offering the course 
at both the undergraduate and graduate levels. Also, be sure to include "F" 
["Justification for graduate credit when a course is dual listed"] in the course outline 
described below.

This course will not be dual listed.

C. Course Integrity

1. Describe any special admission and prerequisite requirements of the proposed new 
course. List programs presently being offered for which this course will be used to 
meet requirements. Indicate if the new course will be a service course for other 
programs.

This course will be designated as a Marker Course, so majors are required to complete this 
course before they have completed 20 hours in the major. It will have no prerequisites; but will 
be a prerequisite for BIOL 4200 (senior seminar). This will not be a service course, but will be 
open to all university students that are curious about professions in biology or becoming a 
biology major.

2. Provide a list of faculty members who will teach the course and include pertinent 
information as to their qualifications. If anticipated growth during the remainder of the 
current year and for the next year require additional faculty, indicate the number and 
general qualifications of such new faculty.

All tenured and tenure-track faculty in the department are qualified to teach this course. In the 
fall of 2016 the four professors that developed the course (Ryan Otter, Ashley Morris, Matt 
Eirol-Erickson, and James Robertson) will likely be the first instructors.

3. Discuss any special physical facilities needed to support the proposed new course, 
including the adequacy of classrooms, laboratories, teaching and research 
equipment, and offices.

No special facilities are required for this course.

4. Indicate whether library collections and other learning resource materials are 
adequate to meet the needs of the course. If they are not, indicate what 
arrangements have been made to assure that these materials will be available when
the new course is offered.

Adequate resource materials for this course are available on campus.

5. If the course is in an area in which professional certification is available, explain how the course will contribute to certification. If the institution plans to seek new certification, indicate the approximate date such certification will be sought.

N/A

6. Discuss the sources and extent of advice and consultation which have been used in formulating the course, including discussions with other departments and individual faculty members. Indicate whether any consultants have been contacted, especially those whose organizations enjoy widespread recognition in the field.

This course was developed based on six months of discussion between five biology faculty with substantial experience in course preparation. Additionally, this group of faculty also reviewed documents from other MTSU departments and other institutions that currently offer a similar course.

D. Course Costs

1. For costs in addition to the existing budget generated by this course, project the estimated expenditures for the remainder of the year, and for the following year. Projected costs should include facilities, faculty, administration, library, research and teaching supplies, internship and clinical expenses, travel expenses, secretarial and technical assistance, computer assistance, and other related costs.

No additional costs are projected.

2. Identify the sources of revenue which will be used to meet course costs (if other than normal sources of revenue), including amounts which are available or are expected to be available. Describe any special grants which may be sought to support this course.

N/A

E. Comments

Space available for any other pertinent information not previously covered.
Part II – Course Outline

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Prefix</th>
<th>Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>BIOL</td>
<td>1000</td>
<td>Introduction to the Biology Major</td>
<td>1</td>
</tr>
</tbody>
</table>

A. **Course Description and Objectives**
   1. Describe the course, including clinical, internship, or other experiential components.

This course is designed to introduce biology majors to the expectations and structure of the program.

   2. Discuss the general and specific objectives of the course.

Through class discussion and peer review, we will:

6. develop an understanding of departmental and university resources and expectations.
7. develop a four-year plan for coursework that mirrors professional goals.
8. introduce student learning outcomes (SLO) and develop a personalized SLO alignment with coursework.
9. investigate the role of the Biology faculty member within the department and beyond.
10. develop skills for personal and professional interactions with fellow students, faculty, and potential employers.

B. **Outline of Course Topics**
   The outline should reflect a concise and sequential listing of the content and concepts to be treated in the course.

See example syllabus (attached)

C. **Activities Required of Students**
   All activities required of students should be listed. Activities might include readings, research or creative papers, class presentations, data collection, projects, creative products, interviews, field experiences, etc.

See example syllabus (attached)

D. **Evaluation Procedures**
   Evaluation procedures should be designed to assess the degree of student achievement of course competencies. The grading system used in the course should be explicitly described.

See example syllabus (attached)
E. **References and Text**
   If a text will be used, provide one or more examples of possible texts. If readings or other materials will be used, provide a representative listing. If no text or readings will be used, explain why.

See example syllabus (attached)

F. **Justification for Graduate Credit When a Course Is Dual Listed**
   Course outlines must demonstrate a substantial difference between undergraduate and graduate components when courses are dual listed. This difference must involve more than a simple statement that extra work will be required to receive graduate credit. Graduate study must be at a level of complexity and generalization that extends the knowledge and intellectual maturity of the graduate student. Graduate students should be required to analyze, explore, question, reconsider, and synthesize old and new knowledge and skills. Graduate courses must afford the depth of education, the specialized skills, and the sense of creative independence that will allow the graduate to practice in and contribute to a profession or field of scholarship. Graduate courses should be directly related to the purposes and goals of the institution and the degree awarded. Combined instruction of graduate and undergraduate students must be carefully controlled, so as to assure appropriate attention to both groups. A clear distinction must be made in the course outline between assignments and requirements for undergraduates and for graduate students. Decisions regarding graduate credit reside with the Graduate Council.

N/A

G. **Catalog Description**
   Catalog descriptions should include the Course prefix, course number and title, number of credits, prerequisites, and a brief description of the course content. The format of course descriptions in the current catalog should be followed. **Catalog description must be on a separate page.**

See catalog description (attached)
Master Catalog Change Form
Undergraduate

Department: Biology (BA-BIOL)  Subject: BIOL  Course No.: 1000

Full title of course: Introduction to the Biology Major
(100 characters only)

Credit hours: 1  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: ___


Schedule type: LEC - Lecture  Instructional Method: CON - Conventional Methodology

EFFECTIVE TERM: Fall 2016

☒ New course  Abbreviated Title: Intro to the biology Major

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

☐ Course title change

☐ Course prefix/number change

☐ Credit hours change

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

Memo Notes for RaiderNet: (i.e. At least junior classification, pass/fail grade only)

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

APPROVED:  Vice Provost for Academic Affairs  Date: ___

Print Form  Reset Form

FOR RECORDS OFFICE USE ONLY

Course  Equivalents  Begin  End  Attributes:  UCC Approved:

1.  1.

2.  2.

3.  3.

4.  4.

5.  5.

Records Entered:
Catalog Description

BIOL 1000 – Introduction to the Biology Major
1 credit hour
No prerequisites
Required for all biology majors. Development of basic skill sets essential for success in the biology major. Topics include the understanding of departmental and university resources and expectations; development of personalized academic plans, and development of skills for professional interactions.
Instructor Contact Information

Dr. Ashley B. Morris (ashley.morris@mtsu.edu) / Strobel Annex 132 / (615) 494-7621

Office Hours
Scheduled office hours are Mondays 10AM-12PM. I have an open door policy, but if you

are coming to campus specifically to see me outside of office hours, I recommend that
you make an appointment by email.

Course Description
This course is designed to introduce Biology majors to the expectations and structure of
the program. One hour lecture. 1.000 credit hours.

Course Objectives
Through class discussion and peer review, we will:
1. develop an understanding of departmental and university resources and
   expectations.
2. develop a four-year plan for coursework that mirrors professional goals.
3. introduce student learning outcomes (SLO) and develop a personalized SLO
   alignment with coursework.
4. investigate the role of the Biology faculty member within the department and
   beyond.
5. develop skills for personal and professional interactions with fellow students, faculty,
   and potential employers.

Course Materials
Course Website
All course materials will be provided online through D2L (https://elearn.mtsu.edu) or as
handouts in class. For most assignments, student will be expected to submit materials
through D2L as well.
There is no required text for this course. Materials will be drawn from the primary literature and numerous online sources.

Computers and Tablets
You are encouraged to bring your laptops, tablets, iPads, or other wireless devices to class to aid in discussion. There will be numerous activities involving the need to research information online.

Assignments and Grades
There will be no exams in this course. All assignments are designed to represent applied skills gained through the context of an undergraduate degree in Biology. Grades will be based on your completion of these assignments by hard deadlines. No points will be earned for late work, and no bonus points will be offered. Exceptions for late work will be at the discretion of the instructor, and will only be considered under extreme circumstances (i.e., hospitalization, death in the immediate family, etc.). Do not hesitate to discuss your individual situation.

Your grade will be determined by the following components:

<table>
<thead>
<tr>
<th>Graded Item</th>
<th>Points per Item</th>
<th>Number of Items</th>
<th>Total Points</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Exercises</td>
<td>10</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Scavenger Hunt</td>
<td>10</td>
<td>1</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Personal Goals</td>
<td>10</td>
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<td>10</td>
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<tr>
<td>Personal Academic Plan</td>
<td>20</td>
<td>1</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Personal SLO Alignment</td>
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<td>1</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Graded Item</td>
<td>Points per Item</td>
<td>Number of Items</td>
<td>Total Points</td>
<td>% of Total</td>
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<td>Research – Faculty</td>
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<td>1</td>
<td>10</td>
<td>10</td>
</tr>
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<td>Situational Exercises</td>
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<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Total Points Possible</td>
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<td></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

**Grading Scale:** I do not use a plus / minus grading scale. The following grading scale will apply to your final grade:

A = 90%-100%  B = 80%-89%  C = 70%-79%  D = 60%-69%  F ≤ 59%

**Policy on Borderline Grades:** Final grades are rounded to the nearest whole number (e.g., 89.44 = 89, while 89.50 = 90). A borderline grade, such as an 89, will remain a B. I will not round up to improve letter grades. The grade you earn is the grade you will receive.

**What to expect for graded items:** Refer to the summaries below for expectations on format and grading of individual graded items outlined in the table above.

**Other Academic Policies**

Below you will find my stance on attendance, academic dishonesty, and personal responsibility. As a student enrolled in this course, you are responsible for understanding and abiding by these policies.

**Attendance:** I will not take attendance, and attendance itself will not be included in your grade. However, much of what we do in this class requires you to be present to earn your grade. As an adult about to enter the work force or additional academic training, you are expected to present yourself in a professional manner and represent yourself in a way best fitting a potential job candidate.

**Disruptive Behavior:** You are expected to be seated and ready for active participation in class no later than the scheduled start time. Being consistently late to class is disruptive.
to other students, and me, and it shows a lack of respect for all of us. If more than once you arrive after I have started class, I will bring the issue to your attention. If this behavior continues, I will ask you to not return to class until you can arrive on time. Other disruptive and disrespectful behaviors during the class period could result in your removal from the classroom. Such behaviors include: sleeping, conversation extraneous to class discussion, texting or other handheld device use extraneous to class discussion, verbal or physical outbursts towards me or other students, and other behaviors that I determine are generally rude or disrespectful towards me or other students. **Tobacco products of any kind are not allowed in the classroom.** Electronic cigarettes or other forms of non-tobacco cigarettes are also prohibited.

*Personal Responsibility.* As a student enrolled in this course, you are acknowledging that you have read this syllabus, and you acknowledge and abide by all policies stated herein. As a student at MTSU, you are also acknowledging that you have read the MTSU Student Handbook, and that you acknowledge and abide by all policies stated therein. Failure to abide by all mentioned policies could have a negative impact on your grade in this class, or could potentially result in your removal from this class.

**Disabled Student Services**
Students who have a disability and who may require assistance or accommodation or students who have questions related to any services are encouraged to contact the Disabled Student Services office. Disabled Student Services is located on the first floor of the Keathley University Center in Room 120. For more information: Mr. John Harris, KUC 120, 898-2783.

**Do you have a lottery scholarship?**
To retain Tennessee Education Lottery Scholarship eligibility, you must earn a cumulative TELS GPA of 2.75 after 24 and 48 attempted hours and a cumulative TELS GPA of 3.0 thereafter. You may qualify with a 2.75 cumulative GPA after 72 attempted hours (and subsequent semesters), if you are enrolled full-time and maintain a semester GPA of at least 3.0. A grade of C, D, F, or I in this class may negatively impact TELS eligibility. Dropping a class after 14 days may also impact eligibility; if you withdraw from this class and it results in an enrollment status of less than full time, you may lose eligibility for your lottery scholarship. Lottery recipients are eligible to receive the scholarship for a
maximum of five years from the date of initial enrollment, or until a bachelor degree is earned. For additional Lottery rules, please refer to your Lottery Statement of Understanding form, review lottery requirements on the web at http://www.mtsu.edu/scholarships/telsconteligibility_scholarships.php, or contact the Financial Aid Office at 898-2830.

CLASS SCHEDULE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/26</td>
<td>Why Biology?  <em>Writing exercise in class</em></td>
</tr>
<tr>
<td>2</td>
<td>9/2</td>
<td>LABOR DAY - NO CLASS</td>
</tr>
<tr>
<td>3</td>
<td>9/9</td>
<td>Departmental / University Resources</td>
</tr>
<tr>
<td>4</td>
<td>9/16</td>
<td>Departmental / University Resources  <em>Scavenger Hunt Results Due</em></td>
</tr>
<tr>
<td>5</td>
<td>9/23</td>
<td>Investigating professional opportunities  <em>What are the expectations / requirement of your professional endpoint? In-class investigation</em></td>
</tr>
<tr>
<td>6</td>
<td>9/30</td>
<td>Planning your degree  <em>Building a 4-year academic plan - must be signed by advisor</em></td>
</tr>
<tr>
<td>7</td>
<td>10/7</td>
<td>Student Learning Outcomes  <em>How do these SLOs align with your academic plan?</em></td>
</tr>
<tr>
<td>8</td>
<td>10/14</td>
<td>FALL BREAK - NO CLASS</td>
</tr>
<tr>
<td>WEEK</td>
<td>DATE</td>
<td>TOPIC</td>
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</tr>
<tr>
<td>9</td>
<td>10/21</td>
<td>Classroom Dynamics and Study Skills</td>
</tr>
<tr>
<td>10</td>
<td>10/28</td>
<td>Who are the faculty and what do they do?</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Writing exercise in class, followed by faculty panel discussion</em></td>
</tr>
<tr>
<td>11</td>
<td>11/4</td>
<td>Undergraduate research opportunities</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Faculty and Senior panel discussion of how to get involved</em></td>
</tr>
<tr>
<td>12</td>
<td>11/11</td>
<td>Professionalism <em>Situational exercises in class</em></td>
</tr>
<tr>
<td>13</td>
<td>11/18</td>
<td>What is a CV, and how do I make one?</td>
</tr>
<tr>
<td>14</td>
<td>11/25</td>
<td>Cover letters and letters of recommendation</td>
</tr>
<tr>
<td>15</td>
<td>12/2</td>
<td>Faculty and Student Discussion Panel</td>
</tr>
</tbody>
</table>
Proposal 5 of 12
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: ___10/15/15___
FROM: (Chair/Director) Lynn Boyd (Department/School/Program) Biology
PROPOSAL WRITTEN BY: Ryan Otter  E-Mail Address: Ryan.otter@mtsu.edu
I request that the following item be considered by the Committee: (please check all that apply)

Items for on campus approval

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

Items requiring TBR/THEC approval (see UCC handbook Page 7 and Appendix B)

0 New Academic Program: Degree/Minor/Concentration/Certificate
0 Title Change of Degree Program/Concentration
0 Consolidate/Reorganize Existing Academic Program
0 Substantive Change Affecting 18+ Credit Hours since last TBR approval
0 Establish Degree Program from Existing Concentration
0 Program Reactivation
0 Program Termination
0 Revision of Admission/Progression/Graduation requirements

See attached proposal to change BIOL 4200 (Senior Seminar) from a 2 credit course to a 1 credit course

The proposed change will be effective beginning: ___Fall___ semester ___2016___ year

Signature, Department Curriculum Committee Chair
10/15/15
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
10/19/15
Date Signed

Signature, College Curriculum Committee Chair
10/20/15
Date Signed

Signature, Academic Dean
10-26-15
Date Signed

Signature, University Curriculum Committee Chair

Signature, Academic Affairs Designee

Date approved by Academic Affairs

Updated 8/04/15
New Course and Course Change Proposal Form

This form consists of two parts. Part I is the Course Justification and Part II is the Course Outline. Required topics are in bold type; instructions for each topic follow.

