University Curriculum Committee

Submissions for
January 29, 2016 meeting

19 total proposals

Total Proposals by College

New Proposals-19 proposals:
Basic & Applied Sciences-0 proposals
Behavioral & Health Sciences-2 proposals
Business-0 proposals
Education-0 proposals
Honors College – 0 proposals
Liberal Arts-13 proposals
Media & Entertainment-2 proposals
University College-2 proposals

(All proposals are scanned in agenda order)
New Proposals

Proposal 1 of 19
TO: University Undergraduate Curriculum Committee

FROM: Chair/Director Name: Marva S. Lucas Dept./School/Program: University Studies Date: 1/12/2016

PROPOSAL WRITTEN BY: Name: Marva S. Lucas E-Mail Address: Marva.Lucas@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.

See attachment.

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

Signature, Dept. Curriculum Committee Chair: Dianne Rust Date Signed: 1/13/16

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: Dianne Rust Date Signed: 1/13/16

Signature, College Curriculum Committee Chair: Dianne Rust Date Signed: 1/13/16

Signature, Academic Dean: Dianne Rust Date Signed: 1/14/2016

Signature, Univ. Curriculum Committee Chair

Signature, Academic Affairs Designee

Updated 8/04/15
Proposal to Change Grading System for READ 1000

The Reading Skills Enhancement course, READ 1000, is required for students deemed to need learning support based on the ACT reading sub score or the COMPASS reading test. To comply with TBR directives, in fall 2015, READ 1000 began to be offered as a co-requisite course to HIST 2020. Reading and History faculty worked together to integrate history assignments into the reading curriculum to develop the reading skills necessary for history and other reading intensive courses.

The current READ 1000 grading structure requires a C or better for successful completion of the course. There are no D’s awarded. In this new structure in which the courses are intimately linked, it is necessary to align the grading structure of READ 1000 with that of HIST 2020, which permits the awarding of D’s. This change also permits further compliance with TBR directives governing co-requisite learning support practices.
Master Catalog Change Form
Undergraduate

Department: University Studies (UC-UNIV)  Subject: READ  Course No. 1000

Full title of course: Reading Skills Enrichment

Credit hours: 3  Contact hours, if different: 4

Course taught with: ☐ Standard Grading  ☑ Pass/Fail

Can be taken multiple times without calculating as repeat?  ☑ Yes  How many times: 


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

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: 

(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  Beg  End  Attributes:  UCC Approved: 

1.  1.  Records Entered: 

2.  2. 

3.  3. 

4.  4. 

5.  5.  updated 10/29/14
Proposal 2 of 19
Cover Memo for Proposed Undergraduate Curriculum Changes
Submit original proposal printed on 1 side only to Provost Office

TO: University Undergraduate Curriculum Committee
FROM: (Chair/Director) Marva Lucas
PROPOSAL WRITTEN BY: Peggy A. Carpenter
I request that the following item be considered by the Committee: (please check all that apply)

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

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 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

Date Signed

Date Signed

Date Signed

Date approved by UCC

Date approved by Academic Affairs

Updated 8/04/15
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: Establish a new concentration: Establish a new concentration in Applied
Leadership within the existing Bachelor of Liberal Studies degree.

PROPOSED EFFECTIVE DATE: Summer 2016

PURPOSE: Establish an online concentration in Applied Leadership within the
Bachelor of Liberal Studies degree program at MTSU. This will allow
MTSU to offer a specialized curriculum that will meet the expressed needs
of Bridgestone Corporation. This concentration will be open only to
employees of Bridgestone and its subsidiaries and is designed around a set
of global leadership competencies articulated by Bridgestone Corporation.
The four specific focus areas of the concentration are: Leadership Theory;
Communication / Problem-solving; Leading Teams; and, Leading People /
Managing Change.

NEED/RATIONALE: MTSU has been approached by Bridgestone Corporation with a request to
offer a series of courses to its employees that relate to and support its
global competencies, as a strategy to address an impending shortfall in
qualified middle management positions. We anticipate a joint
announcement with MTSU, Bridgestone, and the Governor in early
February (at Bridgestone headquarters) announcing this partnership. The
creation of this proposed concentration will allow Bridgestone employees
to apply the credits earned in these applied leadership courses toward a
bachelor’s degree. In many cases, through the combination of prior
learning assessment, utilization of previously earned college credits, and
the applied leadership courses offered in this concentration participants will have the opportunity to complete the requirements for a bachelor’s degree. With the exception of one “intensive” course in each focus area, these courses already exist and all will be taught by MTSU faculty. This new concentration is in keeping with MTSU’s mission of enhancing access and academic opportunity for a diverse student population, including distance learning and other special services and programs for adult learners, first generation, and non-traditional students.

**IMPACT:**

Bridgestone has indicated it wants to require completion of these applied leadership courses of employees for promotion. Bridgestone also offers a tuition-reimbursement program to all employees pursuing completion of a baccalaureate degree. We believe that the combination of the requirement of these courses for promotion and the availability of a tuition reimbursement program will result in a significant number of employees electing to pursue the opportunity to complete their degrees. This concentration is designed to meet that anticipated need, and in doing so, supports the Governor’s “Drive to 55” initiative. We anticipate the possibility of adapting and extending the applied leadership program to other major employers in the future. (e.g., MTSU has already discussed becoming the primary education provider for Nissan North America.) If that happens, this proposed concentration in Applied Leadership may also be opened to employees of these corporate partners.

**Enrollment Projections:**

Estimates of enrollment are conservative and based upon a minimum of 20 Bridgestone employees in each cohort. Assuming a summer/fall initial start, there will be one cohort of 20 students enrolled full-time in year one, followed by two cohorts enrolled full-time in each subsequent year. As the Applied Leadership curriculum will be linked to future promotion opportunities by Bridgestone, we do not anticipate attrition during this portion of the program of study. Once the Applied Leadership curriculum is completed, we anticipate a number of students continuing to enroll on a part-time basis to complete remaining degree requirements. To be conservative, we count these students as part-time students and project that they may have breaks in enrollment.

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
<th>Total Headcount</th>
<th>FTE Headcount</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>20</td>
<td>0</td>
<td>20</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>Year 2</td>
<td>40</td>
<td>0</td>
<td>40</td>
<td>40</td>
<td>0</td>
</tr>
<tr>
<td>Year 3</td>
<td>40</td>
<td>6</td>
<td>46</td>
<td>43</td>
<td>5</td>
</tr>
<tr>
<td>Year 4</td>
<td>40</td>
<td>12</td>
<td>52</td>
<td>46</td>
<td>8</td>
</tr>
<tr>
<td>Year 5</td>
<td>40</td>
<td>20</td>
<td>60</td>
<td>50</td>
<td>10</td>
</tr>
</tbody>
</table>

**PLANS FOR ACCREDITATION:** N/A. There is no specialized accreditation for this major.
The following two items require the completion of separate forms as indicated below.
Do not complete the remainder of this document.

___ 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.

___ 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.

___ 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.
The proposed program requires completion of ___ SCH distributed as follows:

<table>
<thead>
<tr>
<th>Curriculum Component</th>
<th>SCH Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td></td>
</tr>
<tr>
<td>Major Field Core (required of all students in program)</td>
<td></td>
</tr>
<tr>
<td>Concentration (courses specific to the concentration)</td>
<td></td>
</tr>
<tr>
<td>Electives (may be guided or general electives)</td>
<td></td>
</tr>
<tr>
<td>Other (specify, i.e.)</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL SCH:

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

_____ 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.)

_____ 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/thec/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 Certificate Option (Include all existing concentrations before revision.)</td>
<td>Degree</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>B.S.</td>
</tr>
</tbody>
</table>
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.*

Side by side comparison of existing curriculum (no concentration) and proposed curriculum (with concentration) is attached.

5. Intended implementation date for program change: Summer 2016

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

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

THEC Financial Projections form in attached.

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

We do not anticipate any impact on current students or other clientele as this concentration will initially be limited to employees of Bridgestone Corporation. We also do not anticipate any impacts on personnel or fiscal resources, as tuition revenues generated by students in the applied leadership program will exceed any potential expenses.
## ATTACHMENT: Comparison of Curriculum – Proposed B.S. in Liberal Studies with Applied Leadership Concentration

<table>
<thead>
<tr>
<th>CURRENT CURRICULUM – no concentration</th>
<th>PROPOSED CURRICULUM – Concentration in Applied Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hours</strong></td>
<td><strong>Hours</strong></td>
</tr>
<tr>
<td><strong>General Education</strong></td>
<td><strong>General Education</strong></td>
</tr>
<tr>
<td>Communications (9 hours)</td>
<td>Communications (9 hours)</td>
</tr>
<tr>
<td>History (9 hours)</td>
<td>History (9 hours)</td>
</tr>
<tr>
<td>Humanities and/or Fine Arts (9 hours)</td>
<td>Humanities and/or Fine Arts (9 hours)</td>
</tr>
<tr>
<td>Mathematics (3 hours)</td>
<td>Mathematics (3 hours)</td>
</tr>
<tr>
<td>Natural Sciences (8 hours)</td>
<td>Natural Sciences (8 hours)</td>
</tr>
<tr>
<td>Social / Behavioral Sciences (6 hours)</td>
<td>Social / Behavioral Sciences (6 hours)</td>
</tr>
<tr>
<td><strong>No Concentration</strong></td>
<td><strong>Applied Leadership Concentration</strong></td>
</tr>
<tr>
<td>First Area of Emphasis (12 hours)</td>
<td>First Area of Emphasis – Leadership Theory (10 hours)</td>
</tr>
<tr>
<td>Second Area of Emphasis (12 hours)</td>
<td>Second Area of Emphasis – Communication/Problem Solving (10 hrs)</td>
</tr>
<tr>
<td>Culminating Project (3 hours)</td>
<td>Third Area of Emphasis – Leading Teams (10 hours)</td>
</tr>
<tr>
<td></td>
<td>Fourth Area of Emphasis – Leading People / Managing Change (10 hrs)</td>
</tr>
<tr>
<td><strong>Elective Credits</strong></td>
<td><strong>Elective Credits</strong></td>
</tr>
<tr>
<td>4000 Level Elective Courses (12 hours)</td>
<td>4000 Level Elective Courses (12 hours)</td>
</tr>
<tr>
<td>Unrestricted Electives (40 hours)</td>
<td>Unrestricted Electives (27 hours)</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS REQUIRED FOR DEGREE</strong></td>
<td><strong>TOTAL CREDITS REQUIRED FOR DEGREE</strong></td>
</tr>
<tr>
<td>120</td>
<td>120</td>
</tr>
</tbody>
</table>

**Notes:**
- Minimum of 120 total semester hours with 2.0 GPA
- Minimum of 45 upper division hours with a 2.0 GPA
- Minimum of 9 upper division hours earned in major through MTSU
- Minimum GPA of 2.0 in major.
- Minimum of 30 upper division hours earned in major through MTSU
- Minimum of 30 hours must be taken through MTSU
- Minimum of 60 hours of senior college hours
- Minimum of 90 hours must be earned outside the College of Business
Areas of Emphasis/Courses in Applied Leadership Concentration

Each area of emphasis will consist of two 3-hour courses plus a 4-hour course offered in a hybrid format with a one-week intensive face-to-face experience.

**Bold= REQUIRED COURSES**

1. **First Area of Emphasis: Leadership Theory**

   PSY XXXX--Intensive 1 (4 credit hours)
   MGMT 3940 – Business Ethics (Offered Online)

   Choose One
   
   LEAD 3010 – Leadership Theories & Practices (Offered Online)
   MGMT 4200 – Leadership in Organizations (Offered Online)

2. **Second Area of Emphasis: Communication/Problem Solving**

   PSY XXXX--Intensive 2
   MGMT 3890 – Managerial Decision Making (4 credit hours)

   Choose One
   
   COMM 2300 – Interpersonal Communication (Offered Online)
   COMM 3220 – Small Group Communication (Offered Online)
   COMM 4320 – Theories of Persuasive Communication
   PSY 4390 – Persuasion

3. **Third Area of Emphasis: Leading Teams**

   PSY XXXX--Intensive 3 (4 credit hours)

   PSY 4370 – Motivation and Work Attitudes
   PSY 4380 – Group Dynamics

4. **Fourth Area of Emphasis: Leading People/Managing Change**

   PSY XXXX--Intensive 4 (4 credit hours)
   SOC 3770 – Organizational Conflict, Negotiation, and Dispute Resolution
   PSY 4XXX
Proposal 3 of 19
TO: University Undergraduate Curriculum Committee  
RE: Proposed Curriculum Changes  
DATE: 11/12/2015

FROM: (Chair/Director) Greg Pitts (Department/School/Program) School of Journalism

PROPOSAL WRITTEN BY: Greg Pitts  E-Mail Address: greg.pitts@mtsu.edu

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

- [ ] Proposed New Course
- [x] 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
- [x] 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.

**NEW COURSE: JOUR 2720 Digital Media Skills** Foundational skills necessary to create digital platform stories that integrate audio, photo, video, and text. Prerequisite: JOUR/EMC/RIM 1020 American Media & Social Institutions.

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

Signature, Department Curriculum Committee Chair

Date Signed 11/13/15

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 11/12/15

Signature, College Curriculum Committee Chair

Date Signed 11/17/15

Signature, Academic Dean

Date Signed 12/1/15

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

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>Journalism</td>
<td>JOUR</td>
<td>2720</td>
<td>Digital Media Skills</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

A. **Course description and objectives:**

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

This class will provide the foundational skills, taught from a journalism perspective, that are necessary to create digital platform stories that integrate audio, photo, video, and text.

Multiple sections of the course will be taught each semester to ensure that every students in the School of Journalism will have an opportunity to complete this course.

2. Discuss the general and specific objectives of the course.
   - Acquire audio and video recording and editing skills, paired with knowledge of visual aesthetics and composition.
   - Learn to capture and edit photographs with respect to composition and other visual aesthetic elements.
   - Use audio, video, photographs and graphics to tell coherent stories with clear messages.
   - Learn about emerging technologies and their application in relevant media professions.
   - Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
   - Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
   - Apply tools and technologies appropriate for the communications professions in which they work.

B. **Course Justification**

1. Indicate the projected enrollment in the course and the probable source of students. Multiple sections (at least four three-credit sections) will be offered each semester with a maximum enrollment of 18 students per section. The SOJ accrediting organization, limits enrollment in professional courses to no more than 20 and ideally 16 students. Approximately 72 seats per semester will be available for SOJ students; this will meet student need for the course. For Fall 2016, we anticipate offering four to five sections.

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.

To succeed in advanced coursework in the School of Journalism, journalism concentration students need to have a solid foundation of digital skills. To be employable in a media-related field, students must be proficient in contemporary technology. This course begins this path toward digital proficiency. This is a
foundational digital skills course to help students move into concentration-specific coursework with the necessary tools for upper-level content. We recognize that other areas may teach similar skills though not from a journalism perspective; our colleagues in EMC offer a course they teach once per year (EMC 2030 Visual Journalism Production). We do not believe it is academically responsible to ask another unit (or depend on another unit) to teach a content specific foundations class for every student in the School of Journalism.

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.

In the School of Journalism, we recognize the need to offer a foundational course that introduces students to these digital skills. This will avoid remedial instruction in advanced courses and improve content mastery needed for student development. This course would establish a solid base in digital skills to better prepare students for their concentration-specific courses. We are implementing this course to create a contemporary degree program for our students, reflecting changes in our professional fields and changes within journalism education.

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 is offered as a foundational course for SoJ students, in keeping with national accreditation standards for programs in journalism and mass communication. This is not intended to be a service course though we recognize the nature of the material may attract students from other areas seeking to develop digital abilities. We will offer seats to all students, as they are available, after meeting SoJ 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.

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.

This course may eventually become a required class for all students in the School of Journalism as a pre-candidacy course. Our first step is to get the class approved as a new course. Other curriculum changes from the School of Journalism are forthcoming. The prerequisite is JOUR/EMC/RIM 1020: American Media and Social Institutions, our introductory course.
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. Jennifer Woodard
Prof. Leon Alligood
Prof. Rob Jasso
Dr. Tricia Farwell
Anticipated new colleague in journalism. This search is underway.