Part 1 – Course Justification

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Prefix</th>
<th>Number</th>
<th>Title of Course</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>Biology</td>
<td>BIOL</td>
<td>4200</td>
<td>Senior Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

A. Course description and objectives:

This 1-credit hour course will integrate discussions from current scientific literature that will integrate cellular and molecular biology of plants, animals, and microbes highlighting student research, if possible. An oral examination will also be administered to each student by three biology faculty to evaluate the student’s ability to synthesize material in the field of biology. Activities are designed to assist students with the Major Field Test in Biology, communication skills, CV preparation and interview skills. Biology majors will also take the Major Field Test in Biology during this course.

B. Course Justification

Each semester an estimated 50 students will be enrolled in the course. This course is part of the Biology major core curriculum and must be taken by all students wishing to graduate with a Biology degree. The material covered in the course will link together concepts and principles covered throughout the biology curriculum and will focus on the "big picture" take ideas that all graduating students should understand. This course is not cross-listed.

C. Course Integrity

Prerequisites from this course are BIOL 2230/2231, BIOL 3250/3251, BIOL 3400/3401 and BIOL 3500. This course will be used as a requirement for students graduating with a biology major. All biology faculty, tenured, tenure-track, and fully time temporary are qualified to teach this course. No special facilities will be needed for this course beyond those found in a standard classroom (dry erase boards and a computer with projector). Current library collections provide more than adequate resources for this course and will be utilized by both faculty and students throughout the course. This course has been conducted in the Biology department for nearly five years and has this course change reflects the gained knowledge of those years.

D. Course Costs

No additional cost above the standard operating budget will be required for this course.

E. Comments
Part II – Course Outline

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Prefix</th>
<th>Number</th>
<th>Title of Course</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>Biology</td>
<td>BIOL</td>
<td>4200</td>
<td>Senior Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

A. **Course Description and Objectives**

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B. **Outline of Course Topics**

See example syllabus (attached)

C. **Activities Required of Students**

See example syllabus (attached)

D. **Evaluation Procedures**

See example syllabus (attached)

E. **References and Text**

No text will be required for this course. All material will come from primary literature sources available in library collections.

F. **Justification for Graduate Credit When a Course Is Dual Listed**

This course is not dual listed

G. **Catalog Description**

Catalog descriptions should include the Course prefix, course number and title, number of credits, prerequisites, and a brief description of the course content. The format of course descriptions in the current catalog should be followed. **Catalog description must be on a separate page.**

See course description (attached)
Senior Seminar
(Biology 4200, 1 credit)

The Senior Seminar course is designed to revisit and review some key aspects of the broad field of Biology. While most students have focused on a more specialized concentration within Biology, it is important that an appreciation for the big biological picture is not lost. As part of this “capstone” experience, students are given the opportunity to demonstrate integration of biological concepts during an oral interview.

The course format will involve presentation and discussion of primary literature. Additional topics include scientific ethical considerations, debating a current controversial issue in science, and curriculum vitae preparation.

Instructor: Ryan Otter
Office: Jones Hall, 330
Phone: 898-2056
email: stephen.wright@mtsu.edu
Hours: I am on campus from 7:30-5:30 MTWRF and can meet by appointment during any of those times that I am not in class or another meeting. Additionally, I will be in my office from 12:00-1:00 MWF and from 12:30-1:30 TR and no appointment is needed.

There is no textbook, readings are provided.

Grading: 100 points in the course, earned as:
- Attendance—10 points
  - 1st missed class, no penalty; subsequent missed classes results in a loss of 2 points for each class missed, up to 10 points
- CV with cover letter—20 points (CV = 10, letter = 10)
- Presentations—30 points
  - Debate—15 points
  - Ethics—15 points
- Group grade, by students—20 points
- Oral exam—20 points

Scale for grades:
- 90-100 = A
- 87-89 = B+
- 83-86 = B
- 80-82 = B-
- 77-79 = C+
- 73-76 = C
- 70-72 = C-
- 67-69 = D+
- 63-66 = D
- 60-62 = D-
- Below 60 = F

Please note: There is no extra credit

Please note: The last day to drop the course with a "W" is March 28, 2014. Biology Department policy: "A grade of ‘F’ will be awarded after the last day to drop the class unless the student has
extenuating circumstances beyond his/her control which will typically necessitate withdrawal from the University.”

Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activities</th>
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<tbody>
<tr>
<td>1/21</td>
<td>Introduction/Overview</td>
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<td></td>
<td>Formation of Groups</td>
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<tr>
<td>1/28</td>
<td>Preparation for biology career…part 1</td>
</tr>
<tr>
<td>2/4</td>
<td>Preparation for biology career…part 2</td>
</tr>
<tr>
<td></td>
<td>Mock interviews</td>
</tr>
<tr>
<td>2/11</td>
<td>(CV &amp; cover letter due)</td>
</tr>
<tr>
<td></td>
<td>Mock interviews</td>
</tr>
<tr>
<td>2/18</td>
<td>Discussion of paper (Using a Dog’s…)</td>
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<tr>
<td></td>
<td>Debate topics chosen</td>
</tr>
<tr>
<td></td>
<td>(useful for 1 laptop/tablet per group)</td>
</tr>
<tr>
<td>2/25</td>
<td>Group presentations—Debate</td>
</tr>
<tr>
<td>3/4</td>
<td>Practice—oral exam…part 1</td>
</tr>
<tr>
<td>3/11</td>
<td>Spring Break</td>
</tr>
<tr>
<td>3/18</td>
<td>Practice—oral exam…part 2</td>
</tr>
<tr>
<td>3/25</td>
<td>Oral Exams</td>
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<tr>
<td>4/1</td>
<td>Oral Exams</td>
</tr>
<tr>
<td>4/8</td>
<td>Major Field Test</td>
</tr>
<tr>
<td>4/15</td>
<td>Ethics—case studies</td>
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<td></td>
<td>Ethics topics chosen</td>
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<tr>
<td></td>
<td>(useful for 1 laptop/tablet per group)</td>
</tr>
<tr>
<td>4/22</td>
<td>Group presentations—ethics…part 1</td>
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<td></td>
<td>Groups establish “rules”</td>
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<tr>
<td>4/29</td>
<td>Group presentations—ethics…part 2</td>
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<td></td>
<td>Defense of group rules</td>
</tr>
<tr>
<td></td>
<td>Discussion of paper (Tragedy of the Commons)</td>
</tr>
</tbody>
</table>
BIOL 4200 – Senior Seminar. 1 credit hour.
Prerequisites: BIOL 2230/2231, BIOL 3250/3251, BIOL 3400/3401, and BIOL 3500.
Readings and discussions from scientific literature on a particular theme that will incorporate topics in cellular biology, energetics, genetics, molecular and organismal biology, evolution and ecology. Majors are advised to take this course during the semester of graduation.
Master Catalog Change Form
Undergraduate

Department: Biology (BA-BIOL)  Subject: BIOL  Course No: 4200

Full title of course: Senior Seminar (100 characters only)

Credit hours: 1  Contact hours, if different: [Blank]

Course taught with: ☐ Standard Grading  ☐ Pass/Fail

Can be taken multiple times without calculating as repeat? ☐ No  ☐ Yes  How many times: [Blank]  Total Hours: 26.01


Schedule type: LEC - Lecture  Instructional Method: CON - Conventional Methodology

EFFECTIVE TERM: Fall 2015

☑ New course  Abbreviated Title: Senior Seminar

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

☐ Course title change  Previous Abbreviated Title: Senior Seminar

☐ Course prefix/number change  Previous course prefix/number: BIOL 4200

☐ Credit hours change  Previous credit hours: 2

☐ Grading system change

☐ Change course to inactive status

☐ Change course to active status

☐ Cross-listing of existing course  Cross-list with: [Blank]

☐ Other course changes

Course prerequisites/co-requisites/restrictions:

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

Memo Notes for RaiderNet:

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

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

APPROVED: [Signature]  Vice Provost for Academic Affairs  Date: [Date]

Print Form  Reset Form

FOR RECORDS OFFICE USE ONLY

<table>
<thead>
<tr>
<th>Course</th>
<th>Equivalents</th>
<th>Beg</th>
<th>End</th>
<th>Attributes:</th>
<th>UCC Approved:</th>
<th>Records Entered:</th>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<tr>
<td>5.</td>
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</tr>
</tbody>
</table>
Proposal 6 of 12
TO: University Undergraduate Curriculum Committee  
RE: Proposed Curriculum Changes  
FROM: (Chair/Director) Lynn Boyd  
(Department/School/Program) Biology  
PROPOSAL WRITTEN BY: _____Dennis Mullen_______  
E-Mail Address: dennis.mullen@mtsu.edu  
I request that the following item be considered by the Committee: (please check all that apply)  

Items for on campus approval  
θ Proposed New Course  
θ Course Title Change  
θ Course Prefix/Number Change  
θ Change in Credit Hours  
θ Change in Grading System  
θ Inactivation of Course  
θ Reactivation of Course  
θ Cross Listing of Course  
θ Non-substantive Revisions in Curriculum of Existing Major, Minor, Concentration  
θ Other__________________________  

Items requiring TBR/THEC approval (see UCC handbook Page 7 and Appendix B)  
θ New Academic Program: Degree/Minor/Concentration/Certificate  
θ Title Change of Degree Program/Concentration  
θ Consolidate/Reorganize Existing Academic Program  
θ Substantive Change Affecting 18+ Credit Hours since last TBR approval  
θ Establish Degree Program from Existing Concentration  
θ Program Reactivation  
θ Program Termination  
θ Revision of Admission/Progression/Graduation requirements  

This proposal if for a change in the major requirements. We are adding BIOL 1000 (Introduction to the Biology Major – 1 credit) to our core requirements and reducing the credits for our Senior Seminar (BIOL 4200) from 2 to 1 credit in order to make room for the new course. Proposals for BIOL 1000 and BIOL 4200 were submitted with this proposal. The appropriate new and old upper division forms are attached with the changes highlighted in red on the new forms.

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

Signature, Department Curriculum Committee Chair

10/7/2015  
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

10/7/15  
Date Signed

Signature, College Curriculum Committee Chair

10/26/15  
Date Signed

Signature, Academic Dean

10-26-15  
Date Signed

Signature, University Curriculum Committee Chair

Date approved by UCC

Signature, Academic Affairs Designee

Date approved by Academic Affairs

Updated 8/04/15
**General Studies Area**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1010</td>
<td>ENGL 1020</td>
<td>COMM 2200</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HUMANITIES AND/OR FINE ARTS (9 hours)</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Choose two: HIST 2010, HIST 2030.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 1910</td>
<td></td>
<td></td>
<td></td>
<td>3 of 4*</td>
</tr>
<tr>
<td>NATURAL SCIENCES (6 hours)</td>
<td>BIOL 1110 &amp; 1111</td>
<td>CHEM 1110 &amp; 1111</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>SOCIAL/BEHAVIORAL SCIENCES (6 hours)</td>
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<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Major Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the Biology Major</td>
<td>BIOL 1000</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>General Biology 1110 (credits counted above)</td>
<td>BIOL 1110/1111</td>
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<td></td>
<td>(4)</td>
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<tr>
<td>General Biology</td>
<td>BIOL 1120/1121</td>
<td></td>
<td></td>
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<tr>
<td>Microbiology</td>
<td>BIOL 2230/2231</td>
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<td>4</td>
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<td>Genetics</td>
<td>BIOL 3250/3251</td>
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<td></td>
<td>4</td>
</tr>
<tr>
<td>General Ecology</td>
<td>BIOL 3400/3401</td>
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</tr>
<tr>
<td>Biology Concentration Courses (see listing)</td>
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<td>4</td>
</tr>
<tr>
<td>Biology Concentration Courses (see listing)</td>
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<td></td>
<td>3-4</td>
</tr>
<tr>
<td>Biology Concentration Courses (see listing)</td>
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<td></td>
<td>3-4</td>
</tr>
<tr>
<td>Biology Upper Division Elective (3000/4000)- See Advisor</td>
<td></td>
<td></td>
<td></td>
<td>1-3</td>
</tr>
<tr>
<td>Physiology (select from BIOL 4110 &amp; 4111, or 4210 &amp; 4211, or 4500)</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Evolution</td>
<td>BIOL 3500</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Senior Seminar</td>
<td>BIOL 4200</td>
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<td>1</td>
</tr>
</tbody>
</table>

**Hours Required**

41 (42)
### Supporting and Elective Courses

<table>
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<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>CHEM 1120 &amp; 1121</td>
<td></td>
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<td>4</td>
</tr>
<tr>
<td>CHEM 2030 &amp; 2031 or 3010 &amp; 3011</td>
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<td>4</td>
</tr>
<tr>
<td>MATH 1920, or MATH 2050, or BIOL 4350 &amp; 4351</td>
<td></td>
<td></td>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td>Elective if MATH 2050 is chosen</td>
<td></td>
<td></td>
<td></td>
<td>0-1</td>
</tr>
<tr>
<td>Math 1910 (remaining 1 credit from general education)</td>
<td></td>
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<td>1</td>
</tr>
<tr>
<td>Electives (sufficient Upper Division electives [3000-4000 level] must be included to add up to 42 total Upper Division credits)</td>
<td></td>
<td></td>
<td></td>
<td>10-13</td>
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**Hours Required**: 23-26

### Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
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<tbody>
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</table>

**Hours Required**: 15-18

**TOTAL HOURS REQUIRED**: 120

**Signed**: [Signature]

**Minor Advisor**

**Date**

### Optional 2nd Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
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</tbody>
</table>

**Signed**: [Signature]

**Minor Advisor**

**Date**

1. Degrees require a minimum of 120 semester hours (12 of the last 18 at MTSU) with a 2.0 GPA, a minimum of 42 upper-division hours (30 at MTSU) with a 2.0 GPA, and minimum of 60 senior college hours.

2. Learning Support courses do not count toward the 120-hour requirement or cumulative degree GPA.

**Signed**: [Signature]

**Major Advisor**

**Date**

Student's local address:

to which graduation analysis information should be sent: __________________________ Phone: __________________________

_______________________________

_______________________________

_______________________________
**General Studies Area**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
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</thead>
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<td>ENGL 1010</td>
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<tr>
<td>COMM 2200</td>
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**HISTORY (6 hours)**

Choose two: HIST 210, HIST 220, HIST 230

<table>
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<th>Course</th>
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<td>3</td>
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</tbody>
</table>

**HUMANITIES AND/OR FINE ARTS (9 hours)**

Choose one: ENGL 220, ART 220, DAN 220, MUS 220, PHI 101, PHI 102, THEA 220

<table>
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<tr>
<th>Course</th>
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<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
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<td>3</td>
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**MATHEMATICS (3 hours)**

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<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>MATH 1900</td>
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<td></td>
<td></td>
<td>3 of 4*</td>
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**NATURAL SCIENCES (8 hours)**

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</thead>
<tbody>
<tr>
<td>BIOL 1110</td>
<td></td>
<td></td>
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<tr>
<td>BIOL 1111</td>
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<tr>
<td>CHEM 1110</td>
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<tr>
<td>CHEM 1111</td>
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</table>

**SOCIAL/BEHAVIORAL SCIENCES (6 hours)**

Choose two (different prefixes): AAS 220, ANTH 220, ENGL 220, MUS 220, SOC 220, WGST 220

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Hours Required**: 41

* If a 4 credit Math course is taken, 3 credits count in General Education and the extra credit counts as Supporting and Elective Courses.

---

**Major Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>General Biology 1110 (credits counted above)</td>
<td>BIOL 1110/1111</td>
<td></td>
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<td>(4)</td>
</tr>
<tr>
<td>General Biology</td>
<td>BIOL 1120/1121</td>
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<tr>
<td>Microbiology</td>
<td>BIOL 2230/2231</td>
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<td>4</td>
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<tr>
<td>Genetics</td>
<td>BIOL 3250/3251</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>General Ecology</td>
<td>BIOL 3400/3401</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Biology Concentration Courses (see listing)</td>
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<td>Biology Concentration Courses (see listing)</td>
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<td>3-4</td>
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<tr>
<td>Biology Concentration Courses (see listing)</td>
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</tr>
<tr>
<td>Biology Upper Division Elective (3000/4000)- See Advisor</td>
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<td></td>
<td>1-3</td>
</tr>
<tr>
<td>Physiology (select from BIOL 4110 &amp; 4111, or 4210 &amp; 4211, or 4500)</td>
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<td>Evolution</td>
<td>BIOL 3500</td>
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<td>Senior Seminar</td>
<td>BIOL 4200</td>
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**Hours Required**: 38 (42)
### Supporting and Elective Courses

<table>
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<tbody>
<tr>
<td>CHEM 1120 &amp; 1121</td>
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<tr>
<td>CHEM 2030 &amp; 2031 or 3010 &amp; 3011</td>
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<tr>
<td>MATH 1920, or MATH 2050, or BIOL 4350 &amp; 4351</td>
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<td>Elective if MATH 2050 is chosen</td>
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<tr>
<td>Math 1910 (remaining 1 credit from general education)</td>
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<tr>
<td>Electives (sufficient Upper Division electives [3000-4000 level] must be included to add up to 42 total Upper Division credits)</td>
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<td><strong>Hours Required</strong></td>
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### Minor

<table>
<thead>
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<th>Notes</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td></td>
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**Hours Required**: 15-18

**TOTAL HOURS REQUIRED**: 120

Signed:

Minor Advisor

Date:

### Optional 2nd Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

**Hours Required**: 

Signed:

Minor Advisor

Date:

1. Degrees require a minimum of 120 semester hours (12 of the last 18 at MTSU) with a 2.0 GPA, a minimum of 42 upper-division hours (30 at MTSU) with a 2.0 GPA, and minimum of 60 senior college hours.

2. Learning Support courses do not count toward the 120-hour requirement or cumulative degree GPA.

Signed:

Major Advisor

Date:

Student's local address:

to which graduation analysis information should be sent: ________________

Phone: ________________
# College of Basic and Applied Sciences
## 2015-2016 Upper Division Form
### New Version

**Student name**

**Major** Biology

**Minor**

**Secondary Education - MTeach**

**Concentration**

**Student #**

**E-mail**

---

Instructions: For students graduating in Fall 2014 or later. One (1) copy signed by major and minor advisors should be filed in the Graduation Coordinator's Office (JH 115) three semesters before anticipated graduation. An Intent to Graduate form should accompany this form.

## General Education Area

### COMMUNICATION (9 hours)

- **Course**: ENGL 1010
  - **Semester**:  
  - **Grade**:  
  - **Notes**:  
  - **Credit Hours**: 3
- **Course**: ENGL 1020
  - **Semester**:  
  - **Grade**:  
  - **Notes**:  
  - **Credit Hours**: 3
- **Course**: COMM 2200
  - **Semester**:  
  - **Grade**:  
  - **Notes**:  
  - **Credit Hours**: 3

### HISTORY (6 hours)

- **Choose two**: HIST 1010, HIST 2010, HIST 2030
  - **Grade**:  
  - **Notes**:  
  - **Credit Hours**: 3

### HUMANITIES AND/OR FINE ARTS (9 hours)

- **Choose one**: ENGL 2020, 2030, or HUM 2610. Choose two with different prefixes: ANTH 2210, ART 1030, 1920, DAN 1030, HIST 1010, 1020, 1110, 1120, MUS 1030, MUS 1090, THEA 1030
  - **Grade**:  
  - **Notes**:  
  - **Credit Hours**: 3

### MATHEMATICS (3 hours)*

- **Course**: MATH 1910
  - **Semester**:  
  - **Grade**:  
  - **Notes**:  
  - **Credit Hours**: 3 of 4*

### NATURAL SCIENCES (6 hours)

- **Course**: BIOL 1110 & 1111
  - **Semester**:  
  - **Grade**:  
  - **Notes**: Course is required in the major.  
  - **Credit Hours**: 4
- **Course**: CHEM 1110 & 1111
  - **Semester**:  
  - **Grade**:  
  - **Notes**:  
  - **Credit Hours**: 4

### SOCIAL/BEHAVIORAL SCIENCES (6 hours)

- **Choose two (different prefixes)**: AAS 2100, ANTH 1010, EMC/JOUR/RIM 1110, ECON 2140, GEOG 2000, HLTH 1530/1531, PS 1010, PS 1005, PSY 1410, RS 2020, SOC 1010, 1010, WGST 2100
  - **Grade**:  
  - **Notes**:  
  - **Credit Hours**: 3

---

**Hours Required**: 41

*If a 4 credit Math course is taken, 3 credits count in General Education and the extra credit counts as Supporting and Elective Courses.*

## Major Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Semester</th>
<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1000</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>BIOL 1110/1111</td>
<td></td>
<td></td>
<td></td>
<td>4**</td>
</tr>
<tr>
<td>BIOL 1120/1121</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2230/2231</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>BIOL 3250/3251</td>
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<td>BIOL 3420/3421</td>
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<td>4</td>
</tr>
<tr>
<td>BIOL 3500</td>
<td></td>
<td></td>
<td></td>
<td><strong>BIOL 4740 RECOMMENDED</strong> 1-3</td>
</tr>
<tr>
<td>BIOL 4110 &amp; 4111, or 4210 &amp; 4211, or 4500</td>
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<tr>
<td>BIOL 4200</td>
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</table>

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**Hours Required in Major**: 40

**Hours Toward 120 Required for Graduation (removes duplication of hours between General Education and Major)**: 36

Revised 3.10.2014
### Supporting and Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1120 &amp; 1121</td>
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<td>4</td>
</tr>
<tr>
<td>CHEM 2030 &amp; 2031 or 3010 &amp; 3011</td>
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<td></td>
<td>4</td>
</tr>
<tr>
<td>MATH 1920, or MATH 2050, or BIOL 4350 &amp; 4351</td>
<td></td>
<td></td>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td>Elective if MATH 2050 is chosen</td>
<td></td>
<td></td>
<td></td>
<td>0-1</td>
</tr>
<tr>
<td>Math 1910 (remaining 1 credit from general education)</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>PSCI 1030 &amp; 1031</td>
<td></td>
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</tbody>
</table>

**Hours Required**: 17

### Minor Secondary Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSE 1010 Inquiry Approaches to Teaching</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>MSE 2010 Inquiry Lesson Design</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>YOED 3520 Knowing and Learning</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>YOED 3550 Classroom Interactions in Science and Math</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHIL 3120 Perspectives in Math and Science</td>
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<td>3</td>
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<tr>
<td>YOED 4060 Project Based Instruction in Math and Science</td>
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<td>3</td>
</tr>
<tr>
<td>YOED 4040 Residency I</td>
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<td></td>
<td>4</td>
</tr>
<tr>
<td>YOED 4400 Residency II</td>
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<td></td>
<td>12</td>
</tr>
</tbody>
</table>

**MINOR HOURS REQUIRED**: 30

**TOTAL HOURS REQUIRED**: 124

### Optional 2nd Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>

**Hours Required**

**Signed**:  

**Minor Advisor**

1. Degrees require a minimum of 120 semester hours (12 of the last 18 at MTSU) with a 2.0 GPA, a minimum of 42 upper-division hours (30 at MTSU) with a 2.0 GPA, and minimum of 60 senior college hours.

2. Learning Support courses do not count toward the 120-hour requirement or cumulative degree GPA.

**Signed**:  

**Major Advisor**

**Student's local address to which graduation analysis information should be sent:**

______________________________

______________________________

Revised: 3.10.2014
### General Education Area

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>COMMUNICATION (6 hours)</td>
<td>ENGL 1010</td>
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<td></td>
<td>ENGL 1020</td>
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<tr>
<td></td>
<td>COMM 2200</td>
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<tr>
<td>HISTORY (6 hours)</td>
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</tr>
<tr>
<td></td>
<td>Choose two: HIST 2010, HIST 2020, HIST 2030</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HUMANITIES AND/OR FINE ARTS (9 hours)</td>
<td>Choose one: ENGL 2020, 2030, or HUM 2610. Choose two with different prefixes: ANTH 2210, ART 1030, 1920, DANC 1000, HIST 1010, 1020, 1110, 1120, MUS 1030, PHIL 1030, THEA 1030</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MATHMATICS (3 hours)*</td>
<td>MATH 1910</td>
<td></td>
<td></td>
<td>3 of 4*</td>
</tr>
<tr>
<td>NATURAL SCIENCES (8 hours)</td>
<td>BIOL 1110 &amp; 1111</td>
<td>Course is required in the major,</td>
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<tr>
<td>SOCIAL/BEHAVIORAL SCIENCES (6 hours)</td>
<td>CHEM 1110 &amp; 1111</td>
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<td>4</td>
</tr>
<tr>
<td></td>
<td>Choose two (different prefixes): AAS 2100, ANTH 2010, EMCJOUR/PRIM 1020, ECON 2410, GEOG 2000, HLTH 1530/1531, PS 1010, PS 1005, PSY 1410, RS 2030, SOC 1010, 2010, WGST 2100</td>
<td></td>
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</table>

**Hours Required** 41

* If a 4 credit Math course is taken, 3 credits count in General Education and the extra credit counts as Supporting and Elective Courses.

### Major Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Biology 1110 (credits counted above)</td>
<td>BIOL 1110/1111</td>
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</tr>
<tr>
<td>General Biology</td>
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<tr>
<td>Biology Concentration Courses (see listing)</td>
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<td>Biology Concentration Courses (see listing)</td>
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<tr>
<td>Biology Upper Division Elective (3000/4000): See Advisor</td>
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<td></td>
<td>**BIOL 4740 RECOMMENDED 1-3</td>
</tr>
<tr>
<td>Physiology (select from BIOL 4110 &amp; 4111, or 4210 &amp; 4211, or 4500)</td>
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<tr>
<td>Evolution</td>
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<tr>
<td>Senior Seminar</td>
<td>BIOL 4200</td>
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**Hours Required In Major** 40

**Hours Toward 120 Required for Graduation (removes duplication of hours between General Education and Major)** 36
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<td>MATH 1920, or MATH 2050, or BIOL 4350 &amp; 4351</td>
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</tr>
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<td>Elective if MATH 2050 is chosen</td>
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<tr>
<td>Math 1910 (remaining 1 credit from general education)</td>
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<td>PSCI 1030 &amp; 1031</td>
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<td>4</td>
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**Hours Required**: 17

## Minor Secondary Education

<table>
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<tr>
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<tr>
<td>MSE 2010 Inquiry Lesson Design</td>
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<tr>
<td>YOED 3520 Knowing and Learning</td>
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<tr>
<td>YOED 3550 Classroom Interactions in Science and Math</td>
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<tr>
<td>YOED 4400 Residency II</td>
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<td></td>
<td>12</td>
</tr>
</tbody>
</table>

**MINOR HOURS REQUIRED**: 30

**TOTAL HOURS REQUIRED**: 124

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**Optional 2nd Minor**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
</tr>
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</table>

**Hours Required**: 

**Signed:**

**Minor Advisor**

**Date**

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2. Learning Support courses do not count toward the 120-hour requirement or cumulative degree GPA.

**Signed:**

**Major Advisor**

**Date**

**Student's local address to which graduation analysis information should be sent:**

---

**Revised 3.10.2014**
Proposal 7 of 12
Cover Memo for Proposed Undergraduate Curriculum Changes
Submit original proposal printed on 1 side only to Provost Office
ACADEMIC AFFAIRS

TO: University Undergraduate Curriculum Committee
FROM: (Chair/Director) Lynn Boyd (Department/School/Program) Biology
PROPOSAL WRITTEN BY: Ashley Morris E-Mail Address: ashley.morris@mtsu.edu

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

Items for on campus approval

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

See attached new course proposal for Forest Ecology

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

Signature, Department Curriculum Committee Chair

Date Signed 10/16/15

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 10/16/15

Signature, College Curriculum Committee Chair

Date Signed 10/26/15

Signature, Academic Dean

Date Signed 10-26-15

Signature, University Curriculum Committee Chair

Date approved by UCC

Signature, Academic Affairs Designee

Date approved by Academic Affairs

Updated 8/04/15
New Course and Course Change Proposal Form

Submitted by Ashley B. Morris - Assistant Professor - Department of Biology

Part 1 – Course Justification

<table>
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<th>Department</th>
<th>Course Prefix</th>
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<td>BIOL</td>
<td>4090</td>
<td>Forest Ecology</td>
<td>4</td>
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</tbody>
</table>

Course description and objectives:

1. **Description:** This course will focus on the ecological form and function of forested systems, with a particular emphasis on plant communities of the southeastern US and eastern North America. Topics will include dendrology (tree identification), community assembly and disassembly over time, abiotic and biotic drivers of forest community succession, phylogeography and biogeography, and threats and sustainable practices. Major topics will be covered through lecture, discussion of the primary literature, and experimental field labs. Three hours of lecture and three hours of laboratory.

2. **Objectives:** The general objective of this course is to provide a well-rounded introduction to forested systems and the factors driving change in these systems over time. Objectives are intended to reflect the recommended key concepts and competencies outlined by *Vision and Change in Undergraduate Biology Education* (AAAS 2011).