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 School of Journalism will have available four Macintosh computer labs, each lab equipped with a minimum of 16 computers, in the Bragg Mass Communications Building for student instruction. Additionally, we will use existing recording equipment—audio, video and photographic. Instruction will also include use of students’ mobile devices—smart phones and tablets. In conversation with the dean of our college, the SoJ is committed to using other technology funds to acquire additional equipment in support of this foundational development.

Mark Briggs author of Journalism Next, 3rd edition, copyright 2016, supports teaching this digital skills class with basic equipment. A smartphone or tablet is sufficient. MTSU CIM Director Val Hoeffner advocates teaching this class with iPhones or iPads. This approach has been adopted at other universities. In Digital Skills, we’re teaching visualization, audio aesthetics and software skills.

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.

Existing library collections are sufficient.

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.

With the recognition that our students have been underprepared for upper-level courses and employment in terms of digital skills, a committee was formed to address this deficiency. This committee worked together to develop the proposed course. During this process, the courses and programs of highly-regarded Journalism schools were examined. Val Hoeffner, Director of MTSU’s Center for
Innovation in Media, was a member of the course committee. She is a nationally recognized authority on digital skills and multimedia journalism instruction and practice.

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.

We anticipate technology acquisition expenses of $10,000 or less. After meeting with the Dean of the College of Media and Entertainment, we believe internal support for the class exists. In a given semester, if 30% of the students did NOT have a smart phone or tablet, that would be no more than 27 students. With equipment sharing—a practice we currently follow—about 15 iPads could handle this need with sharing by students.

The current Apple Store price for the Mini is $269. With a case and peripherals, we’ve budgeted $335 per unit and would anticipate purchasing no more than 20 for use by students without their own technology. This totals $6,700. The College of Media and Entertainment already owns about a dozen iPad Mini tablets for student use.

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>
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</thead>
<tbody>
<tr>
<td>Journalism</td>
<td>JOUR</td>
<td>2720</td>
<td>Digital Media Skills</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

A. **Course Description and Objectives**

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

   JOUR 2720 Digital Media Skills: Foundational skills necessary to create digital platform stories that integrate audio, photo, video, and text.

2. Discuss the general and specific objectives of the course.
   - Acquire audio and video recording and editing skills, paired with knowledge of visual aesthetics and composition.
   - Learn to capture and edit photographs with respect to composition and other visual aesthetic elements.
   - Use audio, video, photographs and graphics to tell coherent stories with clear messages.
   - Learn about emerging technologies and their application in relevant media professions.
   - Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
   - Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
   - Apply tools and technologies appropriate for the communications professions in which they work.

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.

- **Blog:** (a) students will learn to blog about topics of their choice and learn to post their assignments (audio, video, photo)
- **Video:** learning to shoot interviews and b-rolls, editing basics to tell a story.
- **Audio:** record sound and interview using digital audio recorder, and edit an audio piece using software applications such as Audacity or Audition or other audio applications.
- **Audio slideshow:** put together a slideshow of photos with narration and/or music.
- **Photography:** shoot photos and perform simple edits using Photoshop or other digital image applications.

C. **Activities Possibly Required of Students**

All activities that could possibly be 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.

As a course to be completed early in a student’s course of study, this class will make a substantial contribution to the School of Journalism’s MT Engage involvement. Students will complete a number of assignments that establish base skills and can become part of their MT Engage e-portfolio.
SUGGESTED ASSIGNMENTS AND SUGGESTED POINT VALUES:
WordPress blog assignment: Build WordPress blog for hosting all course assignments, choose appropriate theme, social media widgets and add one written post about what you hope to learn in this course. 40 points
Photography assignment 1: Demonstrate knowledge of various types of composition, portraits. Edit images using Adobe Photoshop and post to blog. 30 points
Photography assignment 2: Make 7-12 images of one subject that tell a story, edit photographs using Adobe Photoshop and post to blog. 50 points
Audio Assignment: Audio interview, edited and posted to blog. 50 points
Video assignment 1: Demonstrate knowledge of various types of video composition. Edit images using Adobe Premiere or Final Cut and post to blog. 50 points
Video assignment 2: Interview a news subject and demonstrate knowledge of various types of video composition. Edit images using Adobe Premiere or Final Cut and post to blog. 60 points
Quiz and Activity Points: Includes vocabulary quizzes and equipment and software proficiency reviews. 60 points.
TOTAL: 340 points
A = 90%; B=80 – 89.99%; C=70-79.99%; D=60-69.99%. Below 60% = Failure.

D. Proposed Evaluation Procedures
Evaluation procedures should be designed to assess the degree of student achievement of course competencies. Provide an example of an appropriate grading system for the course.

Assignments will include quizzes and proficiency exams to ensure that students know appropriate vocabulary and applied techniques. Also, grades will reflect a student’s project work: completion of assignments, adherence to deadlines and compliance with journalistic standards and ethics. Standards include AP Style, captions with all photographs posted to blog, ethical audio editing, crediting royalty free music and producers.

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.

In this course students will be required to use social and mobile media. Assignments and projects will be posted to your personal blog. They will be shown how to create a blog. Students will need access of appropriate social/mobile accounts such as Twitter, Instagram and YouTube, and other services that may emerge. Students will also need accounts for Evernote and Dropbox or similar services. All social/mobile accounts are free.


E. 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

F. **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.**
JOUR 2720 Digital Media Skills

Foundational skills necessary to create digital platform stories that integrate audio, photo, video, and text. Prerequisite: JOUR/EMC/RIM 1020 American Media & Social Institutions.
Master Catalog Change Form
Undergraduate

Department: Journalism (MC-JOUR)  Subject: JOUR  Course No.: 2720

Full title of course: Digital Media Skills

Credit hours: 3  Contact hours, if different:  

Can be taken multiple times without calculating as repeat?  No  Yes  How many times:  

CIP code: (go to http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55) 09.0001  Fees (if applicable): No

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

EFFECTIVE TERM: Fall 2016

☑ New course  Abbreviated Title: Digital Media Skills

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: EMC/JOUR/RIM 1020 American Media and Social Instit (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

Course Equivalents  FOR RECORDS OFFICE USE ONLY

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<tr>
<th>Course</th>
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Attributes:  

UCC Approved:  

Records Entered:  updated 10/25/14
**SCHOOL OF JOURNALISM - JOURNALISM**
**Upper Division Form 2015–2016**

**MTSU P.O. Box: ________ Phone: __________ E-mail Address: ________**

**Application Instructions:** (1) Fill out form with **BLACK ink** (2) List your grades for all completed courses and sign back of form. (3) Get signatures from the department coordinators of each minor. (4) Get signature from your major adviser. (5) Submit the **completed form and Intent to Graduate** to the School of Journalism (Mass Comm. 249) for Director's approval. **Incomplete forms will not be processed!**

**NOTE: THIS IS NOT THE APPLICATION FOR CANDIDACY!**

### GENERAL EDUCATION REQUIREMENTS

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| HISTORY (6 hours) - Choose two: | | | |
| HIST 2010, HIST 2020, HIST 2030 | | | |

| HUMANITIES/FINE ARTS (9 hours) - Choose 3 with different prefixes, one must be ENGL or HUM: | | | |
| ANTH 2210 | ART 1030 | ART 1920 | DANC 1000, ENGL 2020 or 2030, HIST 1010, 1020, 1110, or 1120, HUM 2610, MUS 1030, PHIL 1030, THEA 1030 | | |
| ENGL/HUM | | | |

| MATHEMATICS (3 hours): | | | |
| MATH 1010 | 1530 | 1630 | 1710 | 1720, 1730, 1810, 1910 | | |

| NATURAL SCIENCES (8 hours) - Choose two with different prefixes: | | | |
| ASTR 1030/1031, BIOL 1030/1031, 1110/1111, 2010/2011 or 2020/2021, CHEM 1010/1011, 1030/1031 or 1110/1111, GEOL 1030/1031 or 1040/1041, PHYS 1110, PHYS 2010/2011 or PHYS 2110/2111, PSCI 1030/1031 or 1130/1131 | | | |

| SOCIAL/BEHAVIORAL SCIENCES (6 hours) - two different prefixes: | | | |
| AAS 2100, ANTH 2010, ECON 2410, GEOG 2000, GS 2010, HHT 1530 & 1531, JOUR/EMC/CRIM 1020, PS 1005 or 1010, PSY 1410, RS 2030, SOC 1010 or 2010, WGST 2100 | | | |

### JOURNALISM CONCENTRATION

(italicized courses are REQUIRED for JOUR candidacy: C or better grade)

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| WRITING/DESIGN REQUIREMENTS (13 hours): | | |
| JOUR 2710 Media Writing | | |
| JOUR 3090/3091 Reporting & Reporting Lab (4 hrs.) | | |
| Choose one: JOUR 3530 Feature Writing or JOUR 4440 Advanced Reporting | | |
| Choose one: JOUR 3450 Editing or VCOMM 2950 Visual Communication Applications | | |

| CONCEPTUAL REQUIREMENTS (12 hrs): Course | | |

| PROFESSIONAL TOPICS (3 hours): | | |
| Choose one: JOUR 3520, 3590, or 4300 | | |

| SPECIAL/SENIOR TOPICS (3 hours): | | |
| JOUR 4800 Seminar Media Issues | | |

| PRACTICUM/INTERNSHIP (1-3 hours): | | |
| JOUR 3580 Practicum | | |
| JOUR 4000 Internship | | |

**Computer Literacy Requirement (3 hours)**

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### FORMS YOU MUST COMPLETE FOR GRADUATION

Submit in Order Listed

1. **CANDIDACY APPLICATION:** During the semester you are completing candidacy courses and 45 hours, submit your candidacy application to the Student Success Center in COMM 230.

2. **UPPER DIVISION & INTENT TO GRADUATE:** At the beginning of your Junior year, submit forms to the School of Journalism after completing all instructions at the top of this page.
SCHOOL OF JOURNALISM - JOURNALISM
Upper Division Form 2015-2016

Name: ___________________________ ID Number: ___________________________

MTSU P.O. Box: ___________ Phone: ___________ E-mail Address: ___________

Application Instructions: (1) Fill out form with BLACK ink. (2) List your grades for all completed courses and sign back of form. (3) Get signatures from the department coordinators of each minor. (4) Get signature from your major adviser. (5) Submit the completed form and Intent to Graduate to the School of Journalism (Mass Comm. 249) for Director's approval. Incomplete forms will not be processed!

*NOTE: THIS IS NOT THE APPLICATION FOR CANDIDACY!

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GRADUATION REQUIREMENTS: Understanding Your 120 Hours

- You must complete a minimum of 120 hours for a B.S. degree.
- You must earn a grade of C or better (C does not count) in each course taken in the College of Mass Communication to graduate.
- You must earn at least 42 hours of 3000/4000 level coursework. 30 of these hours must be earned at MTSU.
- You must earn a minimum of 72 hours outside the College of Mass Communication.
- You must earn at least 60 hours from a four-year institution.
- You must meet the liberal arts and sciences—general education requirements for the university.

JOURNALISM CONCENTRATION

(I italicized courses are REQUIRED for JOUR candidacy: C or better grade)

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FORMS YOU MUST COMPLETE FOR GRADUATION
Submit in Order Listed

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2. Upper Division & Intent to Graduate: At the beginning of your Junior year, submit forms to the School of Journalism after completing all instructions at the top of this page.
**SCHOOL OF JOURNALISM — Journalism**  
Upper Division Form 2016-2017

School of Journalism • Middle Tennessee State University • COMM 249  
P.O. Box 64 • Murfreesboro, TN 37132 • Phone (615) 898-2814 • Fax (615) 898-5862

Name: ___________________________________________________________  
(last)  
(first)  
(middle initial)  
ID Number: _________________________________

MTSU P.O. Box: _______  
Phone: __________________________  
E-mail Address: __________________________

Application Instructions: (1) Fill out form with BLACK Ink. (2) List your grades for all completed courses and sign back of form. (3) Get signatures from the department coordinators of each minor. (4) Get signature from your major adviser. (5) Submit the completed form and Intent to Graduate to the School of Journalism (Mass Comm. 249) for Director's approval. Incomplete forms will not be processed.

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<td>JOUR/EMC/RIM 1020 American Media and Social</td>
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| JOUR 2710 Media Writing |  |  |
| JOUR 2720 Digital Skills |  |  |
| JOUR 3090/3091 Reporting & Reporting Lab (4 hrs.) |  |  |

Choose one: JOUR 3530 Feature Writing or JOUR 4440 Adv. Reporting  
Choose one: JOUR 3450 Editing or VCOM 2950 Visual Comm. Applications

| **CONCEPTUAL REQUIREMENTS (9 hours):** |  |  |
| Choose one: ADV 3060 Issues in Advertising: Sexuality and Gender, |  |  |
| JOUR 3060 Principles of Health Comm. |  |  |
| JOUR 3510 Media History, 3800 Digital & Media Literacy, |  |  |
| JOUR 4210 Mass Comm. & Society, JOUR 4240 TV, Culture, & History, |  |  |
| JOUR 4250 Mass Media Law, JOUR 4660 Media Research, |  |  |
| JOUR 4670 Cultural Approaches to Media, JOUR 4760 Mass Media & |  |  |
| Markets, JOUR 4780 Global News/Media, JOUR 4820 Race, Gender & |  |  |
| Class in Media, JOUR 4850 Ethics & Mass Comm., JOUR Research in Media Issues, VCOM 2910 Intro. Visual Communication |  |  |

| **PROFESSIONAL TOPICS (3 hours):** |  |  |
| Choose one: JOUR 3520, JOUR 3590, or JOUR 4300 |  |  |

| **SENIOR / SPECIAL TOPICS (3 hours):** |  |  |
| JOUR 4800 Seminar Media Issues |  |  |

| **PRACTICUM/INTERNSHIP (1 - 3 hours):** |  |  |
| JOUR 3580 Practicum |  |  |
| JOUR 4000 Internship |  |  |

**MINOR REQUIREMENTS**

All students must declare one minor. This minor must be taken from an area outside the College of Mass Communication. It is recommended that you meet with a minor advisor or a member of the minor department prior to taking courses for your selected minor.

**NOTE:** As a Mass Communication Major, you may take a maximum of 6 hours of Mass Communication courses as credit toward your minors. All minors require at least 3 upper level credits to be taken at MTSU.

**MINOR ADVISERS:** All minor requirements must be stated below before submitting form to School of Journalism.

<table>
<thead>
<tr>
<th>Minor 1 (Non-Media &amp; Entertainment)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Semester</td>
<td>Grade</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Required Hours in Minor

Minor Adviser  
Signature: __________________________

<table>
<thead>
<tr>
<th>Minor 2 (Optional, Non-Media &amp; Entertainment)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Semester</td>
<td>Grade</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Required Hours in Minor

Minor Adviser  
Signature: __________________________
## GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMM 2200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 1010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 1020</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose Two: HIST 2010, HIST 2020, HIST 2030</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities/ Fine Arts (9 hours):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose Three with different prefixes, one MUST be ENGL or HUM; ANTH 2210, ART 1030, ART 1920, DANC 1000, ENGL 2020 or ENGL 2030, HIST 1010, HIST 1020, HIST 1110, or HIST 1120, HUM 2910, MUS 1030, PHIL 1030, THEA 1030</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL/HUM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics (3 hours):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 1010, 1530, 1630, 1710, 1720, 1730, 1810, or 1910</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Sciences (6 hours):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose Two with different prefixes: ASTR 1030/1031, BIOL 1030/1031, BIOL 1110/1111, BIOL 2010/2011, or BIOL 2020/2021, CHEM 1010/1011, CHEM 1030/1031, or CHEM 1110/1111, GEOL 1030/1031 or GEOL 1040/1041, PHYS 1110, PHYS 2010/2011, PHYS 2110/2111, PSCI 1030/1031 or PSCI 1130/1131</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social/ Behavioral Sciences (6 hours):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose Two with different prefixes: AAS 2100, ANTH 2010, ECON 2410, GEOG 2000, GS 2010, HTH 1530, HLTH 1551, JOUR/EMC/RI 1020, PS 1005, PSY 1410, RS 2030, SOC 1010, SOC 2010, WGST 2100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### General Electives: Courses Not Used in Major or Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

**Total Hours**

#### Graduation Requirements: Understanding Your 120 Hours Without These Requirements You Cannot Graduate!

* You must complete a minimum of 120 hours for a B.S. degree.
* You must earn a grade of C or better in each course taken in the College of Media and Entertainment.
* You must earn 42 hours of 3000/4000 level coursework, 30 of these hours must be taken at MTSU.
* You must earn a minimum of 72 hours outside the College of Media and Sciences or liberal arts and at least 5 hours at a 3000 level and above.
* You must earn 60 hours from a four-year institution.
* You must meet the liberal arts and sciences - general education requirements for the university.