   **Core concepts:** Core concepts to be highlighted through the proposed course include the five V&C concepts as follows: 1) Evolution: *The diversity of life evolved over time by processes of mutation, selection, and genetic change*; 2) Structure and function: *Basic units of structure define the function of all living things*; 3) Information flow, exchange, and storage: *The growth and behavior of organisms are activated through the expression of genetic information in context*; 4) Pathways and transformations of energy and matter: *Biological systems grow and change by processes based upon chemical transformation pathways and are governed by laws of thermodynamics*; and 5) Systems: *Living systems are interconnected and interacting*.

   **Core competencies:** Core competencies to be highlighted through the proposed course include the five V&C competencies as follows: 1) Ability to apply the process of science; 2) Ability to use quantitative reasoning; 3) Ability to use modeling and simulation; 3) Ability to tap into the interdisciplinary nature of science; 4) Ability to communicate and collaborate with other disciplines; and 5) Ability to understand the relationship between biology and society.

A. **Course Justification**

  1. **Enrollment:** Projected enrollment for this class is 15-24 undergraduate students and 3-4 graduate students per year. Biology Majors in the Organismal track, as well as majors from Plant and Soil Science in the School of Agribusiness and Agriscience are the target audience for this course. For the graduate section, Biology MS students on an organismal track would be the most likely candidates.
2. **Justification**: There is no existing undergraduate or graduate course at MTSU with a focus on forested systems. All existing plant courses are more narrowly focused on identification and floristic skills (with the exception of Economic Botany and Medical Botany), whereas the proposed course is more broadly focused on ecosystem function and evolution. As such, the course will provide a more in-depth understanding of interdisciplinary ecological and evolutionary concepts while fulfilling a need for plant-oriented coursework.

3. **Relation to other courses**: This course is intended to replace the existing Dendrology course (BIOL 4060 / 6060), which is narrowly focused on tree identification. There is currently a course on ‘Woody Landscape Plants’ (ABAS 3640) taught during the same term as our existing Dendrology course. While the emphasis in that course is on ornamental species, there is a great deal of overlap between the two courses, and often overlap in the students taking the two courses. Biology students would be better served by the proposed course. The skills currently learned in BIOL 4060 / 6060 will be included within the context of the proposed course, along with many other field and analytical skills that express the V&C core competencies outlined above. Additionally, the experiences students will have in the lab component of the course will better prepare them for real-world job opportunities with local, state, and federal land management organizations.

4. **Contributions to service and research needs**: The lab portion of this course will be developed in part around an existing NSF Research Coordination Network (RCN) called Ecological Research in Education Network (EREN). One of the main projects of EREN is a permanent forest plot monitoring project that integrates standardized data collection of forest ecological data from across the eastern US. Participants become part of a long-term, continental scale experiment that activates the energy of primarily undergraduate institutions. Additionally, students in the course will be required to analyze, write, and present their results as is expected with any research endeavor.

5. **Justification for dual listing**: The proposed course is intended for dual undergraduate / graduate credit due to the paucity of offerings in this area at both levels. In particular, there are currently no comprehensive plant ecological course offerings at either the undergraduate or graduate levels. Additionally, this course fills a notable gap in the knowledge base of students pursuing an organismal track of study, not just those students interested in botanical research.

**B. Course Integrity**

1. **Prerequisites**: For either the undergraduate or graduate sections, students must have a grade of C or better in each of the following courses: Ecology, Evolution, and Genetics.

For undergraduate students, this course will fulfill an upper-division elective within the Organismal concentration. It is not intended to serve as a service course for other programs.

2. **Instructional Faculty**: Dr. Ashley Morris, currently an Assistant Professor in Biology at MTSU, will teach the proposed course. Morris has been on the MTSU faculty since Fall 2011, and she was a tenure-track faculty member in Biology at the University of South Alabama for four and a half years prior to coming here. She has a PhD in
Botany from the University of Florida and a MS in Botany from the University of Tennessee. Her area of research expertise is population genetics, phylogeography, and systematics of forested systems. She currently teaches Genetics (BIOL 3250 / 3251) and Dendrology (BIOL 4060 / 6060). Other MTSU and external faculty will be invited to give guest lectures as appropriate, but Morris will be the sole instructor of note for the proposed course.

3. **Facilities**: Lecture will be taught in the plant teaching lab, which is SCI 1105. This room will be sufficient for lecture and for data analysis portions of the lab. Experimental labs will take place in the field, in locations such as Wilderness Station at Barfield Park, Flat Rock Cedar Glades and Barrens State Natural Area, and Stones River National Battlefield. Morris already has relationships in place to facilitate activities in each of these areas. Some field equipment may need to be purchased (DBH tapes, meter tapes, flagging, etc.), but student course fees should easily cover that equipment.

4. **Library resources**: Most library resources used for the proposed course should be accessible through digital content. There may be a need to purchase one or two copies of each of the suggested background texts, of which there are five. There is no perceived need at this time to purchase significant numbers of additional library resources.

5. **Professional certification**: There is no intent to pursue a professional certification in association with this course.

6. **Consultation with faculty**: The intent to develop this course has been discussed at length with Biology faculty currently involved in botanically based curriculum and research (Bergemann, Herlihy, Walck), as well as other members of the faculty who are focused in other areas of the organismal track (Brower, Mullen). Additionally, Morris will seek consultation with Dr. Karen Kuers at Sewanee, University of the South, who has taught Dendrology, Forest Ecology, and several other related courses at the undergraduate level for nearly 20 years. Kuers is a co-PI on the NSF RCN EREN project described above, and she will be an important resource as Morris develops the lab component of the proposed course.

**C. Course Costs**

1. **Initial costs**: Initial costs for field equipment dedicated to the proposed course are anticipated to be between $2000 and $3000. Additional annual costs of $500 may be accrued if a genetics component is integrated into the research experience of the lab portion of the course. Additionally, travel expenses to and from field sites within Rutherford County will be a weekly expectation.

2. **Course revenue**: A student laboratory fee is requested for this course to cover costs described above. This course may also be integrated into an NSF RCN Undergraduate Biology Education (UBE) proposal focused on building a network of primarily undergraduate institutions across the southeastern US involved in collaborative research. That proposal is to be submitted in 2015.

**D. Comments**

No additional comments.
Part II – Course Outline

<table>
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<th>Course Prefix</th>
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A. Course description and objectives:

1. Description: This course will focus on the ecological form and function of forested systems, with a particular emphasis on plant communities of the southeastern US and eastern North America. Topics will include dendrology (tree identification), community assembly and disassembly over time, abiotic and biotic drivers of forest community succession, phylogeography and biogeography, and threats and sustainable practices. Major topics will be covered through lecture, discussion of the primary literature, and experimental field labs. Three hours of lecture and three hours of laboratory.

2. Objectives: The general objective of this course is to provide a well-rounded introduction to forested systems and the factors driving change in these systems over time. Objectives are intended to reflect the recommended key concepts and competencies outlined by Vision and Change in Undergraduate Biology Education (AAAS 2011).

Core concepts: Core concepts to be highlighted through the proposed course include the five V&C concepts as follows: 1) Evolution: The diversity of life evolved over time by processes of mutation, selection, and genetic change; 2) Structure and function: Basic units of structure define the function of all living things; 3) Information flow, exchange, and storage: The growth and behavior of organisms are activated through the expression of genetic information in context; 4) Pathways and transformations of energy and matter: Biological systems grow and change by processes based upon chemical transformation pathways and are governed by laws of thermodynamics; and 5) Systems: Living systems are interconnected and interacting.

Core competencies: Core competencies to be highlighted through the proposed course include the five V&C competencies as follows: 1) Ability to apply the process of science; 2) Ability to use quantitative reasoning; 3) Ability to use modeling and simulation; 3) Ability to tap into the interdisciplinary nature of science; 4) Ability to communicate and collaborate with other disciplines; and 5) Ability to understand the relationship between biology and society.

B. Outline of Course Topics

1. Course introduction
   a. Forest biomes of the world
   b. Major tree species and forest types of the southeastern US
   c. Major tree species and forest types of Tennessee

2. Dendrology and Forest Sampling
   a. Overview of tree identification, morphology and taxonomy
   b. Introduction to basic forest measurements and plot sampling techniques

3. Species and Communities on Environmental Gradients
   a. Paleoeocology and species migrations
   b. Climatic and altitudinal gradients
c. Soils and soil development
4. Disturbance, Succession, and Stand Development
   a. Agents of disturbance in forest ecosystems
   b. Disturbance intensity and severity
   c. Succession and competition
   d. Stand development
5. Regeneration and Fire Ecology
   a. History of fire in the Central Basin region of Tennessee
   b. Fire dynamics, return intervals
   c. Prescribed fire and fire suppression
   d. Species regeneration strategies
6. Gap Dynamics, Diversity, and Stand Structure
   a. Gap dynamics and advance regeneration
   b. Diversity in forest ecosystems
   c. Structural complexity in forests
7. Land-use Legacies and Historical Ecology
   a. Historical forest ecology
   b. History of Central Basin region forests
8. Nutrient Cycling and Productivity
   a. Overview of nutrient and carbon dynamics
   b. Light capture and canopy structure
9. Decomposition, Litter Dynamics, and Coarse Woody Debris
   a. Litter layer importance
   b. Earthworms and soil fauna in decomposition
   c. Fungi and bacteria
   d. Lichens
   e. Coarse wood and wildlife
10. Long-term plots and Old-growth Forests
    *This topic will consist exclusively of readings and an overnight field experience
11. Hydrology and Wetland Forests
    a. Hydrology and forests
    b. Wetland forest types, worldwide and Tennessee region
12. Insect and Disease Dynamics
    a. History of insect and disease invasion
    b. Examples from eastern North American and Tennessee

A. **Activities Required of Students**
   Students are expected to prepare each week through assigned readings and discussion questions. They will be involved in both group and individual research experiences through the lab portion of the class. Students will be expected to participate in one overnight field trip to the Cumberland Plateau.

B. **Evaluation Procedures**
   Students will be evaluated by their performance on 1) quizzes, 2) written exams, 3) written lab reports, and 4) topical presentations.
C. **References and Text**  
Several texts will be used for background reading. These texts will either be available in the classroom or on reserve in the library or both. These will likely include the following:  
- Barnes, Zak, Denton, and Spurr - Forest Ecology (4th Ed.)  
- Barbour, Burk, Pitts, Gilliam, and Schwartz - Terrestrial Plant Ecology (3rd Ed.)  
- Perry, Oren, and Hart - Forest Ecosystems (2nd Ed.)  
- Silvertown and Charlesworth - Introduction to Plant Population Biology (4th Ed.)  
- Delcourt - Quaternary Ecology: A paleoecological perspective  
Students will be required to purchase the following field keys:  
- Jones and Wofford - Woody Plants of Kentucky and Tennessee: The complete winter guide to their identification and use  
- Wofford and Chester - Guide to the trees, shrubs, and woody vines of Tennessee  
Additionally, reading assignments will depend heavily on the primary literature.  

D. **Justification for Graduate Credit When a Course Is Dual Listed**  
This course is proposed for dual listing. There are currently no undergraduate or graduate courses that fulfill the niche of this proposed course. While all students will be involved with a semester-long class field project, graduate students will be expected to develop a unique aspect of the project that could have the potential to result in a small publication in a regional journal (e.g., *Castanea*). These graduate students will work collaboratively to complete the project under the supervision of the instructor, and they will be expected to write a publication quality manuscript at the completion of the project.  
This work will be presented to the class in a format consistent with regional and national scientific meetings. Graduate students will also be assigned as 'mentors' for undergraduate learning teams. Specific guidelines and expectations for this role will be provided at the beginning of term, and Graduate students will meet regularly with the instructor to discuss the progress and challenges of their mentee teams. This is intended to benefit both groups of students (undergraduates and graduates) through direct feedback on topical discussions and lab preparation and analyses.  

E. **Catalog Description**  
**Catalog description must be on a separate page.** Please see the following page for catalog description.
BIOL 4090 - Forest Ecology
4 credit hours
Prerequisites: A grade of C or better in each of the following courses: BIOL 3250 / 3251; BIOL 3400; BIOL 3500, or permission from the instructor.
Ecological form and function of forested systems, with a particular emphasis on communities of the southeastern US and Tennessee. Topics include dendrology, community assembly and disassembly over time, abiotic and biotic drivers of forest community succession, phylogeography and biogeography, and threats and sustainable practices. Three hours lecture and one three-hour laboratory.

BIOL 6090 - Advanced Forest Ecology
4 credit hours
Prerequisites: Graduate Standing and a grade of C or better in each of the following courses: BIOL 3250 / 3251, BIOL 3400, BIOL 3500, or permission from the instructor.
Ecological form and function of forested systems, with a particular emphasis on communities of the southeastern US and Tennessee. Topics include dendrology, community assembly and disassembly over time, abiotic and biotic drivers of forest community succession, phylogeography and biogeography, and threats and sustainable practices. Three hours lecture and one three-hour laboratory.
Master Catalog Change Form
Undergraduate

Department: Biology (BA-BIOL)  Subject: BIOL  Course No: 4090

Full title of course: Forest Ecology

Credit hours: 4  Contact hours, if different: 6

Course taught with: ☐ Standard Grading  ☑ Pass/Fail

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


Schedule type: LLB - Combined Lecture/Lab  Instructional Method: CON - Conventional Methodology

EFFECTIVE TERM: Fall 2016

☒ New course

Abbreviated Title: Forest Ecology

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

☐ Course title change

Previous Abbreviated Title: ___________________________________________________________________

☐ Course prefix/number change

Previous course prefix/number: ____________________________________________________________________

☐ Credit hours change

Previous credit hours: _______________________________________________________________________

☐ 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:

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

Memo Notes for RaiderNet:

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

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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<thead>
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<th>Course</th>
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UCC Approved: ____________

Records Entered: ____________

updated 10/29/14
BIOL 4090 - Forest Ecology
4 credit hours
Prerequisites: A grade of C or better in each of the following courses: BIOL 3250 / 3251; BIOL 3400; BIOL 3500, or permission from the instructor.
Ecological form and function of forested systems, with a particular emphasis on communities of the southeastern US and Tennessee. Topics include dendrology, community assembly and disassembly over time, abiotic and biotic drivers of forest community succession, phylogeography and biogeography, and threats and sustainable practices. Three hours lecture and one three-hour laboratory.
Proposal 8 of 12
TO: University Undergraduate Curriculum Committee  
FROM: Chair/Director Name: Marisa Recchia  
Dept./School/Program: Art  
PROPOSAL WRITTEN BY: Name: Art Department  
E-Mail Address: Marisa.Recchia@mtsu.edu  
RE: Proposed Curriculum Changes

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

Items for on campus approval

☐ 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, and Concentration  
☐ Other

Items requiring TBR/THEC approval (see UCC handbook Page 7 and Appendix B)

☐ New Academic Program: Degree/Minor/Concentration/Certificate  
☐ Title Change of Degree Program/Concentration  
☐ Consolidate/Reorganize Existing Academic Program  
☐ Substantive Change Affecting 18+ credit hours since last TBR Approval  
☐ Establish Degree Program from Existing Concentration  
☐ Program Reactivation  
☐ Program Termination  
☐ Revision of Admission/Progression/Graduation requirements

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

1) Change of name from B.A. in Art History to B.A. in Art; 2) Addition of two concentrations: Concentration in Art History; Concentration in Art Practices; 3) The Addition of a B.S. in Art with two concentrations: Concentration in Art History and Concentration in Art Practices

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

Signature, Dept. Curriculum Committee Chair  
Date Signed: 10/28/15

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.

Signature, Department Chair  
Date Signed: 10/28/15

Signature, College Curriculum Committee Chair  
Date Signed: 10-29-15

Signature, Academic Dean  
Date Signed: 10-29-15

Signature, Univ. Curriculum Committee Chair  
Date Approved by UCC

Signature, Academic Affairs Designee  
Date Approved by AA

Updated 8/04/15
TENNESSEE BOARD OF REGENTS
Academic Proposal Form for All New Programs

COVER PAGE

This form is submitted with all proposals requiring Board approval to the TBR Vice Chancellor for Academic Affairs. The COVER PAGE may be submitted as a PDF. All other forms should be submitted as MSWord documents.

Please remember to submit only one proposal with related support documents per e-mail.

Sponsoring Institution(s): Middle Tennessee State University

Proposal Statement: Substantive Curriculum Modification including
a) change of name of major,
b) establishment of new concentrations,
c) add new degree designation for existing program.

Degree Designation [or] Type of Certificate:
B.A. & B.S. in Art

Formal Degree Abbreviation Title of Proposed Program to be established or impacted

Proposed Degree [or] Certificate CIP & SOC Codes: 50.0701.00

Concentrations: Art History
Art Practices

Proposed CIP & SOC Codes: 50.0701.00

Anticipated Delivery Site(s): MTSU Campus - Murfreesboro

Proposed Implementation Date: Fall 2016

Cooperative/Collaborative Partners: N/A

For more information contact: Peter H. Cunningham / 615-494-7611
Name Telephone

Institutional Approval: __________________________/________________________

Signature of President (required) Date
NAME/TITLE CHANGE FORM

This form is used to request a name or title change for an academic program (degree, minor, concentration, or certificate) or unit (department, college, school, center, etc.). A separate form is required for each change requested.

TBR Policy 2:01:01:00 requires notification to the TBR Vice Chancellor for Academic Affairs for name/title changes. The Vice Chancellor for Academic Affairs must approve name changes prior to implementation. TBR will notify THEC, so that appropriate documentation can be included in the Academic Program Inventory.

Institution: Middle Tennessee State University
Date of Request: 10/22/2015
Proposed Implementation Date:

Name/Title Change Request:  

-X Academic Program  

___ Academic Unit (Attach an organizational chart)  

___ Degree Designation (Requires both TBR and THEC approval)  

___ Other (specify) ________________________________

Current Name/Title/Designation:  B.A. in Art History  

(Specify whether the program is a degree, minor, concentration, or certificate. Include the name of the degree associated with the program if applicable, i.e., “the concentration in Office Systems within the existing B.S. in Business Management.”)

Proposed Name/Title/Designation:  B.A. in Art  

(Include the name of the degree associated with the program if applicable.)

Justification:  (Why is the change needed? Use additional space as needed.)

This name change is part of a broader restructuring of the degree to address the current “low-producing” status of the B.A. in Art History. By changing the name of the major to Art, we will be able to create two concentrations, Art History and Art Practices. The latter concentration will allow students who are not able to complete their B.F.A. in Art with concentrations in Studio and Graphic Design to have another option in order to earn a degree. By combining these two new concentrations under the Art B.A., this program will serve more students and will no longer be low producing.

Are there new costs associated with the proposed change?  ___ Yes  ___ No  

(If yes, attach an explanation of projected costs and specify the source of funding to support these new costs.)

Submitted by: __________________________ DATE: __________________

President or President’s Designee  (Typed name will be sufficient.)

APPROVED: __________________________ DATE: ________________

Vice Chancellor for Academic Affairs
Please refer to TBR Policy 2:01:01:00, TBR Guideline A-010, and THEC Policy A1:0 and A1:1 before developing a proposal.

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 or Vice Chancellor of Community Colleges as appropriate an MSWord document.

INSTITUTION: Middle Tennessee State University

PROPOSAL: Substantive Curriculum Modification including
a) change of name of major,
   b) establishment of new concentrations,
   c) add new degree designation for existing program.

PROPOSED EFFECTIVE DATE: Fall 2016
Phase-out period will end: Spring 2019

PURPOSE: (Goals and Objectives in keeping with Institutional Mission)

We are proposing that the low-producing B.A. in Art History be changed to a B.A. in Art with a concentration in Art History and a concentration in Art Practices. We also propose creating a mirror B.S in Art with a concentration in Art History and a concentration in Art Practices. These options will allow for more flexibility for students providing additional degree pathways, especially for transfer students and students who previously would not have had options if they are unable to meet the requirements for the B.F.A in Art with Concentrations in Studio Art and Graphic Design (a program requiring 82/79 hours of coursework toward the major).

NEED/RATIONALE: (What is the justification for making this proposal at this time?)
   • The B.A. concentrations and a mirror B.S. program will increase graduation rates for this program by allowing more options for students.
• Some students enrolled in the B.F.A. in Art are not able to advance to candidacy in this 79/82-hour major. The B.A. and B.S. in art with a concentration in Art Practices will give these students a clear pathway to earning a college degree in these subjects.

• The B.S. options in Art will meet the needs of transfer students by providing them with viable options for graduating in a timely fashion in either the Art History or Art Practices Concentration.

IMPACT: (Include students, personnel, fiscal resources, diversity, other clientele)
For terminations/consolidations of degrees, indicate how students will be notified and transitioned. If a phase-out period is greater than 1 year for certificates or 3 years for any other program, explain why More time is needed).

The proposed structure of the B.A. and B.S. in Art with Concentrations in Art History and Art Practices will allow for more students to graduate and will resolve the low-producing status of the current Art History major. Students will benefit from these changes by continuing to have the option of studying Art History or having the option of completing the concentration in Art Practices if they are unable to satisfy the requirements, for whatever reason, of the B.F.A in Art. Transfer students, who may not be able to complete the 79/82 hours of courses required in the B.F.A. Art program will still be able to pursue their interests with the B.A. in Art with a concentration in Art Practices.

Students who are currently enrolled in the B.A. in Art History will have the option of continuing in this program or transitioning to the B.A. in Art with a concentration in Art History. Students will be contacted via email by the chair of the Department of Art and will be referred to their faculty advisors to determine which option is most appropriate. In addition, those academic advisors in the College of Liberal Arts who advise students in the Department of Art will contact their advisees to make sure that are aware of the change and confirmed the major they wish to declare. Since the courses being offered will not change during this transition, there should be no problems for students finishing this program.

No additional fiscal resources or personnel will be needed.

PLANS FOR ACCREDITATION:
(Identify the source and projected date of Professional accreditation if applicable; SACS notification, if Required, and if a substantive change, the scope of the substantive change. If there are no plans to seek Specialized accreditation, please provide reasons.)

The program will be under the current existing NASAD accreditation for the department. The curriculum for the B.A. and B.S. in Art with concentrations in Art History and Art Practices has been designed in accordance with NASAD requirements. Appropriate paperwork will be filed with NASAD to extend NASAD accreditation to this program.
The following two items require the completion of separate forms as indicated below. Do not complete the remainder of this document.

_ _X Name Change for Existing Program or Academic Unit (USE NAME CHANGE FORM ONLY ON TBR ACADEMIC AFFAIRS WEBSITE)

___ Establish an Off-Campus Site/Off Campus Center. (USE THEC OFF-CAMPUS SITE/CENTER APPROVAL FORM(S) ONLY ON TBR ACADEMIC AFFAIRS WEBSITE)

Note: In keeping with the THEC Policies, the THEC Off-Campus Site /Center Approval Forms must be submitted for review. No announcements may be made regarding opening new site or center until the THEC approval is granted per THEC Policy 1.0.60B

Type of Change (Check all those that apply):

___ Change of degree designation for an existing academic program or concentration per written recommendation of a disciplinary accreditation body or to more accurately represent the title to the workplace. Documentation must accompany the change request.

___ Change of degree designation for an existing academic program or concentration when the change involves a significant curriculum shift in redefining the program’s purpose.

_ _X Change/Add degree designation for existing programs

___ Consolidate an existing academic program

___ Consolidate existing academic programs regardless of degree designations for Performance Funding purposes only

___ Conversion of an existing ground program to a fully on-line program (Indicate with or without maintaining the existing ground program)

___ Curriculum modifications which increase or decrease total hours required for a degree.

___X Substantive Curriculum Modification (i.e., 9 or more SCH at the community college, 18 or more SCH undergraduate, 9 or more at graduate, or 50% or more certificate) in an existing
academic program. Provide a side-by-side comparison of the existing and proposed curriculum.

** See Appendices:
- Appendix A: B.A. in Art History (current)
- Appendix B: B.A. in Art with Concentrations in Art History and Art Practices (new)
- Appendix C: B.S. in Art with Concentrations in Art History and Art Practices (new)

The proposed program requires completion of **120** SCH distributed as follows:

<table>
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<th>Curriculum Component</th>
<th>SCH Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>41</td>
</tr>
<tr>
<td>Major Field Core (required of all students in program)</td>
<td>12</td>
</tr>
<tr>
<td>Concentration (courses specific to the concentration)</td>
<td>27</td>
</tr>
<tr>
<td>Electives (may be guided or general electives)</td>
<td>credits needed to total 120</td>
</tr>
<tr>
<td>Other (specify, i.e.) minor</td>
<td>15-18</td>
</tr>
<tr>
<td>Foreign language (for B.A. only)</td>
<td>up to 12</td>
</tr>
</tbody>
</table>

**TOTAL SCH:** **120**

No. of new courses: **0** with **0** credit hours
No. of SCH impacted by the revision since last TBR action **0**

___ Establish a certificate less than 24 SCH (Provide the curriculum, justify the demand for the requested certificate and any alignment with other existing programs or certificates. Any new costs require the completion of the THEC FP.)

___X___ Establish a new concentration or MINOR (Justify the demand and show side-by-side comparison of proposed curriculum along with the curriculum for any other concentrations or minors within the existing degree. Any new costs require the completion of the THEC FP.) (Minors may be approved by the Vice Chancellor for Academic Affairs or referred to the Board.)

___ Establish a free standing degree program from an existing concentration with a steady enrollment and graduation rate for a period of at least three years may request to be recognized as a freestanding degree if the establishment of the concentration as a degree does not compromise the remaining degree and does not require new faculty resources. Provide documentation of enrollment and graduation data for the existing concentration. If there are multiple concentrations within the existing, provide enrollment and graduation data for all concentrations within the degree to demonstrate that becoming freestanding will not endanger other concentrations within the existing degree.

___ Establish a free standing degree program from an existing concentration for more accurate Representation of title to the workplace. Provide letters of support from the workplace to demonstrate more accurate representation as a freestanding degree. (See TBR policy 2:01:01:00 II (m) for performance funding implications.)
Establish a new academic unit or reorganization (Specify department, division, college, school, campus sponsored centers not seeking Center of Excellence/Emphasis status through the THEC, centers within existing academic units, institutes, bureaus, campus, etc.) (Attach a current and proposed organizational chart.) Specify if the requested action results in a net gain of an academic unit (i.e., department, on-campus center, institute, bureau, division, school, or college). The THEC has established additional requirements which must be attached to this request which may be located at http://www.tn.gov/thee/Divisions/AcademicAffairs/academic_programs/THEC%20Administrative%20Units%20Form%20Feb%2027%202015.pdf. This action will be reviewed with Executive signature action by the THEC.

Establish an articulation agreement between institutions

Extend an existing degree program to be delivered 100% at an off-campus location. (Extension to 100% off-campus delivery requires additional action if the location of delivery is to be converted from a “site” to a “center.”)

Inactivation of an existing program or concentration (If a program is not reactivated within a period of three years, the program will automatically be terminated and removed from the Academic Inventory by December of that year.)

Reactivation of a program that was placed on inactivation within the past 3 years
Date of inactivation: ______________ Date of proposed reactivation: ______________

Termination with or without phase-out of an existing program or concentration

Policy Revision: Admission/Progression/Graduation (institutional or program specific)
(Attach the current and proposed policy as a side-by-side comparison)

Other __________________________

3. Indicate Program, Certificate and Concentration Change as Reflected in the Academic Program Inventory:

<table>
<thead>
<tr>
<th>Before the Proposed Change (List as it now appears on the official Academic Program Inventory at THEC)</th>
<th>After the Proposed Change (List as it should appear on the official Academic Program Inventory at THEC, once approved.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of Old Program or Degree CIP Code</td>
<td>Degree CIP Code</td>
</tr>
<tr>
<td>Certificate Option (Include all existing concentrations before revision.)</td>
<td>Title of New Program Certificate, or Concentrations existing after revision is approved.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Art History</td>
<td>B.A.</td>
</tr>
</tbody>
</table>
| 50.0703.00 | Art  
• Art History  
• Art Practices |  |

4. *Attach a copy of the "before and after" curriculum or organizational chart, as applicable, and a rationale for the proposed change. For policy changes, include the current and proposed policy. Whenever possible a side-by-side comparison is preferred.*

See Appendixes A - C

5. Intended implementation date for program change: Fall 2016

6. For terminations, date phase-out period will end: N/A

Students in the current Art History major will be allowed to continue their studies through a phase-out period or transfer into the Art History concentration within the renamed major in Art. The phase-out period will extend through Spring 2019.

7. If any new costs are anticipated, attach the THEC Financial Projections Form.*

No new costs are anticipated.