#### Forms You Must Complete For Graduation

Submit in Order Listed

- Candidacy Application: After 45 hours and required courses, complete with Advisor.
- Upper Division Form: At the beginning of your Junior year, complete with Advisor.
- Intent to Graduate: Complete and turn in with your Upper Division Form.

---

**Student:** 

**Major Adviser:** 

**Director, School of Journalism:**

**Date:** 

**Date:** 

**Date:**
Comments on new course proposal JOUR 2720 Digital Media Skills

Billy Pittard
Mon 11/16/15 4:15 PM

To: Kevin McNulty; (College of Media and Entertainment Curriculum Committee Chair)
Cc: Greg Pitts;
Bing Maps

Kevin,

I have reviewed the proposal for this new course and discussed it with Greg Pitts. Considering that this is a very light version of digital media skills and that those skills are presented for a journalistic perspective, I do not have any objections to this new course.

Billy Pittard

Department Chair, Electronic Media Communication
Middle Tennessee State University
MTSU Box 58 • COMM 250
Murfreesboro TN 37132
Office: 615-898-5867
billy.pittard@mtsu.edu
http://emc.mtsu.com/
Proposal 4 of 19
Cover Memo for Proposed Undergraduate Curriculum Changes
Submit original proposal printed on 1 side only to Provost Office

TO: University Undergraduate Curriculum Committee
FROM: (Chair/Director) Billy Pittard
RE: Proposed Curriculum Changes
DATE:__11/17/15____

PROPOSAL WRITTEN BY: Marc J. Barr
E-Mail Address: marc.barr@mtsu.edu

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

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

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
- [X] 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.

Create a standalone degree program from the existing Animation concentration in the department of Electronic Media Communication in the College of Media and Entertainment.

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
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: Establish a freestanding degree program in Animation from an existing concentration for more accurate representation of title to the workplace.

Degree Designation [or] Type of Certificate:
Bachelor of Science in Animation
Formal Degree Abbreviation Title of Proposed Program to be established or impacted

Proposed Degree [or] Certificate CIP & SOC Codes: 50.0102

Concentrations: n/a

Proposed CIP & SOC Codes:

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

The Cover Page documents the President’s support and that the proposal has been reviewed and approved through the established institutional processes. Collaborative programs require the President’s signature from all participating institutions.
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: Establish a freestanding degree program in Animation from an existing concentration for more accurate representation of title to the workplace.

PROPOSED EFFECTIVE DATE: August 2016

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

We are requesting this change for a more accurate representation of Animation to the workplace.

This has been the goal of the program for a number of years, but it has only been with the recent change in college administration that there has been any support for this change.

For many years all programs in the College, with the exception of those in the Department of Recording Industry have shared one degree and have used one agency for accreditation. This resulted in a forced conforming of various programs with very intents and purposes.

The department of Electronic Media Communication is no longer going to be included in the programs accredited by the current agency ACEJMC.

The College of Media and Entertainment, formerly Mass Communication, is the only one of its kind within the TBR system as are a number of programs offered within it. The College is home to programs not only unique to the TBR system, but also have regional and national reputations.

The College and The Department of Electronic Media Communication have recently undertaken a rebranding process in order to evaluate and redefine their programs in a rapidly changing media landscape. This has included reevaluating structure, accreditation and to regroup its programs and build on its existing strengths.

We have created a student-centered environment conducive to learning and personal expression. The program contains a broad array of classes. We have a diverse group of students with a strong
extracurricular program providing experiential, networking and extended learning opportunities. We have begun to modify our program and maintain contact with faculty at a feeder community college to facilitate a smooth transfer of students from their programs. Our faculty have received national and international recognition for their creative work and service to professional organizations.

We have developed curriculum that gives students the opportunity to work with the latest in technology and encourages them to think logically, critically, and creatively and to make sound judgments with an awareness of ethical, moral, and aesthetic values.

NEED/RATIONALE: (What is the justification for making this proposal at this time?)

The program in Animation has existed for over twenty years within the department.

It has mainly experienced steady growth over time and currently has 135 students who have declared this as their “major” and additionally serves those from other programs. Over the years we have added depth and breadth to the curriculum and faculty. In order to be able to accommodate growth in this area, the Provost has agreed to the hiring of a new full time temp faculty for the upcoming academic year.

There is no other degree program in Tennessee specifically in Animation and few in the region.

Our alumni have won Academy Awards and Regional Emmys. They have found employment at the national level and work on major motion pictures, videogames and television. They also have found employment within the region and state with a growing number starting their own small companies and freelancing.

With recent changes in our college administration, restructuring and rethinking of our accreditation needs, we believe it is timely to establish a freestanding degree program from this existing concentration. It has demonstrated a steady enrollment and graduation rate and recognition as a freestanding degree does not compromise the existing degree and does not require new faculty resources. Given this growth and individual nature, we feel it is in the best interest of the program and students to raise its visibility and focus by removing it from the current degree umbrella of Mass Communications.

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).

This change will not impact fiscal resources, diversity or other clientele. It will not cause any change in curriculum or requirements for graduation. Students currently enrolled will not be required to transition, but will have the option. Immediate advantage to those students already in the program to change to the new degree will be greater visibility and ease of identification of their program of study by potential employers.

PLANS FOR ACCREDITATION:

Existing program has already been accredited by ACEJMC, which accredits other programs in the college.
The following two items require the completion of separate forms as indicated below. Do not complete the remainder of this document.

___ 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.

___ 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.

___ 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.

The proposed program requires completion of ___ SCH distributed as follows:

<table>
<thead>
<tr>
<th>Curriculum Component</th>
<th>SCH Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td></td>
</tr>
<tr>
<td>Major Field Core (required of all students in program)</td>
<td></td>
</tr>
<tr>
<td>Concentration (courses specific to the concentration)</td>
<td></td>
</tr>
<tr>
<td>Electives (may be guided or general electives)</td>
<td></td>
</tr>
<tr>
<td>Other (specify, i.e.)</td>
<td></td>
</tr>
</tbody>
</table>

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

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.

X 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/thec/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><strong>Title of Old Program or Certificate Option (Include all existing concentrations before revision.)</strong></td>
<td><strong>Title of New Program Certificate, or Concentrations existing after revision is approved.</strong></td>
</tr>
<tr>
<td>B.S. 09.0102.00</td>
<td>B.S. 09.0102.00</td>
</tr>
</tbody>
</table>

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.*

Before and after Curriculum is provided in attachment A.

5. Intended implementation date for program change: Fall 2016

6. For terminations, date phase-out period will end: Summer 2019

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

No new costs are associated with implementation of this major as it already exists as a concentration within the B.S. in Mass Communication.

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

The change to a stand-alone major, rather than a concentration within another degree, will provide students and graduates with a more clearly defined program of study when entering the work force and or graduate school. This will benefit all students equally, including members of diverse and under-represented groups. This change will not impact fiscal resources as all courses, faculty, and laboratories are already in place within the existing concentration. It will not cause any change in curriculum or requirements for graduation. Students currently enrolled will have the option of remaining in the existing concentration within the Mass Communication major or changing to the new Animation major.
## CURRENT CURRICULUM

<table>
<thead>
<tr>
<th>General Education</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Media &amp; Entertainment Core</td>
<td>9</td>
</tr>
<tr>
<td>EMC/JOUR/RIM 1020 - Am, Media &amp; Social Inst. (3hrs)</td>
<td></td>
</tr>
<tr>
<td>EMC 3020 - Writing for the Electronic Media (3hrs)</td>
<td></td>
</tr>
<tr>
<td>EMC / JOUR 4250 - Mass Media Law (3hrs) OR</td>
<td></td>
</tr>
<tr>
<td>EMC 3650 - Free Express, Mass Media, &amp; the American Pub. (3hrs) OR</td>
<td></td>
</tr>
<tr>
<td>PHOT 4190 - Ethics &amp; Law for Visual Communicators (3hrs)</td>
<td></td>
</tr>
<tr>
<td><strong>Animation Requirements</strong></td>
<td><strong>39</strong></td>
</tr>
<tr>
<td>EMC/PHOT 1050 - Basic Digital Photography and Imaging (3hrs)</td>
<td></td>
</tr>
<tr>
<td>ANIM 1300 - Animation and the Illusion of Motion (3hrs)</td>
<td></td>
</tr>
<tr>
<td>EMC 2120 - Sight, Sound, and Motion (3hrs)</td>
<td></td>
</tr>
<tr>
<td>EMC 2130 - Introduction to Field Video Production (3hrs)</td>
<td></td>
</tr>
<tr>
<td>EMC 3040 - Motion Graphics I (3hrs)</td>
<td></td>
</tr>
<tr>
<td>ANIM 3300 - Introduction to Digital Animation (3hrs)</td>
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</tr>
<tr>
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<td></td>
</tr>
<tr>
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</tr>
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</tr>
<tr>
<td>ANIM 4310 - Advanced Digital Animation II (3hrs)</td>
<td></td>
</tr>
<tr>
<td>ANIM 4400 - Animation Seminar I (3hrs)</td>
<td></td>
</tr>
<tr>
<td>ANIM 4410 - Animation Seminar II (3hrs)</td>
<td></td>
</tr>
<tr>
<td>Elective selected from Mass Communication courses (3hrs)</td>
<td></td>
</tr>
<tr>
<td><strong>Required Art Minor</strong></td>
<td><strong>18</strong></td>
</tr>
<tr>
<td>ART 1610 - Two-Dimensional Design (3hrs)</td>
<td></td>
</tr>
<tr>
<td>ART 1620 - Drawing I (3hrs)</td>
<td></td>
</tr>
<tr>
<td>ART 1630 - Three-Dimensional Design (3hrs)</td>
<td></td>
</tr>
<tr>
<td>ART 1640 - Drawing II (3hrs)</td>
<td></td>
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<tr>
<td>Upper-division Art elective (3hrs)</td>
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</tr>
<tr>
<td>Art Elective (3hrs)</td>
<td></td>
</tr>
<tr>
<td><strong>Computer Literacy Requirement</strong></td>
<td><strong>3-4</strong></td>
</tr>
<tr>
<td>CSCT 1150 - Computer Orientation (3hrs) OR</td>
<td></td>
</tr>
<tr>
<td>CSCT 1160 - Introduction to Computing (4 hrs)</td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td><strong>9-10</strong></td>
</tr>
<tr>
<td><strong>TOTAL CREDITS REQUIRED FOR DEGREE</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

## PROPOSED CURRICULUM

<table>
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</tr>
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</tr>
<tr>
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<td>ART 1630 - Three-Dimensional Design (3hrs)</td>
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<td>ART 1640 - Drawing II (3hrs)</td>
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<td>CSCT 1160 - Introduction to Computing (4 hrs)</td>
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### Term and Declared Animation Majors

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### Total Animation Graduates per Academic Year

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### Intending to Graduate 2015-2016

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(Additional information is coming from Tim in Advising in regards to other graduates receiving a BS in Mass Comm.)
Creating animation involves a complicated blend of art, science and communication. When Big Idea/Dreamworks in Franklin, TN is making hiring decisions, we always look for candidates who have a good grasp of this balance. However, the ‘art’ side is usually the single most important qualification.

For this reason, a student with an Animation degree would be given a greater degree of consideration than one with a degree in Mass Communication. The attainment of an animation degree would be a stronger indicator that the student has been exposed to the foundational art skills as well as the technical skills and conceptual thinking required to be successful in the industry.
Dear Mr. Barr,

An "Animation" specific degree seems like a great idea! It could be paramount to the decision making process for hiring managers in this field as it for other industries as well. A specialized degree speaks volumes for a candidate. In a hypothetical scenario, a hiring manager is looking for a 3D character animator - not a camera operator, journalist, or film producer - and they can tell right away that someone with an animation degree has at least a little experience with character animation when it's a part of their degree title.

With the knowledge that a degree will never replace a good demo reel or portfolio - but instead support it - 9 times out of 10, I'd personally choose the candidate with a focused degree. This is especially true since the market is extremely competitive at the moment.

"Mass Communications" encompasses a wide variety of tools and skills, all of which are extremely focused and complex in their own right - animation is arguably on the higher end of that spectrum since the knowledge gained from general Mass Comm courses is expected, and utilized in every-day projects on top of specialized skills gained from the animation path.

Please forgive any repetition. I hope this helps.

Sincerely,
Brad Applebaum
3D Modeler

Magnetic Dreams, Inc.
2525 Lebanon Pike, Bldg C, Suite 101, Nashville, TN 37214
Ph 615.885.6801 | Fx 615.889.4768 | www.magneticsdreams.com
brad.applebaum@magneticsdreams.com

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December 17, 2015  
525 Patriot’s Pointe Drive  
Yanceyville, NC 27278

To Whom It May Concern:

Since 2001, I have worked at Piedmont Community College as the Coordinator and Instructor of the Digital Effects & Animation Program. I have served on a number of hiring committees for full-time instructors and adjuncts for our program. From 1998 through 2001, I was the graphics coordinator at the Mississippi State University Television Center and I served on several hiring committees. I would like to express my hearty support for the development of a degree in animation at Middle Tennessee State University. I believe this change would improve the relevance of the program, increase potential student recruitment, and it would help students to find employment upon graduation.

As an alumnus who graduated with a bachelor’s in Mass Communication, RATV with an emphasis in Digital Effects & Animation, from MTSU, I can attest that the MTSU faculty provides excellent preparation for careers in the field. When I attended classes at MTSU there were very few schools offering such a comprehensive education in computer graphics and animation. Marc Barr was responsible for developing and delivering an excellent curriculum program. I support any changes that will increase public recognition of this program.

Now more schools are offering such degrees. Having a simple and clearly named degree would make it easier for students to find MTSU when they are seeking the right degree program. More students are likely to do a Google search for “animation degree” than “mass communication”. Likewise, employers will make the right associations with “animation degree” over “mass communication” degrees.

Please let me know if you have any questions about my support of the development of an animation degree at MTSU. I may be reached by phone at (336) 694-5707 and by email at paula.hindman@piedmontcc.edu.

Sincerely,

Paula Hindman

Paula Hindman
Digital Effects & Animation, Piedmont Community College
To whom it may concern,

I would like to say that I truly enjoyed my experience as a student and graduate of MTSU with a degree in Mass Communication. The education that I received has been instrumental in my success, and has afforded me the opportunity to start and build a successful production company specializing in video production and animation. However, prior to the founding of my company I found it difficult to find job opportunities in the animation field due to the fact that I had to explain my Mass Communications degree. It would have simplified the process a bit if my degree had been in Animation and not Mass Communication.

Now as an employer, I realize that I am more likely to respond to prospects that have specific degrees in animation. It distinguishes them from other applicants, and assures me that the prospect has the precise education and qualifications that I require. I urge you to consider offering a degree in Animation specifically.

Thank you for your consideration.