8. Describe the anticipated impact for students, personnel, fiscal resources, and other clientele.

The only changes will be that students will have more options for obtaining their degrees. All personnel and fiscal resources will remain the same as they are currently.
# Appendix A - Current Degree: Bachelor of Arts in Art History

<table>
<thead>
<tr>
<th>General Education</th>
<th>41</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Core</td>
<td>13</td>
</tr>
<tr>
<td>ART 1910 – Survey of Non-Western Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 1920 – Survey of Western Art I</td>
<td>3</td>
</tr>
<tr>
<td>ART 1930 – Survey of Western Art II</td>
<td>3</td>
</tr>
<tr>
<td>ART 3940 – Art History Methods</td>
<td>3</td>
</tr>
<tr>
<td>ART 3950 – Art History: Professional Practices</td>
<td>1</td>
</tr>
<tr>
<td>Art History Area Courses</td>
<td>24</td>
</tr>
<tr>
<td>Complete 24 hours of upper division Art History courses from the following categories</td>
<td></td>
</tr>
<tr>
<td>- Non-Western Art</td>
<td>6</td>
</tr>
<tr>
<td>- Medieval/Renaissance</td>
<td>6</td>
</tr>
<tr>
<td>- Modern/Contemporary</td>
<td>6</td>
</tr>
<tr>
<td>- Electives from any of the above categories</td>
<td>6</td>
</tr>
<tr>
<td>Foreign Language Proficiency¹</td>
<td>12</td>
</tr>
<tr>
<td>Minor (within the College of Liberal Arts)</td>
<td>15-18</td>
</tr>
<tr>
<td>Electives</td>
<td>24-27</td>
</tr>
<tr>
<td>Total credits required for degree</td>
<td>120</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Complete 21 hours of art courses from the following</td>
<td>15</td>
</tr>
<tr>
<td>ARIT 1640 - Drawing I, II</td>
<td>3</td>
</tr>
<tr>
<td>ARIT 1620 - Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>Minor (within the College of Liberal Arts)</td>
<td>15-18</td>
</tr>
<tr>
<td>Electives from any of the above categories</td>
<td>9</td>
</tr>
<tr>
<td>Modern/Comparative Art History</td>
<td>9</td>
</tr>
<tr>
<td>Renaissance Art History</td>
<td>9</td>
</tr>
<tr>
<td>Non-Western Art</td>
<td>9</td>
</tr>
<tr>
<td>Complete 24 hours of upper division art history courses</td>
<td>3</td>
</tr>
<tr>
<td>ARIT 1910 - Survey of Western Art</td>
<td>3</td>
</tr>
<tr>
<td>Art History Concentration Core</td>
<td>27</td>
</tr>
<tr>
<td>ARIT 1930 - Survey of Western Art II</td>
<td>3</td>
</tr>
<tr>
<td>ARIT 1920 - Survey of Western Art I</td>
<td>3</td>
</tr>
<tr>
<td>ARIT 1630 - Three Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ARIT 1610 - Two Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>Major Core</td>
<td>12</td>
</tr>
<tr>
<td>General Education</td>
<td>41</td>
</tr>
<tr>
<td>B.S. in Art with concentration in Art History</td>
<td>41</td>
</tr>
<tr>
<td>Bachelor of Science in Art - Showing concentration in Art History and</td>
<td></td>
</tr>
<tr>
<td>Art Practices</td>
<td></td>
</tr>
<tr>
<td>Electives (within the College of Liberal Arts)</td>
<td>Electives (within the College of Liberal Arts)</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>6 Art History (upper division)</td>
<td>6 Electives from any of the above categories</td>
</tr>
<tr>
<td>15 Studio Art &amp; Graphic Design</td>
<td>9 Modern/Contemporary</td>
</tr>
<tr>
<td>Complete 2 hours of art courses from the following courses:</td>
<td>9 Medieval/Renaissance</td>
</tr>
<tr>
<td>3 ART 1660 - Drawing I</td>
<td>9 Non-Western Art</td>
</tr>
<tr>
<td>27 Art Practicum Core</td>
<td>From the following categories</td>
</tr>
<tr>
<td>3 ART 1930 - Survey of Western Art II</td>
<td>Complete 24 hours of upper division Art History courses</td>
</tr>
<tr>
<td>3 ART 1630 - Three Dimensional Design</td>
<td>3 ART 1930 - Survey of Western Art I</td>
</tr>
<tr>
<td>3 ART 1610 - Two Dimensional Design</td>
<td>3 ART 1930 - Survey of Western Art</td>
</tr>
<tr>
<td>12 Major Core</td>
<td>3 ART 1610 - Two Dimensional Design</td>
</tr>
</tbody>
</table>

### General Education

<table>
<thead>
<tr>
<th>Hours</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>41</td>
<td>41</td>
</tr>
</tbody>
</table>

**B.S. in Art with concentration in Art Practicum**

Appendix C: Bachelor of Science in Art - Showing concentrations in Art History and Art Practicum
Proposal 9 of 12
TO: University Undergraduate Curriculum Committee  
FROM: (Chair/Director) Michael Parkinson  
PROPOSAL WRITTEN BY: Adam Clark  

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

- [x] 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

Items requiring TBR/THEC approval (see UCC handbook Page 7 and Appendix B)

- [ ] New Academic Program: Degree/Minor/Concentration/Certificate  
- [ ] Title Change of Degree Program/Concentration  
- [ ] Consolidate/Reorganize Existing Academic Program  
- [ ] Substantive Change Affecting 18+ Credit Hours since last TBR approval  
- [ ] Establish Degree Program from Existing Concentration  
- [ ] Program Reactivation  
- [ ] Program Termination  
- [ ] Revision of Admission/Progression/Graduation requirements

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

MUS 1500 Introduction to Piano

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

__________________________  
Jennifer Vannette - Hall  
Signature, Department Curriculum Committee Chair

__________________________  
10/16/15  
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.

__________________________  
10/16/15  
Date Signed

__________________________  
10-26-15  
Date Signed

__________________________  
10-26-15  
Date Signed

________________________________________  
Signature, University Curriculum Committee Chair

________________________________________  
Signature, Academic Affairs Designee

Date approved by UCC

Date approved by Academic Affairs  

Updated 8/04/15
New Course and Course Change Proposal Form

Part I – Course Justification

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Prefix</th>
<th>Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>MUS</td>
<td>1500</td>
<td>Introduction to Piano</td>
<td>1</td>
</tr>
</tbody>
</table>

A. COURSE DESCRIPTION AND OBJECTIVES

1. Describe the course, including clinical, internship or other experiential components.

   a) MUS 1500: Introduction to Piano is a beginning piano class for non-music majors. The course provides an opportunity for undergraduate students from all areas of the university to learn the basics of piano playing and music reading. The pace of material is appropriate for students with no prior piano or music reading experience.

   b) Background: MUS 1530: Class Piano I is currently offered as different sections for both music majors and non-majors. The sections of Class Piano I for non-majors are completely different than the sections for majors, as articulated below.

      1) “Introduction to Piano” assumes no prior knowledge of music or piano playing, whereas “Class Piano I” assumes students know the basics of music reading, rhythm, and music theory.
      2) The quantity of material covered in “Introduction to Piano” is significantly less than that covered in “Class Piano I.”
      3) “Class Piano I” is designed to meet NASM accreditation standards, whereas “Introduction to Music” is not.
      4) “Introduction to Piano” uses a different textbook, syllabus, and curriculum than “Class Piano I.”
      5) “Class Piano I” is a core music requirement for music majors, whereas “Introduction to Piano” is an elective that fulfills no degree requirements for music majors.
      6) “Introduction to Piano” is open to all MTSU students, whereas “Class Piano I” is open only to music majors (registration restricted).

2. Discuss the general and specific objectives of the course.

   “Introduction to Piano” serves as an introduction to the basics of music reading, rhythm, and piano playing. It is open to all MTSU students without an audition. No prior knowledge of the piano is assumed. Skills will lead to a basic level of keyboard proficiency, such as sight-reading, the ability to play small pieces, scales, harmonizations based on five-finger patterns, and basic music theory. Students will play pieces in a variety of major and minor keys.

B. COURSE JUSTIFICATION

MUS 1500: Introduction to Piano Course Proposal –1
1. Indicate the projected enrollment in the course and the probable source of students.

   Enrollment for “Introduction to Piano” will be 9-10 students (out of a 10-student cap). The enrollment cap is set at 10 due to the number of keyboards available.

2. Justify the course in terms of its uniqueness or distinctiveness and in terms of student needs. Discuss the appropriateness of the course in relationship to the role and scope of the department.

   a) The non-music major sections of Class Piano I currently function as the proposed “Introduction to Piano.” We are only requesting it be given a unique course name a number to distinguish it from “Class Piano I.” No change is requested with regard to the content of the course.

   b) “Introduction to Piano” provides an opportunity for undergraduate students from all areas of the university with no background in music or piano to learn the basics of piano playing and music reading. The pace of material is appropriate for students with no prior music reading or playing experience.

   c) “Introduction to Piano” serves as the only opportunity at MTSU for students with no background in piano to gain introductory and foundational experience in music reading and piano playing.

   d) Offering a stand-alone section of “Introduction to Piano,” with a unique course name and number, is in alignment with most other institutions of similar size and scope across the United States.

3. Describe how the proposed course relates to other courses in the department curricula and to the total educational curricula of the university. Justify any duplication. When new courses could legitimately be offered by a different department, consult with that department in advance and try to reach a consensus regarding the appropriateness of the course.

   a) Currently, the different sections of “Class Piano I” for music and non-music majors creates confusion among students, teachers, advisors, and the bookstore staff because the content, text, and expectations for the different sections are very different. Additionally, “Class Piano I” serves as a core degree requirement for music majors, whereas “Introduction to Piano” does not fulfill this requirement.

   b) A registration restriction is placed on the music major sections of “Class Piano I,” so that only music majors may register for these sections. No such restriction exists for the non-major sections, often leading to music majors mistakenly adding the wrong section on “Class Piano I” to their schedule.

   c) “Introduction to Piano” will not fulfill any School of Music core requirements. It will simply serve as an elective for any university student who wishes to register for it.

   MUS 1500: Introduction to Piano     Course Proposal -2
d) An additional concern is this: If a non-music major takes the non-major section of MUS 1530: Class Piano I as an elective, but later is accepted into the School of Music as a music major, no distinction is made on the student’s transcript between the major and the non-major section of Class Piano I. The transcript will list the student as having completed “Class Piano I” when in fact, the student only earned credit for the non-major section, which does not meet the proficiency requirements for Class Piano I for music majors in the School of Music.

4. Indicate what contributions the course may make toward meeting service and research needs and to the overall efforts of the department, college, and university.

“Introduction to Piano” may serve as a teaching lab for students enrolled in Piano Pedagogy. As a first introduction to group teaching, it is preferable to have pedagogy students observe and provide segments of instruction in the “Introduction to Piano” rather than “Class Piano I.” Group piano instruction is a core component of piano pedagogy and it is essential for students to have experience in this realm in order to make them more marketable after graduation. This is especially crucial for students entering graduate school and seeking assistantships in the area of group piano.

5. If the proposed course is dual listed, provide a brief rationale for offering the course at both the undergraduate and graduate levels. Also, be sure to include “F” [“Justification for graduate credit when a course is dual listed”] in the course outline described below.

“Introduction to Piano” will not be dual listed.

C. COURSE INTEGRITY

1. Describe any special admission and prerequisite requirements of the proposed new course. List programs presently being offered for which this course will be used to meet requirements. Indicate if the new course will be a service course for other programs.

There will be no prerequisite for enrollment in “Introduction to Piano.” It will continue to be a course that does not require any sort of audition. Students simply register for the course and attend the first class meeting to confirm their intent to participate.

2. Provide a list of faculty members who will teach the course and include pertinent information as to their qualifications. If anticipated growth during the remainder of the current year and for the next year require additional faculty, indicate the number and general qualifications of such new faculty.

a) Paula Bell (Adjunct Professor of Class Piano – many years of class piano teaching experience at MTSU)

b) Veronica Milnar (Adjunct Professor of Class Piano – many years of class piano teaching experience at MTSU)
c) Christa Williams (Adjunct Professor of Class Piano – many years of class piano teaching experience at MTSU)
d) Sheri Stoner-Harris (Adjunct Professor of Class Piano – many years of class piano teaching experience at MTSU)

3. Discuss any special physical facilities needed to support the proposed new course, including the adequacy of classrooms, laboratories, teaching and research equipment, and offices.

   Current facilities in the School of Music are adequate for the needs of this course.

4. Indicate whether library collections and other learning resource materials are adequate to meet the needs of the course. If they are not, indicate what arrangements have been made to assure that these materials will be available when the new courses offered.

   The library collections and other learning resource materials are currently adequate to meet the needs of this course.

5. If the course is an area in which professional certification is available, explain how the course will contribute to certification. If the institution plans to seek new certification, indicate the approximate date such certification will be sought.

   Not applicable.

6. Discuss the sources and extent of advice and consultation, which have been used in formulating the course, including discussions with other departments and individual faculty members. Indicate whether any consultants have been contacted, especially those whose organizations enjoy widespread recognition in the field.

   Sources of advice and consultation for these two proposed changes included the School of Music Education Programs Committee and the Director of the School of Music.

D. COURSE COSTS

1. For costs in addition to the existing budget generated by this course, project the estimated expenditures for the remainder of the year, and for the following year. Projected costs should include facilities, faculty, administration, library, research and teaching supplies, internship and clinical expenses, travel expenses, secretarial and technical assistance, computer assistance, and other related costs.

   No additional costs.

2. Identify the sources of revenue which will be used to meet course costs (if other than normal sources of revenue), including amounts which are available more are expected to be available. Describe any special grants which may be sought to support this

   MUS 1500: Introduction to Piano       Course Proposal –4
course.

No additional revenue will be needed.

E. COMMENTS

None.
Part II – Course Outline

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Prefix</th>
<th>Number</th>
<th>Title of Course</th>
<th>Credit</th>
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<tbody>
<tr>
<td>Music</td>
<td>MUS</td>
<td>1500</td>
<td>“Introduction to Piano”</td>
<td>1</td>
</tr>
</tbody>
</table>

A. COURSE DESCRIPTION AND OBJECTIVES

1. Describe the course, including clinical, internship or other experiential components.
   
   a) MUS 1500: Introduction to Piano is a beginning piano class for non-music majors. The course provides an opportunity for undergraduate students from all areas of the university to learn the basics of piano playing and music reading. The pace of material is appropriate for students with no prior piano or music reading experience.
   
   b) MUS 1530: Class Piano I is currently offered as different sections for both music majors and non-majors. The sections of Class Piano I for non-majors are completely different than the sections for majors, as articulated below.

   1) “Introduction to Piano” assumes no prior knowledge of music or piano playing, whereas “Class Piano I” assumes students know the basics of music reading, rhythm, and music theory.
   
   2) The quantity of material covered in “Introduction to Piano” is significantly less than that covered in “Class Piano I.”
   
   3) “Class Piano I” is designed to meet NASM accreditation standards, whereas “Introduction to Piano” is not.
   
   4) “Introduction to Piano” uses a different textbook, syllabus, and curriculum than “Class Piano I.”
   
   5) “Class Piano I” is a core music requirement for music majors, whereas “Introduction to Piano” is an elective that fulfills no degree requirements for music majors.
   
   6) “Introduction to Piano” is open to all MTSU students, whereas “Class Piano I” is open only to music majors (registration restricted).

2. Discuss the general and specific objectives of the course.

   Students will develop skills in sight-reading, basic music theory, and the ability to play small pieces, scales, and harmonizations based on five-finger patterns. Students will play pieces in a variety of major and minor keys.

B. Outline of Course Topics: The outline should reflect a concise and sequential listing of the content and concepts to be treated in the course.

   Course topics will focus on concepts of music theory, practice techniques, listening and ear training, harmonization, sight-reading, technique (scales and five-finger exercises) and repertoire.

   MUS 1500: Introduction to Piano

   Course Proposal – 6
C. Activities Required of Students: All activities required of students should be listed. Activities might include readings, research or creative papers, class presentations, data collection, projects, creative products, interviews, field experiences, etc.

Students will be expected to attend class regularly, learn new pieces and skills as assigned, practice regularly outside of class, take regular playing or written (theory-based) quizzes in class, and complete larger multi-item exams (i.e. repertoire, scales, harmonization, sight-reading) during week 6, week 12, and finals week of the semester.

D. Evaluation Procedures: Evaluation procedures should be designed to assess the degree of student achievement of course competencies. The grading system used in the course should be explicitly described.