Chris O’Conner
Principal/Founder
Prodigi Arts
cconner@prodigiarts.com
www.prodigiarts.com
December 3, 2015

Marc J. Barr  
Professor  
Dept. of Electronic Media Communication  
Middle Tennessee State University  
Box 58  
Murfreesboro, TN 37132  
615-898-5118

Mr Barr,

At Magnetic Dreams we have hired several graduates of the MTSU Mass Communications program over the last 24 years. For several years we have found it unusual that they continue to come to us with a Mass Communications degree rather than an Animation degree that is obviously more descriptive of their skills and training. It was not uncommon for students with an animation focus to have varying degree titles in the early years animation was being taught at institutions of higher learning, but for many years now the Animation degree has been the common nomenclature.

Since we have a unique history with your program and have had employees who have taught or otherwise been involved with your program after graduation, we have known to look past the degree title. Otherwise we quite possibly would have flagged these students as having degrees in editing and video production, a much less common hire at our facility.

I would strongly believe that Mass Communication degree works against these students as they apply to facilities that do not have our familiarity with your system. MTSU has a strong animation program and graduates students that are immediately capable of creating professional work. As a frequent employer of animation students I can assure you that is a true rarity. I would hope that you would consider correctly labeling these graduates with an Animation degree to give them their proper representation in the job market.

Sincerely,

Michael J. Halsey  
President, Magnetic Dreams Animation Studio
Thursday, December 3, 2015

Marc J. Barr
Professor
Dept. of Electronic Media Communication
Middle Tennessee State University
Box 58
Murfreesboro, TN 37132
615-898-5118

Marc,

This letter is in regards to your proposal to the Tennessee Board of Regents concerning the creation of a separate degree for the Digital Animation program, and the desirability of such a degree by employers. As a manager and producer of live broadcast operations I would find a degree specifically in the concepts and application of digital animation very desirable in an employee.

The complexity of graphics systems for live production and broadcast have increased significantly in recent years to meet the demands of visually complex video programming. This includes the use of different combinations of graphic elements such as 3D and 2D motion graphics, integrated video elements, and textual elements brought together in layered compositions. An example of this can be seen in contemporary news programming where it is no longer acceptable to have simple graphics on the screen but instead to employ complex visual elements to tie the newscast together and hold the viewer’s attention.

In order to meet the demands of this growing visual complexity the employment of a graphic designer or digital artist with specific and in-depth knowledge in the concepts of digital animation and compositing is more desirable than someone with a cursory knowledge. Also, when the costs and time constraints of such productions and software are taken into consideration; the use of an educated designer and animator is much more useful and needed.

In closing, a degree that is specific to digital graphic design, animation, and compositing would be more useful to me as an employer than a discipline within a different degree program. It would aid in the creation of higher quality productions in less time and allow for more creative and interesting visuals that could potentially add more viewers to the broadcast.

Sincerely,

Brent Walters
Director of Engineering and Broadcast Operations
The Coin Vault
To Whom it May Concern:

I understand that Professor Marc Barr in the Middle Tennessee State University Department of Electronic Media Communication has begun an initiative to create a degree program specifically named for the Animation program that is currently part of the Mass Communication program, rather than issue students completing it a Mass Communication degree with a concentration in Animation. I write to you today to express my support of this idea.

As a 2005 graduate of the program and working professional in the VFX/Animation industry, currently as an artist at Blue Sky Studios, I can personally speak to the fact that having a degree titled more specifically what it actually represents would be a great help in the employment search and interviewing process. While I have been successful in my career to date, there is always an explanation process that occurs when potential employers read through my academic history. If students were issued degrees titled Animation, or Digital Animation, or something to that effect, they would be more likely to be considered for positions in these fields than someone with a more ambiguously titled (in this instance) Mass Communication degree. In such a competitive industry, you want to leave nothing to chance!

I support Professor Marc Barr's initiative. Please feel free to contact me with any questions or concerns!

Sincerely,

Mikki Rose

--

Mikki Rose
Blue Sky Studios Fur TD
SIGGRAPH 2016 Production Sessions Chair
November 25, 2015

Marc J. Barr
Professor
Dept. of Electronic Media Communication
Middle Tennessee State University

Re: Digital Visual Arts and Technology Sector Degrees

Marc,

For 22 years I have co-owned and operated Magnetic Dreams Incorporated, one of the largest animation studios in the south. In recent years I have served on the Trans Media Council for Metropolitan Davidson County and have worked closely with the TN Film, Entertainment and Music Commission to grow a concentration of digital content creators within Tennessee.

Studios within TN, the states and abroad are searching for institutions with a reputation of graduating the best talent with specialized degrees. It is critical for programs offered by Tennessee schools to be just as competitive as the job market workers will be attempting to enter. After all, graduates are competing for jobs in a global pool of potential candidates. Therefore, to succeed we must elevate these programs to stand on their own and hold them to the highest standards.

To that end, it is my personal and professional recommendation for MTSU to offer more specialized degrees for each sector of our field including (but not limited to) Animation and Game Development. These degrees would encompass many industry positions including (but not limited to), broadcast design, motion graphics, digital asset creation, modeling, shading, texturing, rigging, 2D animation, 3D animation, character design, production design, storyboarding, matte painting, tracking, visual effects, game programming, game asset creation, VR (virtual reality), AR (augmented reality), lighting, rendering, compositing, editing, and technical direction to name a few.

Best,

Donald H. Culwell
Executive Vice President
Magnetic Dreams Incorporated
To Whom It May Concern:

The question at hand is the relevance of the title of a degree possessed by a potential job applicant:

There is no question that I immediately make judgments based upon the title and type of the degree held by an applicant. In fact, it can be one of the first things I take note of to determine if the application is even relevant to the open position.

My company has been in business for 12 years in the Middle Tennessee area and we employ 10 full time staff and over 30 contracted/1099 freelance operators. I am familiar with not only the name of each college, but the specific degree each and every one of these employees have earned.

A media-based degree needs more specification than ever as the field of media in general (including management, production, and even education) has become so broad. Vague titles like “Mass Communications” or “Media Arts” are no longer applicable or helpful when trying to determine the appropriate skill set of a recent graduate.

I hope you find this information helpful. I am eager to discuss this further if my experience or opinions might be of help.

Respectfully,

[Signature]

Nicholas E. Dugger
Owner and Founder
TNDV: Television, LLC.
515 Brick Church Park Drive
Nashville, TN 37207
m: 615.585.6528
fax: 615.246.7120
www.TNDV.com
Proposal 5 of 19
TO: University Undergraduate Curriculum Committee  
RE: Proposed Curriculum Changes  
DATE: 23 Nov 2015  
FROM: (Chair/Director)Dr Jenny Sauls, Director SON  
(Department/School/Program) School of Nursing (SON)  
PROPOSAL WRITTEN BY: Dr. Amanda Flagg  
EMAIL Address: Amanda.Flagg@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

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

The proposed change will be effective beginning: Spring _______ semester 2017 _______ year  

Signature, Department Curriculum Committee Chair  

Date Signed:  

23 Nov 2015

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:  

11/33/15

Signature, College Curriculum Committee Chair (Colelough)  

Date Signed:  

12/04/15

Signature, Academic Dean  

Date Signed:  

1/21/16

Signature, University Curriculum Committee Chair  

Date approved by UCC

Signature, Academic Affairs Designee  

Date approved by Academic Affairs

Updated 8/04/15
Proposed changes to be made to the Undergraduate Traditional BSN Program for Spring 2017

1st Semester Sophomore Year

1) Biol 2030 Micro* - The number of credit hours will decrease from 4 to 3 credit hours. This course will be geared toward prospective nursing students to be developed and taught by the Biology Department. A change in course number will be assigned by the Biology Department. In talking with Lynn Boyd, chair of Biology, she plans to have the course prepared for Spring 2017. Submission for the course proposal is made by the School of Nursing.

2) NURS 3390 Mental Health Clinical – The number of credit hours will increase from 1 to 2 credit hours. The credit hour will be moved from Biol 2030 Micro*
Master Catalog Change Form
Undergraduate

Department: Nursing (BH-NURS)  Subject: BIOL  Course No.: 2030

Full title of course: Microbiology  
(100 characters only)

Credit hours: 3  Contact hours, if different: 
Course taught with: ☐ Standard Grading ☐ Pass/Fail

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

CIP code: (go to http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55) 26  Fees (if applicable): 
(must be approved by TBR)

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

EFFECTIVE TERM: SPRING 2017

☐ New course  Abbreviated Title: 
(30 characters only)

Prescribed requirement (lower division courses only):

☐ Writing  ☐ Reading  ☐ Math

☐ Course title change  Previous Abbreviated Title: Microbiology

☐ Course prefix/number change

☐ Credit hours change  Previous course prefix/number: 

☐ Grading system change  Previous credit hours: 4

☐ 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

Print Form  Reset Form

FOR RECORDS OFFICE USE ONLY

Attributes: UCC Approved:

1.  
2.  
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5.  

Records Entered:  

updated 10/29/14
Master Catalog Change Form
Undergraduate

Department: Nursing (BH-NURS)  Subject: NURS  Course No.: 3390

Full title of course: Mental Health Clinical

Credit hours: 2  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)  51  Fees (if applicable)  (must be approved by TBR)

Schedule type: CLN - Clinical  Instructional Method: CLN - Clinicals

EFFECTIVE TERM: Spring 2017

☐ New course  Abbreviated Title:  (30 characters only)

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

☐ Course title change  Previous Abbreviated Title: N/A

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

☒ Credit hours change  Previous credit hours: 1

☐ 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:  NURS 3380

(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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updated 10/29/14
TO: University Undergraduate Curriculum Committee  
FROM: (Chair/Director) Dr. J Sauls, Director SON  
PROPOSAL WRITTEN BY: Amanda J. Flagg, PhD, RN  
E-Mail Address: Amanda.Flagg@mtsu.edu  
I request that the following items be considered by the Committee: (please check all that apply)

**Items for on campus approval**

- [ ] Proposed New Course
- [X] Course Title Change
- [X] Course Prefix/Number Change
- [X] 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.

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

**Signature, Department Curriculum Committee Chair**

**Signature, College Curriculum Committee Chair (Calcolough)**

**Signature, Academic Dean**

**Signature, University Curriculum Committee Chair**

**Signature, Academic Affairs Designee**
Proposed changes to be made to the Undergraduate Traditional BSN Program for Fall Semester 2016.

2nd Semester Sophomore Year

1) NURS 3030 Health Assessment – The number of credit hours will increase from 2 to 3 credit hours. More time is required to allow students to learn and apply critical aspects of health assessment. The original allocation of 2 credit hours was not allowing students adequate time to meet all course objectives. This credit hour will be moved from NURS 3350.

2) NURS 3041 Clinical Skills Lab – One credit hour of content is being moved from NURS 3540 Caring for Adults with Health Deviations I Clinical (2nd Semester Junior Year) to this lab that will enable students to learn basic nursing skills in preparation for clinical opportunities presented in NURS 3360 Clinical settings. This will initiate both a lab title and course number.

3) NURS 3042 Basic Dosage Calculation – One credit hour of content is currently a self-directed learning module. This content is being moved from NURS 3170 Pharmacology in Nursing as students are experiencing a great deal of difficulty learning and understanding this content that is vital to patient care in terms of patient safety. It will be presented as a one credit hour course initiating a course title and number. One credit hour is being moved from NURS 4340 Caring for Adults with Health Deviations II clinical.

1st Semester Junior Year

4) NURS 3350 Introduction to Nursing Practice Theory – The number of credit hours will decrease from 5 to 4 credit hours. The introduction of content focusing on basic nursing skills will now be located in NURS 3041. Enhancement of medication administration principles will continue by being threaded throughout the curriculum strengthening student retention of these vital principles.

5) NURS 3380 Caring for Clients with Mental Health Alterations Theory – This course will move from 2nd Semester Senior Year to 1st Semester Junior Year initiating a course number change from NURS 4550 to NURS 3380. This movement will serve to strengthen student communication skills with patients and will support their understanding of mental alterations earlier in the program. Several semesters of student and faculty input have noted that having this course placed at the end of the program was not helpful in these areas. This knowledge needs to be introduced earlier in the curriculum to enhance student understanding and success.

6) NURS 3390 Mental Health Clinical – This clinical was part of a combined clinical experience paired with Community Clinical, NURS 4560 that is now taught in the last semester of the program. Faculty and student feedback determined that the community and mental health clinical components of this combined clinical was difficult to understand. Conceptually there are significant differences in support of didactic content coming from two distinct courses that are considered separate specialties in their own right. NURS 3390 (the new Mental Health Clinical) will carry one credit hour as a stand-alone clinical.
Due to the move, a new course number has also been assigned. The credit hour is taken from **N3530**, Caring for Adults with Health Deviations I Theory.

**2nd Semester Junior Year**

7) **NURS 3530** Caring for Adults with Health Deviations I Theory – The number of credit hours will decrease from 5 to 4 credit hours. All course objectives can be met with this decrease and the credit hour will support **NURS 3390** (newly assigned course number).

8) **NURS 3540** Caring for Adults with Health Deviations I Clinical – The number of credit hours will decrease from 4 to 3 credit hours. The credit hour will move to **NURS 3041** Clinical Skills Lab.

9) **NURS 3580 Health & Gerontology** - This course will be moved from 2nd Semester Sophomore Year to 2nd Semester Junior Year initiating a course number change from **NURS 3370** to **NURS 3580**. This move will enhance student understanding to Adults with Health Deviations appreciating the influence of physical and developmental age to the human condition.

**1st Semester Senior Year**

10) **NURS 4330** Caring for Adults with Health Deviations II Theory - The number of credit hours will decrease from 5 to 4 credit hours. All course objectives can be met with this decrease and the credit hour will support content presented in **NURS 4590** Capstone Clinical.

11) **NURS 4340** Caring for Adults with Health Deviations II Clinical – The number of credit hours will decrease from 4 to 3 credit hours. This credit hour will support the credit hour given to **NURS 3042** Basic Medication Calculation.

12) **NURS 4370** Caring for the Community as Client Theory – This course is moving from 2nd Semester Senior Year to 1st Semester Senior year. This move will complement knowledge and experience gained from **NURS 4330/40** and **NURS 4590** and the move will initiate a change in course number from **NURS 4540**.

13) **NURS 4380 Community Clinical** –This clinical was part of a combined clinical experience paired with **NURS 3590 Mental Health Clinical** that was originally taught in the last semester of the program. These courses will be disconnected and this clinical will carry two credit hours as a stand-alone clinical initiating a change in course number.

14) **NURS 4390 Healthcare Research** – This course is moving from 1st Semester Junior Year to 2nd Semester Junior Year. Therefore there is a change in course number from **NURS 3570** to **NURS 4590**. Students will have a stronger foundation of nursing knowledge and will be able to understand and apply tenants of nursing research and evidence-based practice more succinctly.
2nd Semester Senior Year

15) NURS 4585 Caring for Children and Teen Clients Theory - The course will be moved from 1st Semester Senior Year to 2nd Semester Senior Year. Due to this move, a course number change has been made from NURS 4350.

16) NURS 4586 Caring for Children and Teen Clients Clinical – This clinical will be moved from 1st Semester Senior Year to 2nd Semester Senior Year to accompany its companion theory course. Due to this move, a course number change has been made from NURS 4360.

17) NURS 4590 Capstone Clinical – There will be an increase from 5 to 6 credit hours. This increase will support the transition of the student nurse to that of graduate nurse providing more time to hone time management skills, management of multiple patient assignments, clinical reasoning skills, and basic nursing skills. This credit hour was moved from NURS 4330.
Exchange of Credit Hours

<table>
<thead>
<tr>
<th>Credit hours gained (+1 credit hour)</th>
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<tbody>
<tr>
<td>Health Assessment NURS 3030</td>
<td>Intro to Nursing Practice NURS 3350</td>
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<tr>
<td>Clinical Skills Lab NURS 3041</td>
<td>Adult Health I Clinical NURS 3540</td>
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<tr>
<td>Basic Dosage Calculation</td>
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<tr>
<td>NURS 3042</td>
<td>Adult Health II Clinical NURS 4340</td>
</tr>
<tr>
<td>Mental Health Cl NURS 3380</td>
<td>Adult Health I Theory NURS 3530</td>
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<tr>
<td>Capstone Clinical NURS 4590</td>
<td>Adult Health II Theory NURS 4330</td>
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MTSU SON Outline of Interim Curriculum Change Proposed 23 November 2015

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<td>Anatomy &amp; Physiology II*</td>
<td>Oral Comm</td>
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<td>Biol 2030 Micro*</td>
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<td>Caring for Children and Teen Clients</td>
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<td>NURS 4570</td>
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<td>Health &amp; Gerontology</td>
<td>Caring for the Community as Client</td>
<td>Professional Practice &amp; Leadership</td>
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<td>Caring for the Childbearing Family</td>
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<td>Total 15</td>
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</tbody>
</table>

Total 120 hours; *Considered prerequisite for admission to nursing program; **EXL course; ajf

Everything **bolded** and **highlighted** indicates change as outlined in "Proposed changes to be made in the Undergraduate..."
# MTSU School of Nursing (SON) Outline of Current Curriculum

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<td>NURS 4330/40 Caring for Adults with Health Deviations II -Theory</td>
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<td>NURS 4350/60 Caring for Children and Teen Clients -Theory</td>
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</tbody>
</table>

Master Catalog Change Form
Undergraduate

Department: Nursing (BH-NURS)  Subject: NURS  Course No.: 3030

Full title of course: Health Assessment

Credit hours: 3  Contact hours, if different:  (100 characters only)

Course taught with: ☐ Standard Grading  ☑ Pass/Fail

Can be taken multiple times without calculating as repeat? ☐ No  ☑ Yes  How many times:  Total Hours: 51

CIP code: (go to http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55) 51  Fees (if applicable):  (must be approved by TBR)

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

EFFECTIVE TERM:  Fall 2016

☐ New course

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

☐ Course title change

Previous Abbreviated Title:  NIA

☐ Course prefix/number change

Previous course prefix/number:  NIA

☐ 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:

☐ Other course changes

Course prerequisites/co-requisites/restrictions:  NURS 3010  3040  3041 42  (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 | Beg | End | Attributes: | UCC Approved: 
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</tbody>
</table>

updated 3/25/14
Master Catalog Change Form
Undergraduate

Department: Nursing (BH-NURS)  Subject: NURS  Course No.: 3041

Full title of course: Clinical Skills Lab

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: 51


Schedule type: CLN - Clinical  Instructional Method: CLN - Clinicals

EFFECTIVE TERM: Fall 2016

☐ New course  Abbreviated Title: 

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

☐ Course title change  Previous Abbreviated Title: N/A

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

☐ Credit hours change  Previous credit hours: 7

☐ 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: NURS 3030; NURS 3042  

(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  Beg  End  Attributes:  UCC Approved: 

1.  

2.  

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5.  

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>
<tr>
<th>Department</th>
<th>Course Prefix</th>
<th>Number</th>
<th>Title of Course</th>
<th>Credit</th>
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<tr>
<td>School of Nursing</td>
<td>NURS</td>
<td>3041</td>
<td>Clinical Skills Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

**A. Course description and objectives:**

1. Describe the course, including clinical, internship or other experiential components.
   *The course will provide instruction and demonstration of basic clinical skills in preparation for the performance of such skills on live patients.*

2. Discuss the general and specific objectives of the course.
   *Students will be able to demonstrate competency by return demonstration of these skills by the end of the course.*

**B. Course Justification**

1. Indicate the projected enrollment in the course and the probable source of students.
   *64 students per semester*

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 vital to ensure patient safety with nursing skills.*

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.
   *There will be reinforcement of these basic skills that will be threaded throughout the nursing curriculum. Students will have the advantage of learning foundational aspects of the use of such skills and will build on those competencies by incorporating them into more complex cases.*

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.
   *None*

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.
Students must be admitted to upper division nursing

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.
   Amanda J Flagg, PhD, RN, ACNS, CNE

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. N/A

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. Yes

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 approved by department curriculum committee and nursing 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. None

   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. None

E. Comments
   Space available for any other pertinent information not previously covered.
   None
Part II – Course Outline

<table>
<thead>
<tr>
<th>Department</th>
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<th>Title of Course</th>
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<tr>
<td>School of Nursing</td>
<td>NURS</td>
<td>3041</td>
<td>Clinical Skills Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

A. **Course Description and Objectives**
1. Describe the course, including clinical, internship, or other experiential components.
   *The course will cover all forms of basic nursing skills to include patient toiletry, vital signs, basic medication administration, urinary and IV catheter care, patient transfers, to name a few*
2. Discuss the general and specific objectives of the course.
   *Students will demonstrate competency in basic nursing care skills by passing the return demonstration exam with 100% accuracy on the final exam.*

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.
1) Patient transfer
2) Vital signs
3) Basic medication administration
4) Patient weights
5) Intake and output
6) Management of urinary and intravenous catheters
7) Documentation of basic care

C. **Activities Possibly Required of Students**
All activities that could possibly be 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.
*Readings, practice in lab settings*

D. **Proposed Evaluation Procedures**
Evaluation procedures should be designed to assess the degree of student achievement of course competencies. Provide an example of an appropriate grading system for the course. Comprehensive *Final exam and several return demonstrations during the course.*

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.
*Med/Surg Text – Current Issue*

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.**
Catalogue Description

NURS 3042 Basic Dosage Calculation – One Credit Hour

Prerequisite: Must be accepted into the nursing program

This course will review basic math calculations as they relate to computing doses of medications in all forms. Passing a comprehensive final with 100% will be required to be successful in the completion of this course and to progress in the nursing program.
Master Catalog Change Form
Undergraduate

Department: Nursing (BH-NURS)  
Subject: NURS  
Course No.: 3042

Full title of course: Basic Dosage calculation

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: ___

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

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

EFFECTIVE TERM:  
Fall 2016

☐ New course  
Abbreviated Title:  

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

☒ Course title change  
Previous Abbreviated Title: N/A

☒ Course prefix/number change  
Previous course prefix/number: NURS 3170

☒ Credit hours change  
Previous credit hours: N/A

☐ 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: NURS 3030; 3041

(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:  

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updated: 10/29/14
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A. **Course description and objectives:**

1. Describe the course, including clinical, internship or other experiential components.
   
   *The course will cover all forms of basic dosage calculation through to include metric conversions, dosages of oral, parenteral, reconstitution, dose based on weight, intravenous solutions, and drip rates.*

2. Discuss the general and specific objectives of the course.
   
   *Students will be able to demonstrate competency in basic dosage calculation by passing the math component with a 100% on the dosage calculation exam.*

B. **Course Justification**

1. Indicate the projected enrollment in the course and the probable source of students.
   
   *64 students per semester*

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 vital to ensure patient safety with medication administration. Dosage calculation is at the heart of this objective. Students had a great deal of difficulty learning this content as a self study module located in NURS 3170 Pharmacology. The majority of students required extra tutoring both inside and outside of the classroom that actually made covering other vital material in this course very difficult and challenging for both students and faculty teaching the course.*

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.
   
   *There will be reinforcement of these basic calculations that will be threaded throughout the nursing curriculum. The complexity of calculations will be introduced during the progression of course material. With basic math principles of dosage calculation being presented as a single course, students will have the advantage of learning foundational aspects of medication calculation and then building on that knowledge toward more complex situations.*

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.
   
   *None*

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. 
   *Students must be admitted to upper division nursing*

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. 
   *Amanda J Flagg, PhD, RN, ACNS, CNE*

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. N/A

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. Yes

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 approved by department curriculum committee and nursing 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. *None*

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. *None*

E. **Comments**

Space available for any other pertinent information not previously covered. 
*None*
Part II – Course Outline

<table>
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<th>Course Prefix</th>
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<td>NURS</td>
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<td>Basic Dosage Calculation</td>
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A. Course Description and Objectives
   1. Describe the course, including clinical, internship, or other experiential components. *The course will cover all forms of basic dosage calculation through to include metric conversions, dosages of oral, parenteral, reconstitution, dose based on weight, intravenous solutions, and drip rates.*
   2. Discuss the general and specific objectives of the course. *Students will demonstrate competency in dosage calculations by passing the math component with 100% on the dosage calculation exam.*

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.
   1) Measurement systems
   2) Temperature conversions
   3) Oral dosage calculations
   4) Parental dosage calculations
   5) Reconstitution of solutions
   6) Dosages based on body weight
   7) IV solutions, drip rates

C. Activities Possibly Required of Students
   All activities that could possibly be 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. *Readings, math calculations (basic), ratio/proportion, Dimensional Analysis as examples*

D. Proposed Evaluation Procedures
   Evaluation procedures should be designed to assess the degree of student achievement of course competencies. Provide an example of an appropriate grading system for the course. *Comprehensive Final exam and several tests during the course.*

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. *Dosage calculations 9th ed. Gloria Pickar*

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.
Catalogue Description

NURS 3042 Basic Dosage Calculation – One Credit Hour

Prerequisite: Must be accepted into the nursing program

This course will review basic math calculations as they relate to computing doses of medications in all forms. Passing a comprehensive final with 100% will be required to be successful in the completion of this course and to progress in the nursing program.
Master Catalog Change Form
Undergraduate

Department Nursing (BH-NURS) Subject NURS Course No. 3350

Full title of course Introduction to Nursing Practice Theory

Credit hours 4 Contact hours, if different 51 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) Fees (if applicable)

Schedule type LEC - Lecture Instructional Method CON - Conventional Methodology

EFFECTIVE TERM: Fall 2016

☐ New course Abbreviated Title:

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

☐ Course title change Previous Abbreviated Title: N/A

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

☐ Credit hours change Previous credit hours: 5

☐ 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: NURS 3380; NURS 3390

(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

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updated 10/29/14
Master Catalog Change Form
Undergraduate

Department: Nursing (BH-NURS)  Subject: NURS  Course No.: 3380

Full title of course: Caring for Clients with Mental Health Alterations Theory

Credit hours: 3  Contact hours, if different: 

Course taught with: ☐ Standard Grading  ☐ Pass/Fail

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

CIP code: (go to http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55)  51  Fees (if applicable): 

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

EFFECTIVE TERM: Fall 2016

☐ New course  Abbreviated Title: 

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

☐ Course title change  Previous Abbreviated Title: N/A

☐ Course prefix/number change  Previous course prefix/number: NURS 4550

☐ Credit hours change  Previous credit hours: N/A

☐ 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: NURS 3350; NURS 3360; NURS 3390

(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)

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Master Catalog Change Form
Undergraduate

Department Nursing (BH-NURS) Subject NURS Course No. 3390

Full title of course Mental Health Clinical (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 ____

CIP code (go to http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55) 51 Fees (if applicable) (must be approved by TBR)

Schedule type CLN - Clinical Instructional Method CLN - Clinicals

EFFECTIVE TERM: Fall 2016

☐ New course Abbreviated Title: (30 characters only)

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

☐ Course title change Previous Abbreviated Title: N/A

☐ Course prefix/number change Previous course prefix/number: NURS 4560

☐ Credit hours change Previous credit hours: N/A

☐ 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: NURS NURS 3350; 3380; 3390

(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 ______________

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updated 10/29/14
Master Catalog Change Form
Undergraduate

Department: Nursing (BH-NURS)  Subject: NURS  Course No: 3530

Full title of course: Caring for Adults with Health Deviations I Theory

Credit hours: 4  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: 51

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

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

EFFECTIVE TERM: Fall 2016

☐ New course  ☐ 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

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

Abbreviated Title: (30 characters only)

Previous Abbreviated Title: N/A

Previous course prefix/number: N/A

Previous credit hours: 5

Cross-list with:

Course prerequisites/co-requisites/restrictions: NURS 3540; NURS 3580

(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

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updated 10/29/14
Master Catalog Change Form
Undergraduate

Department: Nursing (BH-NURS) Subject: NURS Course No: 3540

Full title of course: Caring for Adults with Health Deviations I Clinical

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: __________

CIP code: (go to http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55) 51

Fees (if applicable) __________ (must be approved by TBR)

Schedule type: CLN - Clinical Instructional Method: CLN - Clinicals

EFFECTIVE TERM: __________

☐ New course Abbreviated Title: __________ (30 characters only)

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

☐ Course title change

Previous Abbreviated Title: N/A

☐ Course prefix/number change

Previous course prefix/number: N/A

☐ Credit hours change

Previous credit hours: 4

☐ 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: NURS 3530; 3550/60; 3370

(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 __________

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updated 10/29/14
Master Catalog Change Form
Undergraduate

Department: Nursing (BH-NURS)
Subject: NURS
Course No.: 3580

Full title of course: Health & Gerontology
(Credit hours) 3
(Contact hours, if different) 

Course taught with: ☐ Standard Grading  ☐ Pass/Fail

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

CIP code (go to http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55) 51
Fees (if applicable) 

Schedule type LEC - Lecture  Instructional Method CON - Conventional Methodology

EFFECTIVE TERM: Fall 2016

☐ New course

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

☐ Course title change

Previous Abbreviated Title: N/A

☐ Course prefix/number change

Previous course prefix/number: NURS 3370

☐ Credit hours change

Previous credit hours: N/A

☐ 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: NURS NURS 3530; 3540

Memo Notes for RaiderNet:

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

(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 ___________________________

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updated 10/29/14
Master Catalog Change Form
Undergraduate

Department: Nursing (BH-NURS)  Subject: NURS  Course No: 4330

Full title of course: Caring for Adults with Health Deviations II Theory

Credit hours: 4  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: 

CIP code: (go to http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55) 51

Fees (if applicable) 

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

EFFECTIVE TERM: Fall 2016

☐ New course  ☐ 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

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

Previous Abbreviated Title: N/A

Previous course prefix/number: N/A

Previous credit hours: 5

Cross-list with:

Course prerequisites/co-requisites/restrictions: NURS 4340; NURS 4370; NURS 4380

(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)

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Master Catalog Change Form
Undergraduate

Department Nursing (BH-NURS) Subject NURS Course No. 4340

Full title of course Caring for Adults with Health Deviations II: Clinical

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 51

CIP code (go to http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55) 51 Fees (if applicable) (must be approved by TBR)

Schedule type CLN - Clinical Instructional Method CLN - Clinicals

EFFECTIVE TERM: Fall 2016

☐ New course Abbreviated Title:

Prescribed requirement (lower division courses only):

☐ Writing ☐ Reading ☐ Math

☐ Course title change Previous Abbreviated Title: N/A

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

☐ Credit hours change Previous credit hours: 4

☐ 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: NURS 4330; NURS 4370; NURS 4380

(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 __________________________

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Master Catalog Change Form
Undergraduate

Department: Nursing (BH-NURS)  Subject: NURS  Course No: 4370

Full title of course: Caring for the Community as Client Theory  (100 characters only)

Credit hours: 3  Contact hours, if different

Course taught with: ☐ Standard Grading  ☐ Pass/Fail

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

CIP code: (go to http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55)  51  Fees (if applicable)  (must be approved by TBR)

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

EFFECTIVE TERM: Fall 2016

☐ New course  Abbreviated Title:  (30 characters only)

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

☐ Course title change  Previous Abbreviated Title: N/A

☒ Course prefix/number change  Previous course prefix/number: NURS 4350

☐ Credit hours change  Previous credit hours: N/A

☐ Grading system change

☐ Change course to inactive status

☐ Change course to active status

☐ Cross-listing of existing course

☐ Other course changes

Course prerequisites/co-requisites/restrictions: NURS 4330; NURS 4340; NURS 4380; NURS 4390

(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

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Records Entered:  

updated 10/29/14
Master Catalog Change Form
Undergraduate

Department Nursing (BH-NURS) Subject NURS Course No. 4380

Full title of course Community Clinical (100 characters only)

Credit hours 2 Contact hours, if different 51 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) Fees (if applicable)

Schedule type CLN - Clinical Instructional Method CLN - Clinicals

EFFECTIVE TERM: Fall 2016

☐ New course Abbreviated Title: (30 characters only)

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

☐ Course title change

Previous Abbreviated Title: N/A

☐ Course prefix/number change Previous course prefix/number: NURS 4560

☐ Credit hours change Previous credit hours: N/A

☐ 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: NURS 4330; 4340; 4370; 4390