1. This course will utilize the standard A–F university grading scale. Course evaluation will be determined by the instructor and detailed in the course syllabus.

2. Grading breakdown:
   a. 25% Class Participation (Quizzes, attendance, assignments, etc.)
   b. 25% Exam 1 (~Week 6)
   c. 25% Exam 2 (~Week 12)
   d. 25% Final Exam (Week 16, Finals Week)

E. References and Text: If a text will be used, provide one or more examples of possible texts. If readings or other materials will be used, provide a representative listing. If no text or readings will be used, explain why.

_Piano 101, Book 1._ E. L. Lancaster and Ken Renfrow (Alfred Publishing)

F. Justification for Graduate Credit When a Course is Dual Listed: Course outlines must demonstrate a substantial difference between undergraduate and graduate components when courses are dual listed. This difference must involve more than a simple statement that extra work will be required to receive graduate credit. Graduate study must be at a level of complexity and generalization that extends the knowledge and intellectual maturity of the graduate student. Graduate students should be required to analyze, explore, question, reconsider, and synthesize old and new knowledge and skills. Graduate courses must afford the depth of education, the specialized skills, and the sense of creative independence that will allow the graduate to practice in and contribute to a profession or field of scholarship. Graduate courses should be directly related to the purposes and goals of the institution and the degree awarded. Combined instruction of graduate and undergraduate students must be carefully controlled, so as to assure appropriate attention to both groups. A clear distinction must be made in the course outline between assignments and requirements for undergraduates and for graduate students. Decisions regarding graduate credit reside with the Graduate Council.

We do not intend to dual list this course.
Catalog Description
MUS 1500: Introduction to Piano. 1 credit. A beginning group piano class for non-music majors. No prior knowledge of the piano is assumed. Skills covered by the class include the reading and playing of pieces, basic exercises for the development of technique, a variety of short examples based on five-finger positions, and basic music theory. Students work at a digital Roland keyboard in class, which includes weighted keys and individual headphones.
Master Catalog Change Form
Undergraduate

Department: Music (LA-MUSI)  Subject: MUS  Course No.: 1500

Full title of course: Introduction to Piano

Credit hours: ________  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/ipeds/cipcode/resources.aspx?y=55)  24  Fees (if applicable) (must be approved by TBR)

Schedule type: LLB - Combined Lecture/Lab  Instructional Method: CON - Conventional Methodology

Effective Term: Spring 2016

☑️ New course

Abbreviated Title: Intro to Piano  (30 characters only)

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

Course title change

Previous Abbreviated Title:

Course prefix/number change

Previous course prefix/number:

Credit hours change

Previous credit hours:

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:

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

Memo Notes for RaiderNet:

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

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

APPROVED  Vice Provost for Academic Affairs  Date

Print Form  Reset Form

<table>
<thead>
<tr>
<th>Course</th>
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</table>

FOR RECORDS OFFICE USE ONLY

Attributes:

UCC Approved: ______________

Records Entered: ______________
Catalog Description
MUS 1500: Introduction to Piano. 1 credit. A beginning group piano class for non-music majors. No prior knowledge of the piano is assumed. Skills covered by the class include the reading and playing of pieces, basic exercises for the development of technique, a variety of short examples based on five-finger positions, and basic music theory. Students work at a digital Roland keyboard in class, which includes weighted keys and individual headphones.
Proposal 10 of 12
TO: University Undergraduate Curriculum Committee
FROM: (Chair/Director) Michael Parkinson
PROPOSAL WRITTEN BY: Carol Nies
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 Gradning 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.

MUEN 3360/5360 Concert Orchestra

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

Jennifer Vannette - Hall
Signature, Department Curriculum Committee Chair

Date Signed 10/16/15

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 10/16/15

Signature, College Curriculum Committee Chair

Date Signed 10-26-15

Signature, Academic Dean

Date Signed 10-26-15

Signature, University Curriculum Committee Chair

Date approved by UCC

Signature, Academic Affairs Designee

Date approved by Academic Affairs

Updated 8/04/15
Master Catalog Change Form
Undergraduate

Department: Music (LA-MUSI)

Full title of course: Concert Orchestra

Subject: MUEN

Course No.: 3360

Credit hours: 0, 1

Contact hours, if different: 3

Course taught with: ☐ Standard Grading ☐ Pass/Fail

Can be taken multiple times without calculating as repeat? ☐ No ☐ Yes

How many times: 8

Total Hours: 24


Fees (if applicable): ☐ (must be approved by TBR)

Schedule type: MUP - Musical Group Performance

Instructional Method: CON - Conventional Methodology

EFFECTIVE TERM: Spring 2016

☑ New course

Abbreviated Title: Concert Orch

Prescribed requirement (lower division courses only):

☐ Writing ☐ Reading ☐ Math

Course title change

Previous Abbreviated Title:

Course prefix/number change

Previous course prefix/number:

Credit hours change

Previous credit hours:

Grading system change

Change course to inactive status

Change course to active status

Cross-listing of existing course

Cross-list with: MUEN 5360

Other course changes

Course prerequisites/co-requisites/restrictions:

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

Memo Notes for RaiderNet:

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

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

APPROVED ____________________________ Vice Provost for Academic Affairs

Date ________________________________

FOR RECORDS OFFICE USE ONLY

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<thead>
<tr>
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updated 10/29/14
MUEN 3360/5360: Concert Orchestra. 0 to 1 credits. Preparation and performance of outstanding symphonic literature. (No audition required.)
New Course and Course Change Proposal Form

Part I – Course Justification

<table>
<thead>
<tr>
<th>Department</th>
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<td>MUEN</td>
<td>3360/5360</td>
<td>Concert Orchestra</td>
<td>0, 1</td>
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</tbody>
</table>

A. Course Description and Objectives

1. Describe the course, including clinical, internship or other experiential components.

The Concert Orchestra is the symphonic ensemble that is open to all MTSU students to participate without an audition. This allows students who love music and who have played in high school orchestra to continue to perform in an ensemble. Many of these students would not be able to audition successfully for the MTSU Symphony in competition with music majors or students who have had the benefit of many years of private lessons. The Concert Orchestra also offers the opportunity for Music Education students to perform on a secondary string instrument. The Concert Orchestra gives its members an opportunity to expand their technical, intellectual, and musical horizons.

The Concert Orchestra offers the opportunity for music education students to gain conducting experience, work on orchestra repertoire that will be appropriate for their work with young orchestral musicians, and develop their pedagogical skills.

The ensemble offers a unique lab opportunity for composition students and music education students to write for young orchestral musicians and have their works read and performed. Composition students and music education students also have the opportunity to prepare and perform arrangements of symphonic masterworks at a technical level suitable for young orchestral students.

2. Discuss the general and specific objectives of the course.

   a. To rehearse and perform orchestral repertoire of the highest quality, including original symphonic masterworks, standard educational arrangements, student arrangements and student compositions.

   b. To develop and nurture the fundamental skills necessary to perform repertoire of the highest quality.
c. To motivate and inform musicians of all backgrounds—including aspiring music educators—through innovative programming, effective rehearsal technique, and inspiring performance opportunities.

B. Course Justification

1. Indicate the projected enrollment in the course and the probable source of students.

   Enrollment will be 10–50 students.

2. Justify the course in terms of its uniqueness or distinctiveness and in terms of student needs. Discuss the appropriateness of the course in relationship to the role and scope of the department.

   a. The Concert Orchestra will allow students to perform in an orchestral ensemble who cannot/do not wish to (a) audition for the MTSU Symphony, or (b) dedicate the amount of rehearsal and practice time required by the MTSU Symphony.

   b. The Concert Orchestra provides an opportunity for undergraduate music education majors to refine their performance technique on secondary instruments in a less technically demanding setting (i.e., selection of repertoire) while maintaining a high level of quality musicianship.

   c. The Concert Orchestra provides opportunities for student conductors to apply rehearsal and conducting techniques in rehearsal and performance settings.

   d. Offering a non-auditioned orchestral ensemble at MTSU would be in alignment with most other institutions of similar size and scope across the United States.

   e. This ensemble serves as the music education student’s best opportunity to become familiar with the appropriate level of orchestral literature that they will be teaching when they enter the field as a professional music educator. Programming of repertoire is one of the most important skills for music education students to develop.

   f. This ensemble currently serves as one section of the Instrumental Music Lab for undergraduate string music education majors (2 sections required). These students are required to participate in one semester (1 credit) of the ensemble, playing their primary or secondary string instrument. Along with performance experience on a secondary instrument, these students are also placed in an environment where
student conductors are being coached through conducting and rehearsal procedures.

3. Describe how the proposed course relates to other courses in the department curricula and to the total educational curricula of the university. Justify any duplication. When new courses could legitimately be offered by a different department, consult with that department in advance and try to reach a consensus regarding the appropriateness of the course.

Currently, the Concert Orchestra is listed as a sub-section of the MTSU Symphony. This creates issues with not only credit and enrollment, but there are also philosophical differences between the Concert Orchestra and the MTSU Symphony.

Because these two ensembles appear as the same title on student transcripts ("Symphony Orchestra"), it can be challenging for SOM faculty members to properly advise students toward degree requirements. The same course number for two different ensembles creates a great deal of registration problems for the students.

4. Indicate what contributions the course may make toward meeting service and research needs and to the overall efforts of the department, college, and university.

The Concert Orchestra currently serves as both a performing group and laboratory ensemble for undergraduate and graduate students. It provides performance opportunities for non-music majors, rehearsal and performance opportunities for conducting students and music education students who will be future conductors, and opportunities for undergraduate instrumental music education majors to practice their performance skills on secondary instruments.

5. If the proposed course is dual listed, provide a brief rationale for offering the course at both the undergraduate and graduate levels. Also, be sure to include "F" ["Justification for graduate credit when a course is dual listed"] in the course outline described below.

Because there may be graduate students in music and other disciplines who are interested in performing in this ensemble, we intend to list this course at both the undergraduate and graduate levels.

C. Course Integrity

1. Describe any special admission and prerequisite requirements of the proposed new course. List programs presently being offered for which this course will be used to meet requirements. Indicate if the new course will be a service course for other programs.
There will be no prerequisite for enrollment in the Concert Orchestra. This will continue to be a non-auditioned ensemble – students simply register for the course and attend the first class meeting to confirm their intent to participate.

2. Provide a list of faculty members who will teach the course and include pertinent information as to their qualifications. If anticipated growth during the remainder of the current year and for the next year require additional faculty, indicate the number and general qualifications of such new faculty.

Dr. Carol Nies (Director of Orchestras, MTSU) has extensive orchestral conducting experience.

3. Discuss any special physical facilities needed to support the proposed new course, including the adequacy of classrooms, laboratories, teaching and research equipment, and offices.

Current facilities in the School of Music are adequate for the needs of this course.

4. Indicate whether library collections and other learning resource materials are adequate to meet the needs of the course. If they are not, indicate what arrangements have been made to assure that these materials will be available when the new courses offered.

While the Orchestra Department continues to build its library of orchestral literature, there is currently a collection of music suitable (in terms of quality and technical/musical difficulty) for this ensemble.

5. If the course is an area in which professional certification is available, explain how the course will contribute to certification. If the institution plans to seek new certification, indicate the approximate date such certification will be sought.

Not applicable.

6. Discuss the sources and extent of advice and consultation, which have been used in formulating the course, including discussions with other departments and individual faculty members. Indicate whether any consultants have been contacted, especially those whose organizations enjoy widespread recognition in the field.

Sources of advice and consultation of these two proposed changes include the Director of the School of Music and the MTSU Orchestra and String faculty.

D. Course Costs
1. For costs in addition to the existing budget generated by this course, project the estimated expenditures for the remainder of the year, and for the following year. Projected costs should include facilities, faculty, administration, library, research and teaching supplies, internship and clinical expenses, travel expenses, secretarial and technical assistance, computer assistance, and other related costs.

No additional costs needed.

2. Identify the sources of revenue which will be used to meet course costs (if other than normal sources of revenue), including amounts which are available more are expected to be available. Describe any special grants which may be sought to support this course.

Unless the Concert Orchestra shares a concert with another ensemble that necessitates a paid, ticketed event, additional sources of revenue for new sheet music or other special projects would come through the application of instructional and/or creative grants (both internal and external).

E. Comments.

None.
Part II – Course Outline

<table>
<thead>
<tr>
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A. Course Description and Objectives

1. Describe the course, including clinical, internship, or other experiential components.

The Concert Orchestra is the symphonic ensemble that is open to all MTSU students to participate without an audition. This allows students who love music and who have played in high school orchestra to continue to perform in an ensemble. Many of these students would not be able to audition successfully for the MTSU Symphony in competition with music majors or students who have had the benefit of many years of private lessons. The Concert Orchestra also offers the opportunity for Music Education students to perform on a secondary string instrument. The Concert Orchestra gives its members an opportunity to expand their technical, intellectual, and musical horizons.

The Concert Orchestra offers the opportunity for music education students to gain conducting experience, work on orchestra repertoire that will be appropriate for their work with young orchestral musicians, and develop their pedagogical skills.

The ensemble offers a unique lab opportunity for composition students and music education students to write for young orchestral musicians and have their works read and performed. Composition students and music education students also have the opportunity to prepare and perform arrangements of symphonic masterworks at a technical level suitable for young orchestral students.

2. Discuss the general and specific objectives of the course.

a. To rehearse and perform orchestral repertoire of the highest quality, including masterpieces of the standard symphonic literature, MTSU student compositions and new arrangements by MTSU students.

b. To develop and nurture the fundamental skills necessary to perform repertoire of the highest quality.

c. To motivate and inform musicians of all backgrounds—including aspiring music educators—through innovative programming, effective rehearsal technique, and inspiring performance opportunities.
B. Outline of Course Topics
The outline should reflect a concise and sequential listing of the content and concepts to be treated in the course.

Course topics include individual pieces of music that will be performed by the student ensemble. The topics (i.e., musical pieces) will vary, but they will also center on standard symphonic literature and new student compositions and arrangements.

C. Activities Required of Students
All activities required of students should be listed. Activities might include readings, research or creative papers, class presentations, data collection, projects, creative products, interviews, field experiences, etc.

Students will be expected to participate in any concert/public performance of the Concert Orchestra. Typically, each semester will consist of one or two performances on campus. One of these may involve an off-campus performance (e.g., joint concert with area public school ensemble).

Aside from ensemble performances, students will be expected to prepare their music for weekly rehearsals through self-practice outside of class time.

D. Evaluation Procedures
Evaluation procedures should be designed to assess the degree of student achievement of course competencies. The grading system used in the course should be explicitly described.

This course will utilize the standard A–F university grading scale. Course evaluation will be determined by the instructor and detailed in the course syllabus. Evaluation will be based on attendance and preparation of music at ensemble rehearsals as well as performance of the music at concerts.

E. References and Text
If a text will be used, provide one or more examples of possible texts. If readings or other materials will be used, provide a representative listing. If no text or readings will be used, explain why.

Symphonic literature (i.e., sheet music) will serve as the text for this course. Music will be provided for the students.