(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

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updated 10/29/14
Master Catalog Change Form
Undergraduate

Department: Nursing (BH-NURS)  
Subject: NURS  
Course No.: 4390

Full title of course: Healthcare Research
(100 characters only)

Credit hours: 3  
Contact hours, if different:  
Course taught with: ☐ Standard Grading  ☐ Pass/Fail

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

CIP code: (go to http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55) 51  
Fees (if applicable)  
(must be approved by TBR)

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

Effective Term: Fall 2016

☐ New course  
Abbreviated Title:  (30 characters only)

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

☐ Course title change  
Previous Abbreviated Title: N/A

☐ Course prefix/number change  
Previous course prefix/number: NURS 3570

☐ Credit hours change  
Previous credit hours: N/A

☐ 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: NURS 4330/4340; 4370/4380
(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

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updated 10/29/14
Master Catalog Change Form
Undergraduate

Department: Nursing (BH-NURS)  Subject: NURS  Course No: 4585

Full title of course: Caring for Children and Teen Client's Theory

Credit hours: 3

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)  $1  Fees (if applicable)

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

EFFECTIVE TERM: Fall 2016

[-] New course

Prescribed requirement: (lower division courses only):

☐ Writing  ☐ Reading  ☐ Math

[ ] Course title change

Previous Abbreviated Title: N/A

☐ Course prefix/number change

Previous course prefix/number: NURS 4350

☐ Credit hours change

Previous credit hours: N/A

☐ 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: NURS 4586; 4590

(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

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Records Entered:

updated 10/29/14
Master Catalog Change Form
Undergraduate

Department: Nursing (BH-NURS) Subject: NURS Course No: 4586

Full title of course: Caring for Children and Teen Clients Clinical

Credit hours: 3 Contact hours, if different: __________
Course taught with: ☐ Standard Grading ☐ Pass/Fail
Can be taken multiple times without calculating as repeat? ☐ No ☐ Yes How many times: ______ Total Hours: ______
CIP code: (go to http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55) 51 Fees (if applicable) ______ (must be approved by TBR)

Schedule type CLN - Clinical Instructional Method CLN - Clinical

EFFECTIVE TERM: Fall 2016

☐ New course Abbreviated Title: __________
Prescribed requirement (lower division courses only): ☐ Writing ☐ Reading ☐ Math
☐ Course title change Previous Abbreviated Title: N/A
☐ Course prefix/number change Previous course prefix/number: NURS 4360
☐ Credit hours change Previous credit hours: N/A
☐ 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: NURS 4585; 4590

(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

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updated 10/29/14
Master Catalog Change Form
Undergraduate

Department: Nursing (BH-NURS)
Subject: NURS
Course No.: 4590

Full title of course: Capstone Clinical
(100 characters only)

Credit hours: 6
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: 51

CIP code: (go to http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55)
Fees (if applicable)
(must be approved by TBR)

Schedule type: CLN - Clinical
Instructional Method: CLN - Clinicals

EFFECTIVE TERM: Fall 2016

☐ New course
Abbreviated Title: (30 characters only)

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

☐ Course title change
Previous Abbreviated Title: N/A

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

☒ Credit hours change
Previous credit hours: 5

☐ 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: NURS 4585; 4586
(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

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Course Equivalents Beg End Attributes: UCC Approved:

1. ____________________________ 1. ____________________________
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Records Entered: ____________________________

updated 10/29/14
Proposal 7 of 19
TO: University Undergraduate Curriculum Committee  
FROM: Chair/Director Name: James Beeby  
Dept./School/Program: History  
Date: 11-24-2015  
E-Mail Address: ychao@tmsu.edu  

PROPOSAL WRITTEN BY: Name: Yuan-Ling Chao Undergraduate Committee  
RE: Proposed Curriculum Changes  
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  
- [X] Non-substantive Revisions in Curriculum of Existing Major, Minor, and Concentration  
- [ ] Other

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

HIST 4985 Senior Seminar: change in upper div. form - new requirement for majors - BA, History  
B.A. History with licensure  
B.S. History - B.S. History with licensure

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

Signature, Dept. Curriculum Committee Chair  
Date Signed 11-24-15

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 11-24-15

Signature, College Curriculum Committee Chair  
Date Signed 12-3-15

Signature, Academic Dean  
Date Signed 12-3-15

Signature, Univ. Curriculum Committee Chair  
Date Approved by UCC

Signature, Academic Affairs Designee  
Date Approved by AA

Updated 8/04/15
History 4985
Senior Seminar
Proposed Changes

Hist 4985 (Senior Seminar) will replace one elective course in the BA and BS degrees in History, and replace the elective course in the BA and BS degrees in History with licensure. Upper-division forms reflecting the changes are attached.
Master Catalog Change Form
Undergraduate

Department: History (LA-HIST) Subject: HIST Course No: 4985

Full title of course: Senior Seminar

Credit hours: 3 Contact hours, if different: 

Course taught with: ☐ Standard Grading ☐ Pass/Fail

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

CIP code (go to http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55) 54.0199 Fees (if applicable) (must be approved by TBR)

Schedule type: SEM - Seminar Instructional Method: THS - Thesis

EFFECTIVE TERM: Fall 2016

☐ New course Abbreviated Title: Senior Seminar

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: Hist 3010/3011 C- or above, 15 ud hist hrs C- or above, or permission of Undergraduate Director

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:

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updated 10/29/14
Hist 4985. Senior Seminar. Three credits. This is a capstone course for History majors. Prerequisites: successful completion of Hist 3010/3011 and a minimum of 12 hours of upper-division history courses, or permission of the Undergraduate Director. Students will demonstrate the research, analysis, and communication skills that they have learned by conducting original research and produce a research paper, a pedagogical project, or a research-based creative project. There will be a required formal oral presentation for completion of the course. May be taken for credit once.
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>
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<th>Department</th>
<th>Course Prefix</th>
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<th>Title of Course</th>
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<td>History</td>
<td>HIST</td>
<td>4985</td>
<td>Senior Seminar</td>
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A. **Course description and objectives:**

1. Describe the course, including clinical, internship or other experiential components.
   *This new course will serve as a capstone for History majors. Students will demonstrate the research, writing, and communication skills that they have learned as History majors in this course. The students will pursue original research projects and will also share a common set of readings of approximately three books or equivalent texts from three geographic, thematic, or methodological areas. This will provide a shared basis for discussion and experience and reflect upon the diversity of coursework that they have taken. There will be a formal oral presentation at the end of the course.*

2. Discuss the general and specific objectives of the course.
   - students will be able to demonstrate an understanding of the importance of historiography in the study of history
   - students will be able to show broad understanding of cultural diversity in historical analysis
   - students will demonstrate the ability to find, evaluate, and analyze relevant primary documents pertaining to their research projects
   - students will be able to demonstrate the ability to engage in research and interpretation of primary and secondary historical sources
   - students will be able to make an effective oral presentation on the results of their research project to peers and History faculty
   - students can include their work in an e-portfolio

B. **Course Justification**

1. Indicate the projected enrollment in the course and the probable source of students.
   *This course will enroll approximately 30 students in two sections for Fall and Spring semesters, and one section of up to 15 students in the summer. Students will have completed Hist 3010 and 3011 with a C- or above and have completed a minimum of 15 upper-division history credit hours with grade of C- or above. Special permission may be granted by the Undergraduate Director.*

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.
   *Currently the History Department does not offer a course that provides a capstone experience for our majors. This deficiency was noted by two outside reviewers of our program. Other departments such as Political Science, English, and Global Studies in the College of Liberal Arts as well as all the History Departments at our peer...*
institutions' all offer a capstone experience for their students. Students in our
department currently start out by taking survey courses as foundation (US history
surveys and World/Western Civilization surveys), a methods course (either
Historian's Craft or Teaching Historical Thinking for licensure minors), followed by
21-24 hours of upper-division history courses (including two US, two European, and
two Global history courses). The Senior Seminar would bring more coherence to the
program and allow students to integrate knowledge and skills that they have
acquired in the course of their studies, and demonstrate their ability to produce an
original independent historical research project through rigorous historiographical
and historical research methods.

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 will be a required course for History majors and will count for 3 credit
hours. It will replace one upper-division elective course. There is no other course
currently that fulfills the functions of this course in the Department or at the
university. Additionally, this course will fill well with the new MT Engage Quality
Enhancement Project that is just being launched as part of our SACS accreditation.
MT Engage seeks to promote integrative learning, which is one of the key student
learning outcomes of this course.

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 serves our History majors. It encourages our students and faculty alike
to think of their college experience as a History major as not only comprehensive in
scope but also coherent in intent. It will be a culminating experience for History
majors who will be able to use their research projects in the Senior Seminar to apply
to graduate schools or show prospective employers their ability to do research as
well as think and write critically. It allows students to demonstrate their research,
writing, and communication skills. It also allows the History faculty who are scholars
in their own right to mentor students and maintain their passion for the research
enterprise.

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.

This course will be a required course for History majors. Pre-requisites for this
course would be completing 3010 (Historian's Craft) or 3011 (Teaching Historical

---

1 University of Southern Mississippi, University of Texas at San Antonio, George Mason University, Florida
Atlantic University, University of North Carolina at Charlotte, Old Dominion University, Florida International
University, University of North Carolina at Greensboro, Georgia Southern University, Georgia State University,
University of North Texas, and University of Texas at Arlington.
Thinking) with a C- or above, completing a minimum of 15 upper-division history courses with a C- or above, or the permission of the Undergraduate Director.

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 are eligible to teach this course.

Adonijah Bakari, Associate Professor, PhD in African American history, Temple University. Expertise in Africa and African American history.

Emily Baran, Assistant Professor, PhD in Russian and East European History, University of North Carolina at Chapel Hill. Expertise in regions of Russia, Eastern Europe, and modern Europe; and the themes of western civilization, church-state relations, human rights, and global Christianity.

James Beeby, Professor, PhD in US history, Bowling Green State University. Expertise in modern US south, Gilded Age and the Progressive Era, US political culture.

Thomas Bynum, Associate Professor, PhD in African American history. Expertise in 20th century social movements, civil rights and black power movements, women’s liberation movement.

Yüan-ling Chao, Professor, PhD in Chinese history, University of California, Los Angeles. Expertise in late imperial China, history of medicine, social and cultural history of China, intellectual history in late imperial China, history of Japan.

Rebecca Conard, Professor, PhD in Public History, University of California, Santa Barbara. Expertise in US history, environmental history, cultural landscapes, local history, and history of public history.

Mark Doyle, Associate Professor, PhD in Modern British and Irish History, Boston College. Expertise in modern Ireland, modern Britain, and the British Empire.

Sean Foley, Associate Professor, PhD in Middle Eastern history, Georgetown University. Expertise in Middle East and Islamic History, Muslim Social Movements, Persian Gulf, Southeast Asia, The Arab-Israeli Dispute, World History.

Louis Haas, Professor, PhD in Medieval History, University of Illinois Urbana-Champaign. Expertise in Medieval and Renaissance and European History.

Douglas Heffington, Professor, PhD in Cultural Geography, University of Oklahoma with expertise in ecotourism in Costa Rica and Middle America, sustainable development in Japan, and urbanization and ethnic signatures in Canadian cities.

Mary Hoffschwelle, Professor, PhD in US history, Vanderbilt University. Expertise in Tennessee History, US and Southern Women’s history.
Pippa Holloway, Professor, PhD in US history, Ohio State University. Expertise in LGBT History, Political History, Modern South, Sexuality.

Robert Hunt, Professor, PhD in US history, University of Missouri. Expertise in Antebellum American South, Civil War and Reconstruction, The History of War World War I, War Memory.

Kelly Kolar, Assistant Professor, PhD in History, University of California, Los Angeles. Expertise in Archival Studies, History of Archives, Russia, Modern Europe.

Louis Kyriakoudes, Professor, PhD, Vanderbilt University. Expertise in Modern U.S., U.S. South, Economic History, Demographic History, Oral History.

Aliou Ly, Assistant Professor, PhD in African History, University of California, Davis. Expertise in modern and contemporary gender relations, women and politics, and nationalism struggles in West Africa.

Bren Martin, Professor, PhD, University of Tennessee, Knoxville. Expertise in Heritage Tourism, Museum Studies, U.S. South.

Dawn McCormack, Associate Professor, PhD in Near Eastern Religions and Civilizations, University of Pennsylvania. Expertise in ancient Egypt, the ancient Near East, classical civilizations, the Mediterranean world, and early Christianity.

Kristine McCusker, Professor, PhD, Indiana University. Expertise in 20th Century South, Death Rituals and Culture, Ethnomusicology (especially Country Music), Gender History.

Susan Myers-Shirk, Professor, PhD, Pennsylvania State University. Expertise in U.S. Cultural and Intellectual History.

Lynn Nelson, Professor, PhD, College of William and Mary. Expertise in American and Global Environmental History, American Revolution and Early American Republic, Early American Frontier.

Martha Norkunas, Professor, PhD, The Folklore Institute, Indiana University. Expertise in Labor History, Oral History, Memory and History, Public History.

Andrew Polk, Assistant Professor, PhD, Florida State University. Expertise in History Pedagogy, American Religious History, Religion and Politics, Islamic Political Thought.

Lisa Pruitt, Associate Professor, PhD, Vanderbilt University. Expertise in Nineteenth-century US history, American religious history, American medical history, History of disability.

Ashley Riley-Sousa, Assistant Professor, PhD, Yale University. Expertise in Native American history, explores the Native communities and economic networks that made possible the Spanish, Mexican, and American exploration and colonization of California’s Central Valley and Delta.
Christoph Rosenmuller, Associate Professor, PhD, Tulane University. Expertise in Latin American, U.S., and World History.

Nancy Rupprecht, Professor, PhD, University of Michigan. Expertise in Holocaust Studies, European Women Since 1700, Modern Germany.

Amy Sayward, Professor, PhD, Ohio State University. Expertise in Modern International History (focus on 20th century), Modern U.S. History (focus on post-1945).

Kenneth Scherzer, Professor, PhD, Harvard University. Expertise in American Urban History, Quantitative History, Social History.

Kathryn Sikes, Assistant Professor, PhD in Historical Archaeology, College of William and Mary. Expertise in Historical Archaeology, Public Archaeology, Comparative Colonialism, Interethnic Relations, Landscape and Social Space, Material Culture.

Suzanne Sutherland, Assistant Professor, PhD, Stanford University. Expertise in Early Modern Europe, Medieval Europe.

Carroll Van West, Professor, PhD, College of William and Mary. Expertise in Historic Preservation, Architectural History, Southern History.

Louis Woods, Associate Professor, PhD, Howard University. Expertise in Civil Rights History, Federal Housing Policy, African American World War II Naval History, African-American veteran access to the GI Bill, Public History.

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 facilities required.

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 library collections are adequate.

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 History Department held a Retreat in August 2015 and part of the agenda was to discuss the idea of implementing a capstone course. Almost all tenured and tenure-track faculty participated in the discussion. The Undergraduate Committee in the Department of History then drafted the proposal, which was approved by a vote of the department on 18 November 2015.
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 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>
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</thead>
<tbody>
<tr>
<td>History</td>
<td></td>
<td></td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

A. **Course Description and Objectives**
   1. Describe the course, including clinical, internship, or other experiential components. 
      *This new course will serve as a capstone for History majors. Students will have the opportunity to apply the skills and content knowledge that they have learned as History majors in this course. The students will pursue their own research projects but will also share a common set of readings of approximately three books from three geographic, thematic, or methodological areas. This will provide a shared basis for discussion and experience and reflect upon the diversity of coursework that they have taken. There will be a formal presentation at the end of the semester.*
   
   2. Discuss the general and specific objectives of the course.
      - *students will be able to demonstrate an understanding of the importance of historiography in the study of history*
      - *students will be able to show broad understanding of cultural diversity in historical analysis*
      - *students will demonstrate the ability to find, evaluate, and analyze relevant primary documents pertaining to their research projects*
      - *students will be able to demonstrate the ability to engage in research and interpretation of primary and secondary historical sources*
      - *students will be able to present in an oral presentation the results of their research project to peers and History faculty*

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.