F. Justification for Graduate Credit When a Course is Dual Listed
Course outlines must demonstrate a substantial difference between undergraduate and graduate components when courses are dual listed. This difference must involve more than a simple statement that extra work will be required to receive graduate credit. Graduate study must be at a level of complexity and generalization that extends the knowledge and intellectual maturity of the graduate student. Graduate students should be required to analyze, explore, question, reconsider, and synthesize old and new knowledge and skills. Graduate courses must afford the depth of education, the
specialized skills, and the sense of creative independence that will allow the graduate to practice in and contribute to a profession or field of scholarship. Graduate courses should be directly related to the purposes and goals of the institution and the degree awarded. Combined instruction of graduate and undergraduate students must be carefully controlled, so as to assure appropriate attention to both groups. A clear distinction must be made in the course outline between assignments and requirements for undergraduates and for graduate students. Decisions regarding graduate credit reside with the Graduate Council.

The current course listing for the Concert Orchestra (MUEN 3300-03 MTSU Symphony) is presently not dual listed. This proposal moves the Concert Orchestra to its own course number, title, and section and requests dual listing for the course.

Graduate students involved in the Concert Orchestra will be Conducting and Music Education students who will be given assignments appropriate to developing the skills necessary for a university-level or high school-level conducting position. These assignments include: score preparation at a professional level (including historical considerations, stylistic considerations, a detailed knowledge of the composer and technical aspects of the instrumental performance techniques involved), score reading at the keyboard, preparation of assigned orchestral arrangements and the development of appropriate conducting skills.

G. Catalog Description

See attached.
MUEN 3360/5360: Concert Orchestra. 0 to 1 credits. Preparation and performance of outstanding symphonic literature. (No audition required.)
Proposal 11 of 12
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: September 22, 2015
FROM: (Chair/Director) Stephen Morris (Department/School/Program) Political Science & International Relations
PROPOSAL WRITTEN BY: Stephen Morris    E-Mail Address: stephen.morris@mtsu.edu
I request that the following item be considered by the Committee: (please check all that apply)

Items for on campus approval

○ Proposed New Course
○ Course Title Change
○ Course Prefix/Number Change
○ Change in Credit Hours
X 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

Items requiring TBR/THEC approval (see UCC handbook Page 7 and Appendix B)

○ New Academic Program: Degree/Minor/Concentration/Certificate
○ Title Change of Degree Program/Concentration
○ Consolidate/Reorganize Existing Academic Program
○ Substantive Change Affecting 18+ Credit Hours since last TBR approval
○ Establish Degree Program from Existing Concentration
○ Program Reactivation
○ Program Termination
○ Revision of Admission/Progression/Graduation requirements

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

Change PS 4040 Pre-law internship from Pass/Fail to traditional grading system

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

[Signature, Department Curriculum Committee Chair]

[Signature, Department Chair]

[Signature, College Curriculum Committee Chair]

[Signature, Academic Dean]

[Signature, University Curriculum Committee Chair]

[Signature, Academic Affairs Designee]

RECEIVED

OCT 8 2015

ACADEMIC AFFAIRS

9/29/15
Date Signed

9/29/15
Date Signed

10-5-15
Date Signed

10-5-15
Date Signed

Date approved by UCC

Date approved by Academic Affairs

Updated 8/04/15
Master Catalog Change Form
Undergraduate

Department: Political Science (LA-PS)  Subject: PS  Course No: 4040

Full title of course: Pre-law internship

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: 


Schedule type: IND - Independent Study  Instructional Method: TWY - Distance Learning: Videoconference

EFFECTIVE TERM: Fall 2016

☐ New course

Abbreviated Title: 

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

☐ Course title change

Previous Abbreviated Title: 

☐ Course prefix/number change

Previous course prefix/number: 

☐ Credit hours change

Previous credit hours: 

☐ 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: PS 2440 or permission of instructor

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

Memo Notes for RaiderNet: 

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

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

APPROVED  Date

Vice Provost for Academic Affairs

FOR RECORDS OFFICE USE ONLY

Attributes:  

UCC Approved: 

Records Entered: 

Course Equivalents Beg End
1.  2.
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5.

updated 10/23/14
Grading System for PS 4040

This internship has four required parts.

1. Internship Goals and Responsibilities essay. Due the first week of your internship. Upload to the Dropbox. During the first week of the internship, students will draft a two to three page essay explaining the responsibilities they will have in their placement, and their goals and expectations for the internship. This essay should address academic goals—what the student hopes to learn about politics and government and law, and its relation to course work completed. The essay should also address professional goals—what the student hopes to learn in terms of behaviors and practices in a professional setting. **Worth 5% of the course grade.**

2. Weekly Journal of your experiences. Each week or more often you must add a minimum 150 word post to your Online Journal here in the Discussion section. Students will maintain a weekly journal where they will discuss their work product, events, experiences, and impressions. The D2L date stamp assures that everyone posts at least once a week. **Worth 15% of the course grade.**

3. Final Internship Paper. This is an evaluation of your internship experiences. Reflect on your internship experience. Did you achieve the goals you originally set out? Were there unexpected benefits of the experience, or unexpected problems that needed to be worked out? What did you do in this internship--the job, the duties, the tasks, the events, and was it worthwhile? Discuss the good parts of the job--what you liked, what you learned, why it was a good experience. Discuss the bad parts of the job--what you didn't like doing, what you didn't feel was helpful, the annoying and petty things that drove you nuts. Would you recommend this internship to others--why or why not? What did you get out of the whole experience? Was it worthwhile? Remember--the papers are for my eyes only and will never be seen by the internship supervisors. I am looking for candid thoughts on what you did and learned. Papers must be typed, double spaced, and uploaded to the Dropbox on or before the due date. As a rule, it should be at least 5 pages. **Worth 15% of the course grade.**

4. Supervisor evaluation form. Your supervisor must either email me the filled out form from their work email or snail mail it to me so that it arrives BEFORE the deadline for the Final Internship paper. YOU are responsible for making sure the form gets to me in time. **Worth 65% of the course grade.** You will get a INCOMPLETE if all four parts are not submitted on time.

**Grading Formula**

- 90 - 100 = A
- 87 - 89 = B+
- 83 - 86 = B
- 80 - 82 = B-
- 77- 79 = C+
- 73-76 = C
- 70-72 = C-
- 67-69 = D+
- 63-66 = D
- 60-62 = D-
- 59 or below = F
New Catalog Description.

Three credit hours. Prerequisites: Senior standing, competitive selection, PS 2440, or by permission of instructor. Familiarizes pre-law students with general law office procedures and an active law environment.
Proposal 12 of 12
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
FROM: (Chair/Director) Dr. Sekou Franklin (Department/School/Program) Urban Studies Minor
PROPOSAL WRITTEN BY: Dr. Sekou Franklin    E-Mail Address: Sekou.Franklin@mtsu.edu
I request that the following item be considered by the Committee: (please check all that apply)

Items for on campus approval

- 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
XXX Non-substantive Revisions in Curriculum of Existing Major, Minor, Concentration
- Other ____________________________

Items requiring TBR/THEC approval (see UCC handbook Page 7 and Appendix B)

- New Academic Program: Degree/Minor/Concentration/Certificate
- Title Change of Degree Program/Concentration
- Consolidate/Reorganize Existing Academic Program
- Substantive Change Affecting 18+ Credit Hours since last TBR approval
- Establish Degree Program from Existing Concentration
- Program Reactivation
  - Program Termination
- Revision of Admission/Progression/Graduation requirements

Brief description of proposed change (attach separate sheet with complete information).
If new course proposal, list title and number of course.
The listing of Urban Studies Minor courses in the course catalog is outdated. The proposed change updates the Urban Studies Minor.

The proposed change will be effective beginning: Spring 2016

_________________________  ___________________________
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

10-9-15

_________________________  ___________________________
Signature, College Curriculum Committee Chair    Date Signed

10-9-15

_________________________  ___________________________
Signature, Academic Dean    Date Signed

Signature, University Curriculum Committee Chair

Signature, Academic Affairs Designee

Date approved by Academic Affairs
Updated 8/04/15
Urban Studies Minor - current

Advisors: Sekou Franklin, Department of Political Science, PH 246; Stephen Morris, Department of Political Science, PH 209A

Students must take 18 hours from the following courses, no more than 6 hours of which may be in a single department.

Select 18 hours from the following:
1. ABAS 4350: Soil Survey and Land Use
2. ABAS 4640: Landscaping
3. FIN/ECON 4310: Problems in Government Finance
4. ECON 4500: Urban and Regional Economics
5. EST 4810: Energy and the Environment
6. GEOG 4370: Urban Geography
7. GEOG 4490: Remote Sensing
8. HIST 4660: American Architectural History
9. HIST 4665: American Urban History
10. PS 3400: Municipal Government
11. PSY 4120: Psychology of Criminal Behavior
12. PSY 4380: Group Dynamics
13. SOC 4511: Social Movements & Social Change
14. SOC 4660: Urban and Community Studies
Urban Studies Minor - new

Advisors: Sekou Franklin, Department of Political Science, PH 246; Stephen Morris, Department of Political Science, PH 209A

Students must take 18 hours from the following courses, no more than 6 hours of which may be in a single department.

Select 18 hours from the following:
1. ABAS 4350: Soil Survey and Land Use (Current)
2. ABAS 4390 - Urban and Sports Turf Soils (New)
3. ABAS 4640: Landscaping (Current)
4. CJA 4220 Community Relations and Minority Problems (New)
5. CMT 3210 - Residential Codes, Regulations, Specifications, and Plan Reading (New)
6. FIN/ECON 4310: Problems in Government Finance (Current)
7. ECON 4500: Urban and Regional Economics (Current)
8. EST 4810: Energy and the Environment (Current)
9. GEOG 4370: Urban Geography (Current)
10. GEOG 4490: Remote Sensing (Current)
11. HIST 4660: American Architectural History (Current)
12. HIST 4665: American Urban History (Current)
13. HIST 4755 - Race and Place: The Struggle for Fair Housing Since 1900 (New)
14. PS 3400: Municipal Government (Current)
15. PSY 4120: Psychology of Criminal Behavior (Current)
16. PSY 4380: Group Dynamics (Current)
17. SOC 4511: Social Movements & Social Change (Current)
18. SOC 4660: Urban and Community Studies (Current)
MEMORANDUM

To: University Curriculum Committee

From: Dr. Sekou M. Franklin

Date: October 1, 2015

Re: Changes to the Urban Studies Minor

As the Coordinator of the Urban Studies Minor, I made some non-substantive adjustments to the program. These include removing a course title from the catalogue (the Department no longer teaches the course), adding several new courses (see the courses in bold) to the minor, and other minor changes.

Please contact if you have any questions or concerns. I can be reached at 615-904-8232 or Sekou.Franklin@mtsu.edu.
Urban Studies Minor

Advisors: Sekou Franklin, Department of Political Science, PH 246; Stephen Morris, Department of Political Science, PH 209A

Students must take 18 hours from the following courses, no more than 6 hours of which may be in a single department.

Select 18 hours from the following:
1. ABAS 4350: Soil Survey and Land Use
2. ABAS 4390 - Urban and Sports Turf Soils
3. ABAS 4640: Landscaping
4. CJA 4220 Community Relations and Minority Problems
5. CMT 3210 - Residential Codes, Regulations, Specifications, and Plan Reading
6. FIN/ECON 4310: Problems in Government Finance
7. ECON 4500: Urban and Regional Economics
8. EST 4810: Energy and the Environment
9. GEOG 4370: Urban Geography
10. GEOG 4490: Remote Sensing
11. HIST 4660: American Architectural History
12. HIST 4670: American Urban History
13. HIST 4755 - Race and Place: The Struggle for Fair Housing Since 1900
14. PS 3400: Municipal Government
15. PSY 4820: Adv Studies in American Politics: Sustainability & Cities
16. PSY 4720: Psychology of Criminal Behavior
17. PSY 4380: Group Dynamics
18. SOC 4511: Social Movements & Social Change
19. SOC 4660: Urban and Community Studies
Urban Studies Minor

1. ABAS 4350: Soil Survey and Land Use
2. ABAS 4640: Landscaping
3. FIN/ECON 4310: Problems in Government Finance
4. ECON 4500: Urban and Regional Economics
5. EST 4810: Energy and the Environment
6. GEOG 4370: Urban Geography
7. GEOG 4490: Remote Sensing
8. HIST 4660: American Architectural History
9. HIST 4670: American Urban History
10. PS 3400: Municipal Government
11. PSY 4120: Psychology of Criminal Behavior
12. PSY 4380: Group Dynamics
13. SOC 4660: Urban and Community Studies

New Courses Added to the Catalogue (Seeking Approval from the UCC)

ABAS 4390 - Urban and Sports Turf Soils (New Course Added to the Catalogue)

PS 4820: Adv Studies in American Politics: Sustainability & Cities

CJA 4220 Community Relations and Minority Problems (New Course Added to the Catalogue)

CMT 3210 - Residential Codes, Regulations, Specifications, and Plan Reading (New Course Added to the Catalogue)

HIST 4755 - Race and Place: The Struggle for Fair Housing Since 1900 (New Course Added to the Catalogue)

Course Removed from the Catalogue (No Longer Taught)

PS 4050: Intro to City and Regional Planning (Remove from the Catalogue)

Minor Change in the Catalogue (Seeking Approval from the UCC)

SOC 4510: Social Movements & Social Change (The Department changed the course to SOC 4511: Social Movements & Social)
Urban Studies Minor

Advisors: Sekou Franklin, Department of Political Science, PH 246; Stephen Morris, Department of Political Science, PH 209A

Students must take 18 hours from the following courses, no more than 6 hours of which may be in a single department.

Select 18 hours from the following:
1. ABAS 4350: Soil Survey and Land Use
2. ABAS 4640: Landscaping
3. FIN/ECON 4310: Problems in Government Finance
4. ECON 4500: Urban and Regional Economics
5. EST 4810: Energy and the Environment
6. GEOG 4370: Urban Geography
7. GEOG 4490: Remote Sensing
8. HIST 4660: American Architectural History
9. HIST 4670: American Urban History
10. PS 3400: Municipal Government
11. PSY 4120: Psychology of Criminal Behavior
12. PSY 4380: Group Dynamics
13. SOC 4511: Social Movements & Social Change
14. SOC 4660: Urban and Community Studies
Hi Dawn,

This Fall we have one 4950 (Public History Internship) at Historic Preservation with Carroll Van West.

We have two 4965 sections. One with you, the other is with Mary Hoffschwelle where the student is working at the Albert Gore Research Center.

These are the internships that are for credit and unpaid. I am not aware of any others. We’ve had a few previous semesters working outside the university.

Let me know if there is anything else that you need.

Yuan-ling

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I am asking just for Fall 2015 as we will start with this and then keep up in following semesters.

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Hi Dawn,

Do you want information for Spring, Summer, and Fall 2015 or just Fall?

Yuan-ling

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Dear James and Yuan Ling:

I need to work with you to get information on current undergraduate internships held by history students. Please let me know the best way to do this. I am looking for the following info:

How many students are involved in internships
Where they are working
Are these paid or not (for credit or not)