   *Note that the topics of the course will vary depending on the instructor.*

   Some of the concepts and skills may include:

   - formulating a historical argument using primary and secondary sources
   - conducting archival research
   - critical evaluation of sources and ideas
   - placing research within historiographical context

C. **Activities Possibly Required of Students**
   All activities that could possibly be 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.

   *The students will read approximately three books or equivalent texts from three geographic, thematic, or methodological areas to be determined by the instructor.*
Activities and research topics will vary for each student. Each student will choose a research topic and write a prospectus. The research prospectus has to be signed off by a faculty member in the field of specialization. For example, a research topic on Africa will need to be approved by Dr. Aliou Ly, our current African history specialist.

The final product of the Senior Seminar can be in one of three formats: a 20-25 page research paper, a pedagogical project, or a research based creative project. These projects will be presented orally. This could also be added to a student's e-portfolio.

All projects require that:

- students will demonstrate the ability to formulate a historical argument based on primary and secondary sources
- students will demonstrate the skills needed to do archival research
- student will demonstrate the ability to critically evaluate sources and ideas
- students will demonstrate the ability to place the research within historiographical context
- students will be able to clearly and coherently present his/her research orally

D. Proposed Evaluation Procedures

Evaluation procedures should be designed to assess the degree of student achievement of course competencies. Provide an example of an appropriate grading system for the course.

Evaluating procedures will depend on the instructor as well as projects that are undertaken by the students. Grade distribution will vary depending on the projects and instructors.

An example of an assessment of a research project follows: Exact grade distribution will vary depending on project.

20% book reviews
10% research prospectus
20% annotated bibliography
40% final paper
10% oral presentation

100%

Grading scale (for example)
A  90 and above
B+  88-89
B   84-87
B-  80-83
C+  78-79
C   74-77
C-  70-73
D+  68-69
D   64-67
D-  60-63
F   59 and below

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.

Texts and sources will vary depending on the instructor and research project undertaken.

Examples of reading texts:


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.**
Hist 4985. Senior Seminar. Three credits. This is a capstone course for History majors. Prerequisites: successful completion of Hist 3010/3011 and a minimum of 12 hours of upper-division history courses, or permission of the Undergraduate Director. Students will demonstrate the research, analysis, and communication skills that they have learned by conducting original research and produce a research paper, a pedagogical project, or a research-based creative project. There will be a required formal oral presentation for completion of the course. May be taken for credit once.
# Department of History – Upper Division Form 2015-2016

## B.A. HISTORY

### General Education Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
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<tr>
<td>Humanities and/or Fine Arts (9 hours)</td>
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<td>Required in Major</td>
<td>(3)</td>
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<tr>
<td>Choose 1: ENGL 2020, 2030 or HUM 2610</td>
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<tr>
<td>Choose 2: ANTH 2210, ART 1020, DANC 1020, ENGL 2020, ENGL 2030, HIST 1010, HIST 1110, HIST 1120, HUM 2610, MUS 1030, PHL 1030, THEA 1030</td>
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<td>Natural Sciences (8 hours)</td>
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<td>Social/Behavioral Sciences (6 hours)</td>
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<tr>
<td>ARS 2100, ANTH 2100, ECON 2410, ENMC/COURR 1020, GEOG 2000, GS 2010, HLT 1530/1531, PS 1005, PS 1010, PSY 1410, RS 2610, SOC 1010, SOC 2010, WGST 2100</td>
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**Hours Required:** 41 (32)

### Major Courses

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<th>Credit Hours</th>
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<td>HIST 1010 Survey Western Civilization I or HIST 1110 Survey World Civilization I</td>
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<td><strong>3 hours will fulfill one 3 hour Gen Ed Humanities requirement</strong></td>
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<tr>
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**6 hours chosen from:**
- HIST 2010 Survey US History I
- HIST 2020 Survey US History II
- HIST 2030 Tennessee History
- HIST 3010 Historian’s Craft or HIST 3011 Teaching Historical Thinking

**Upper Division History Electives (24 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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<td>US HISTORY</td>
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<td>HISTORY ELECTIVE</td>
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**Total Hours Required:** 39
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**Hours Required**

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**Hours Required**

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**MINOR**  
*(selected from approved BA minors)*

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<th>Course</th>
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**Hours Required**

Signed: ____________________________  
Minor Advisor ____________________________ Date ____________

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**COURSES TO BE TAKEN TO COMPLETE 120 HOURS THAT HAVE NOT BEEN USED TO FULFILL MAJOR, MINORS OR GENERALED REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
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**Hours Required**

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1. A minimum of 120 semester hours (12 of the last 18 at MTSU) with a 2.0 GPA is required for graduation.
2. At least 42 semester hours of 3000 or 4000 level courses (Upper Division) must be completed with an average grade of "C" or better.
3. At least 30 of the 42 Upper Division hours must be completed at MTSU.
4. At least 60 semester hours of senior college coursework is required.
5. Learning Support courses do not count toward the 120-hour requirement or cumulative degree GPA.

Signed: ____________________________  
Major Advisor ____________________________ Date ____________

7.6.15
**Department of History – Upper Division Form 2016-2017**

**B.A. HISTORY**

**Student name**

**Email:**

**M #**

**Cell Phone:**

**Instructions:** Original copy of this Upper Division Form signed by major (and minor advisor if required) along with an Intent to Graduate must be filed in the Dean’s Office, TODD 231 three semesters prior to graduation.

### GENERAL EDUCATION REQUIREMENTS

<table>
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<tr>
<th>Course</th>
<th>Semester</th>
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<th>Credit Hours</th>
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<tr>
<td>ENGL 1010</td>
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<td>ENGL 1620</td>
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<tr>
<td>COMM 2200</td>
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</table>

**HISTORY (6 hours)**

Choose 2: HIST 2010, HIST 2020, HIST 2030

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

Must be 3 different prefixes.

Choose 1: ENGL 2030, ART 2020, DAN 1000, ENGL 2020, ENGL 2030, HIST 1010, HIST 2020, HIST 1110, HIST 1120, HUM 2610, MUS 1030, PHI 1030, THEA 1030

**MATHEMATICS (3 hours)** Choose 1: MATH 1010, MATH 1030, MATH 1710, MATH 1720, MATH 1730, MATH 1810, MATH 1910

**NATURAL SCIENCES (8 hours)** Choose 2 with different prefixes:

ASTR 1030/1031, BIOL 1030/1031, CHEM 1010/1111, BIOL 2010/2011, BIOL 2020/2031, CHEM 1030/1031, CHEM 1010/1111, GEOG 1030/1031, PHYS 1110, PHYS 2110/2111, PHYS 2110/2111, FSCI 1030/1131, FSCI 1130/1131

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

Choose 2 with different prefixes: AAS 2100, ANTH 2100, ECON 2140, EMOCOURRMM 1020, GEOG 2000, GS 2010, H4TH 1330/1531, PSY 1005, PSY 1010, PSY 1410, RS 2030, SOC 1010, SOC 2010, WGS 2100

**Total Hours Required** 41(32)

### MAJOR COURSES

<table>
<thead>
<tr>
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**HIST 1020 Survey Western Civilization II or HIST 1120 Survey World Civilization II**

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<td>HIST 4985</td>
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**Total Hours Required** 39
### FOREIGN LANGUAGE REQUIREMENT

Student must successfully complete 2010 and 2020 or any 6 hours above the 2000 level in a single foreign language

<table>
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<tr>
<th>Course</th>
<th>Semester</th>
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**Hours Required**

### MINOR

(selected from approved BA minors)

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<th>Course</th>
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<th>Credit Hours</th>
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**Hours Required**

**Signed:**

**Minor Advisor**

**Date**

### COURSES TO BE TAKEN TO COMPLETE 120 HOURS THAT HAVE NOT BEEN USED TO FULFILL MAJOR, MINORS OR GEN ED REQUIREMENTS

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4. At least 60 semester hours of senior college coursework is required
5. Learning Support courses do not count toward the 120-hour requirement or cumulative degree GPA.

**Signed:**

**Major Advisor**

**Date**

7.6.15
Department of History – Upper Division Form 2015-2016
B.A. – HISTORY with Licensure

Student Name __________________________ M # __________________________
Email: ________________________________ Cell Phone: ______________________

Instructions: Original copy of this Upper Division Form signed by major (and minor advisor if required) along with an Intent to Graduate must be filed in the Dean’s Office, TODD 231 three semesters prior to graduation.

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<tr>
<th>GENERAL EDUCATION REQUIREMENTS</th>
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<td>COMM 2200</td>
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<tr>
<td>HISTORY (6 hours)</td>
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<tr>
<td>Choose 2: HIST 2010, HIST 2020, HIST 2030</td>
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<tr>
<td></td>
<td>HUM 1010</td>
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<td>*Required in Major</td>
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<td></td>
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<td>HUMANITIES AND/OR FINE ARTS (9 hours)</td>
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<td>NATURAL SCIENCES (6 hours)</td>
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<td>SOCIAL/BEHAVIORAL SCIENCES (6 hours)</td>
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*HIST 1110 and HIST 1120 are required in the major and for licensure

Hours Required 41(32)

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<tr>
<th>MAJOR COURSES</th>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
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<td>HIST 2010</td>
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<tr>
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<tr>
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<td>HIST 2030</td>
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<tr>
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<td>**HIST 3011 Recommended</td>
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<th>UPPER DIVISION HISTORY ELECTIVES</th>
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<th>Semester</th>
<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
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<tr>
<td>US HISTORY</td>
<td>HIST____</td>
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<tr>
<td>EUROPEAN HISTORY</td>
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<tr>
<td>EUROPEAN HISTORY</td>
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<tr>
<td>GLOBAL HISTORY</td>
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<td>GLOBAL HISTORY</td>
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<td>SENIOR SEMINAR (Required beginning catalog year 2016-17)</td>
<td>HIST 4985</td>
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Total Hours Required 39
### FOREIGN LANGUAGE REQUIREMENT

Student must successfully complete 2010 and 2020 or any 6 hours above the 2000 level in a single foreign language.

<table>
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<tr>
<th>Course</th>
<th>Semester</th>
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### FIRST MINOR

(Selected from approved BA minors)

<table>
<thead>
<tr>
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<th>Credit Hours</th>
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Hours Required

Signed: ____________________________  Minor Advisor: ____________________________  Date: __________

### SECONDARY EDUCATION MINOR

Requirements for acceptance into program: 45 credit hours completed, Pass Praxis I, 2.75 overall GPA, 2.5 GPA in the major.

<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>Planning and Assessment</td>
<td>YOED 2500</td>
<td></td>
<td>*Must be taken and passed prior to taking YOED 3000</td>
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<tr>
<td>Classroom Management</td>
<td>YOED 3000</td>
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<tr>
<td>Problem-Based Instructional Strategies</td>
<td>YOED 3300</td>
<td></td>
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</tr>
<tr>
<td>Residency I: Grades 7-12</td>
<td>YOED 4030</td>
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<tr>
<td>Residency II</td>
<td>YOED 4400</td>
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Hours Required 30

Signed: ____________________________  Minor Advisor: ____________________________  Date: __________

1. A minimum of 120 semester hours (12 of the last 18 at MTSU) with a 2.0 GPA is required for graduation.
2. At least 42 semester hours of 3000 or 4000 level courses (Upper Division) must be completed with an average grade of "C" or better.
3. At least 30 of the 42 Upper Division hours must be completed at MTSU.
4. At least 60 semester hours of senior college coursework is required.
5. Learning Support courses do not count toward the 120-hour requirement or cumulative degree GPA.

Signed: ____________________________  Major Advisor: ____________________________  Date: __________
## GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
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<tr>
<td>COMM 2200</td>
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</table>

**HISTORY (5 hours)**

Choose 2: HIST 2100, HIST 2200, HIST 2300

*Required in Major (3)*

*Required in Major (3)*

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

Meet by 3 different prefixes.

Choose 1: ENGL 2020, 2030 or HUM 2510

Choose 2: ANTH 2110, ART 1030, ART 1970, DANIC 1060, ENGL 2020, ENGL 2030, HIST 1100, HIST 2100, HIST 1120, HUM 2510, MUS 1030, PHIL 1030, THEA 1100

**MATHMATICS (3 hours)**

Choose 1: MATH 1010, MATH 1530, MATH 1550, MATH 1720, MATH 1730, MATH 1810, MATH 1910

**NATURAL SCIENCES (8 hours)**

Choose 2 with different prefixes: ARST 1000/1031, BIOL 1000/1031, BIOL 1110/1111, BIOL 2100/2111, BIOL 2020/2031, CHEM 1010/1011, CHEM 1030/1031, CHIM 1110/1111, ECOL 1030/1031, GEOG 1040/1041, PHYS 1110, PHYS 2100/2111, PHYS 2010/2031, PSCI 1030/1031, PSCI 1100/1131

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

Choose 2 with different prefixes: AAS 2100, ANTH 2100, ECON 2410, EMU/JUR/RM 1020, GEOG 2000, GS 2100, HILTH 1530/1531, PS 1005, PS 1010, PSY 1410, PSY 2030, SOCI 1010, SOC 2010, WGST 2100

*HIST 1110 and HIST 1120 are required in the major and for licensure

**Total Hours Required**: 41 (32)

## 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>Survey World Civilization I</td>
<td>HIST 1110</td>
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<td>&quot;3 hours will fulfill one 3 hour Gen Ed Humanities Requirement&quot;</td>
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<td>Survey World Civilization II</td>
<td>HIST 1120</td>
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<td>HIST 2100</td>
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<td>&quot;6 hours fulfill Gen Ed History Requirement&quot;</td>
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<td>Tennessee History</td>
<td>HIST 2300</td>
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<tr>
<td>*HIST 3110 Historian’s Craft or HIST 3111 Teaching Historical Thinking*</td>
<td>HIST _____</td>
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## UPPER DIVISION HISTORY ELECTIVES

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<th>Notes</th>
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<td>EUROPEAN HISTORY</td>
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**Total Hours Required**: 39
### FOREIGN LANGUAGE REQUIREMENT
Student must successfully complete 2010 and 2020 or any 6 hours above the 2000 level in a single foreign language

<table>
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<tr>
<th>Course</th>
<th>Semester</th>
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### FIRST MINOR  
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Hours Required

Signed:  
Minor Advisor  Date

### SECONDARY EDUCATION MINOR
Requirements for acceptance into program: 45 credit hours completed, Pass Praxis I, 2.75 overall GPA, 2.5 GPA in the major

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<td>Problem-Based Instructional Strategies</td>
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Hours Required  30

Signed:  
Minor Advisor  Date

1. A minimum of 120 semester hours (12 of the last 18 at MTSU) with a 2.0 GPA is required for graduation  
2. At least 42 semester hours of 3000 or 4000 level courses (Upper Division) must be completed with an average grade of "C" or better  
3. At least 30 of the 42 Upper Division hours must be completed at MTSU  
4. At least 60 semester hours of senior college coursework is required  
5. Learning Support courses do not count toward the 120-hour requirement or cumulative degree GPA.

Signed:  
Major Advisor  Date

7/15/15
# Department of History – Upper Division Form 2015-2016
## B.S. HISTORY

**Student name:**

**M #**

**Email:**

**Cell Phone:**

**Instructions:** Original copy of this Upper Division Form signed by major (and minor advisor if required) along with an Intent to Graduate must be filed in the Dean's Office, TCO 231 three semesters prior to graduation.

### GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
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<td>COMM 2200</td>
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<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>HIST 1010, HIST 1110, HIST 1120, HUM 2610, MUS 1030, PHIL 1030, THEA 1030</td>
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<th>Course</th>
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<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
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<th>Grade</th>
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<th>Credit Hours</th>
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### MAJOR COURSES

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<th>Course</th>
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<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
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<tr>
<td>HIST 1020 Survey Western Civilization II or HIST 1120 Survey World Civilization II</td>
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6 hours chosen from:
- HIST 2010 Survey US History I
- HIST 2020 Survey US History II
- HIST 2030 Tennessee History
- HIST 3010 Historian's Craft or HIST 3011 Teaching Historical Thinking

### Upper Division History Electives (24 hours)

<table>
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<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
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<td>SENIOR SEMINAR (Required beginning catalog year 2016-17)</td>
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**Total Hours Required:**

39
### FIRST MINOR

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<th>Semester</th>
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<th>Notes</th>
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**Hours Required**

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### SECOND MINOR

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**Hours Required**

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### COURSES TO BE TAKEN TO COMPLETE 120 HOURS THAT HAVE NOT BEEN USED TO FULFILL MAJOR, MINORS OR GEN ED REQUIREMENTS

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<tr>
<th>Course</th>
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**Hours Required**

**Signed:**

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1. A minimum of 120 semester hours (12 of the last 18 at MTSU) with a 2.0 GPA is required for graduation.
2. At least 42 semester hours of 3000 or 4000 level courses (Upper Division) must be completed with an average grade of "C" or better.
3. At least 30 of the 42 Upper Division hours must be completed at MTSU.
4. At least 60 semester hours of senior college coursework is required.
5. Learning Support courses do not count toward the 120-hour requirement or cumulative degree GPA.

**7.8.15**
Department of History – Upper Division Form 2015-2016

B.S. HISTORY

Student name: ____________________________  M #: ____________________________  Email: ____________________________  Cell Phone: ____________________________

Instructions: Original copy of this Upper Division Form signed by major (and minor advisor if required) along with an Intent to Graduate must be filed in the Dean’s Office. TODD 231 three semesters prior to graduation.

<table>
<thead>
<tr>
<th>GENERAL EDUCATION REQUIREMENTS</th>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>COMMUNICATION (5 hours)</td>
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<td>COMM 2200</td>
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<tr>
<td>HISTORY (5 hours)</td>
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<tr>
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<tr>
<td>Choose 2: ENGL 2020, 2030 or HUM 2610</td>
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<tr>
<td>Choose 2: ANTH 2230, ART 1630, ART 1650, DACM 1000, ENGL 2020, ENGL 2030, HIST 1810, HIST 1110, HIST 1120, HUM 2610, MUS 1030, PHL 1090, THEA 1030</td>
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<tr>
<td>Choose 2: MATH 1010, MATH 1530, MATH 1630, MATH 1710, MATH 1720, MATH 1810, MATH 1910</td>
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<tr>
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<tr>
<td>SOCIAL/BEHAVIORAL SCIENCES (5 hours)</td>
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<td>Choose 2 with different prefixes: AAS 2100, ANTH 2120, ECON 2140, ENSO 2160, GEOS 2000, GS 2010, HLT 1530/1531, PSY 1000, PSY 1010, PSY 1415, PSY 2020, SOC 1090, SOC 2010, WGST 2100</td>
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**Total Hours Required: 41 (32)**

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<th>Semester</th>
<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
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<td>HIST 1010 Survey Western Civilization I or HIST 1110 Survey World Civilization I</td>
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<td>6 hours chosen from: -HIST 2100 Survey US History I -HIST 2101 Survey US History II -HIST 2130 Tennessee History -HIST 3101 Historian’s Craft or -HIST 3111 Teaching Historical Thinking</td>
<td>HIST ______</td>
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**Upper Division History Electives (24 hours)** | Course | Semester | Grade | Notes | Credit Hours |
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<tr>
<td>EUROPEAN HISTORY</td>
<td>HIST ______</td>
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<tr>
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**Total Hours Required: 39**
<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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**Hours Required**

Signed: ________________

Minor Advisor: ________________  Date: ________________

**SECOND MINOR**

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

**Hours Required**

Signed: ________________

Minor Advisor: ________________  Date: ________________

**COURSES TO BE TAKEN TO COMPLETE 120 HOURS THAT HAVE NOT BEEN USED TO FULFILL MAJOR, MINOR OR GEN ED REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course</th>
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**Hours Required**

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Signed: ________________

Major Advisor: ________________  Date: ________________

7/8/15
### Department of History – Upper Division Form 2015-2016

**B.S. – HISTORY with Licensure**

---

**Student Name:**

**M #:**

**Email:**

**Cell Phone:**

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**Instructions:** Original copy of this Upper Division Form signed by major (and minor advisor if required) along with an Intent to Graduate must be filed in the Dean's Office.

**TUDD 231 three semesters prior to graduation.**

---

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<th>GENERAL EDUCATION REQUIREMENTS</th>
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<tr>
<td>COMMUNICATION (9 hours)</td>
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<td>ENGL 1020</td>
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<td></td>
<td>COMM 2200</td>
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<tr>
<td>HUMANITIES AND FINE ARTS (9 hours)</td>
<td>Must be 3 different prefixes. Choose 2:  ENGL 2000, 2030 or HUM 2610</td>
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<tr>
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<td>ANTH 2370, ART 1020, ART 1030, DAN 1000, DANC 1000, ENGL 2030, ENGL 2035,  HIST 1010, HIST 1020, HIST 1110, HIST 1120, HUM 2620, MUS 1030, PHIL 1030, THEA 1030</td>
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<td>SOCIAL/BEHAVIORAL SCIENCES (6 hours)</td>
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* HIST 1110 and HIST 1120 are required in the major and for licensure. **Hours Required** 41 (32)

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<th>Semester</th>
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<td>Survey World Civilization I</td>
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<td>Survey of United States History I</td>
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<td><strong>HIST 3010 Historian's Craft or HIST 3011 Teaching Historical Thinking</strong></td>
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**UPPER DIVISION HISTORY ELECTIVES**

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**Total Hours Required** 39
### FIRST MINOR

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**Hours Required**

Signed: 

Minor Advisor 

Date

### SECONDARY EDUCATION MINOR

Requirements for acceptance into program: 45 credit hours completed, Pass Praxis I, 2.75 overall GPA, 2.5 GPA in the major

<table>
<thead>
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<th>Credit Hours</th>
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<td>Classroom Management</td>
<td>YOED 3000</td>
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**Hours Required** 30

Signed: 

Minor Advisor 

Date

### COURSES TO BE TAKEN TO COMPLETE 120 HOURS THAT HAVE NOT BEEN USED TO FULFILL MAJOR, MINORS OR GEN ED REQUIREMENTS

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1. A minimum of 120 semester hours (12 of the last 18 at MTSU) with a 2.0 GPA is required for graduation
2. At least 42 semester hours of 3000 or 4000 level courses (Upper Division) must be completed with an average grade of "C" or better
3. At least 30 of the 42 Upper Division hours must be completed at MTSU
4. At least 60 semester hours of senior college coursework is required
5. Learning Support courses do not count toward the 120-hour requirement or cumulative degree GPA.

Signed: 

Major Advisor 

Date

7.8.15
### General Education Requirements

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<th>Grade</th>
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<tr>
<td>COMM 2200</td>
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**Communication (9 hours)**

- ENGL 1010
- ENGL 1020
- COMM 2200

**History (6 hours)**

- HIST 2010, HIST 2020, HIST 2030

**Humanities and/or Fine Arts (9 hours)**

- MATH 1010, MATH 1020, MATH 1030, MATH 1110, MATH 1120, MATH 1210, MATH 1220, MATH 1230, MATH 1240

**Mathematics (3 hours)**

- Choose 1: MATH 1010, MATH 1020, MATH 1030, MATH 1110, MATH 1120, MATH 1210, MATH 1220, MATH 1230, MATH 1240

**Natural Sciences (3 hours)**

- ASTR 1010, ASTR 1020, ASTR 1030, ASTR 1040, ASTR 1050, ASTR 1060, ASTR 1070, ASTR 1080

**Social/Behavioral Sciences (6 hours)**

- Choose 2: AAS 1010, AAS 1020, AAS 1030, AAS 1040, AAS 1050, AAS 1060, AAS 1070, AAS 1080

**Total Hours Required:** 41(32)

### Major Courses

<table>
<thead>
<tr>
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<th>Semester</th>
<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
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<tr>
<td>Survey World Civilization I</td>
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<td>3 hours will fulfill one 3 hour Gen Ed Humanities Requirement</td>
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<td>Survey World Civilization II</td>
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<td>Survey of United States History II</td>
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<td>Tennessee History</td>
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<td>HIST 3010 Historian's Craft or</td>
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<td>HIST 3011 Teaching Historical Thinking**</td>
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**Total Hours Required:** 39

### Upper Division History Electives

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<th>Notes</th>
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**Total Hours Required:** 39
### FIRST MINOR

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</table>

**Hours Required**

Signed: 

Minor Advisor 

Date

### SECONDARY EDUCATION MINOR

Requirements for acceptance into program: 45 credit hours completed, Pass Praxis I, 2.75 overall GPA, 2.5 GPA in the major

<table>
<thead>
<tr>
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<td>Classroom Management</td>
<td>YOED 3000</td>
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<td>Residency I: Grades 7-12</td>
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<td>Residency II</td>
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</table>

**Hours Required**

30

Signed: 

Minor Advisor 

Date

### COURSES TO BE TAKEN TO COMPLETE 120 HOURS THAT HAVE NOT BEEN USED TO FULFILL MAJOR, MINORS OR GEN ED REQUIREMENTS

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

1. A minimum of 120 semester hours (12 of the last 18 at MTSU) with a 2.0 GPA is required for graduation
2. At least 42 semester hours of 3000 or 4000 level courses (Upper Division) must be completed with an average grade of "C" or better
3. At least 30 of the 42 Upper Division hours must be completed at MTSU
4. At least 60 semester hours of senior college coursework is required
5. Learning Support courses do not count toward the 120-hour requirement or cumulative degree GPA.

Signed: 

Major Advisor 

Date
Proposal 8 of 19
TO: University Undergraduate Curriculum Committee
FROM: (Chair/Director) Brandon Wallace, Chair
PROPOSAL WRITTEN BY: Hugh Berryman
I request that the following item be considered by the Committee: (please check all that apply)

- [ ] Proposed New Course
- [ ] Course Title Change
- [ ] Course Prefix/Number Change
- [ ] Change in Credit Hours
- [ ] Change in Grading System
- [ ] Inactivation of Course
- [ ] Reactivation of Course
- [ ] Cross Listing of Course
- [x] 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.

add ANTH 4300 - Human Osteology to the list of required courses for the forensic anthropology minor
add ANTH 3710 – Topics in Anthropology: Forensic Skeletal Recovery as an elective for the forensic anthropology minor

The proposed change will be effective beginning: Fall 2016 semester

Signature, Department Curriculum Committee Chair

Date Signed: 12/14/15

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: 12/14/15

Signature, College Curriculum Committee Chair

Date Signed: 12/16/15

Signature, Academic Dean

Date Signed: 12/16/15

Signature, University Curriculum Committee Chair

Date approved by UCC

Signature, Academic Affairs Designee

Date approved by Academic Affairs

Updated 8/04/15
Request to Make ANTH 4300 - Human Osteology a Required Course and to add ANTH 3710 – Forensic Skeletal Recovery as an Elective for the Forensic Anthropology Minor

We are requesting approval to make ANTH 4300 - Human Osteology a required course for the forensic anthropology minor. Currently, the course offered each fall, is listed as an elective. The minor requires a total number of 18 hours (6 hours in required courses and 12 in electives). This will raise the number of required hours from 6 to 9 and will lower the number of elective course hours to 9.

In addition, we are requesting approval to add ANTH 3710 – Topics in Anthropology: Forensic Skeletal Recovery as an elective for the forensic anthropology minor. This course is offered during Summer Session I.
Forensic Anthropology Minor Current List of Courses

The minor in Forensic Anthropology requires 18 credit hours, including 6 required hours of:

- ANTH 3650 Forensic Anthropology (EXL approved course)
- ANTH 3660 Forensic Science (EXL approved course)

The remaining 12 hours are to be chosen from the following electives:

- ANTH 3210 Archaeology
- ANTH 4300 Human Osteology (EXL approved course)
- ANTH 4310 Bioarchaeology
- ANTH 4360 Zooarchaeology (EXL approved course)
- ANTH 4950 Archaeological Field School (3 to 6 credit hours)
- ANTH 4910 Anthropology Undergraduate Research (1 to 6 credit hours)
- ANTH 4960 Anthropology Internship (1 to 6 credit hours)
Forensic Anthropology Minor Proposed List of Courses

The minor in Forensic Anthropology requires 18 credit hours, including 9 required hours of:

- ANTH 3650 Forensic Anthropology (EXL approved course)
- ANTH 3660 Forensic Science (EXL approved course)
- ANTH 4300 Human Osteology (EXL approved course)

The remaining 9 hours are to be chosen from the following electives:

- ANTH 3210 Archaeology
- ANTH 4310 Bioarchaeology
- ANTH 4360 Zooarchaeology (EXL approved course)
- ANTH 4950 Archaeological Field School (3 to 6 credit hours)
- ANTH 4910 Anthropology Undergraduate Research (1 to 6 credit hours)
- ANTH 4960 Anthropology Internship (1 to 6 credit hours)
- ANTH 3710 Topics in Anthropology: Forensic Skeletal Recovery (EXL approved course)
Proposal 9 of 19
TO: University Undergraduate Curriculum Committee
FROM: (Chair/Director) Jeff Gibson (Department/School/Program) Theatre and Dance
PROPOSAL WRITTEN BY Kyle Kennedy E-Mail Address: kyle.kennedy@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
  - 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.**

Proposed new course: THEA 4510 Meisner Technique

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.

Signature, Department Chair

Signature, College Curriculum Committee Chair

Signature, Academic Dean

Signature, University Curriculum Committee Chair

Signature, Academic Affairs Designee

Date Signed 12-9-15

Date approved by UCC

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>Theatre and Dance</td>
<td>THEA</td>
<td>4510</td>
<td>Meisner Technique</td>
<td>3</td>
</tr>
</tbody>
</table>

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

   An intensive study of the Meisner Technique as a means of actor training. The course will include a variety of exercises in repetition, activity, relationship, emotional preparation, interpretation, and scene study.

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

Upon completion of the course, the student will:
1. Understand the basic foundation and principles of the Meisner Technique.
2. Be able to apply the Meisner Technique in a practical way to his or her work as an actor.
3. Work instinctively from a free release of impulses rather than intellect.
4. Establish true connection with an acting partner through a variety of exercises.
5. Perform a scene from contemporary American dramatic literature using the Meisner Technique as a way of working.
6. Provide oral and written critical analyses of the work of peers using the Meisner Technique as a model for study.

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

   This course is currently being offered every other spring as THEA 4590 Topics in Acting: Meisner Technique. Enrollment has been full at twelve, and student feedback indicates a continued strong demand for the course. Students may be drawn from incoming, existing, and transfer students who have met the course prerequisites (and preferably sixty hours of coursework). The enrollment requirements for the course are in accordance with the standards established by the National Association of Schools of Theatre for performance-based courses.

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.

   The Meisner Technique is a proven, highly effective method for training actors for both stage and film. It is staple in many notable actor training programs and conservatories, and it has become an industry standard. Many agents, casting directors, and producers expect actors to have some form of Meisner training. Meisner Technique is essential to the acting curriculum, and is appropriate to the role and scope of the department.
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.

Meisner Technique is an advanced, highly specialized course in the acting curriculum. No other department on campus offers such a course. Theatre and Dance is the most logical and best suited department to instruct the course.

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.

As noted previously, Meisner Technique is an industry standard, and an expected component of contemporary actor training. It is necessary training for students entering the highly competitive field of professional acting. Furthermore, Meisner Techniques presents additional opportunities for specialized training, pedagogical application, and research into various methodologies for actor training.

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.

Prerequisite: THEA 3510, or permission of instructor. The course will meet the cognate requirements of students in the BS in Theatre or students in the Theatre minor.

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.

Kyle Kennedy, MFA, will provide instruction for the course. He is a tenured associate professor and serves as Head of Acting for the Theatre program. Professor Kennedy has completed the Meisner Technique Teacher Training Program at the Neighborhood Playhouse in New York City – the birthplace of the Meisner Technique.
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 course requires appropriate studio performance space, including a large floor area for conducting exercises and presenting in-class monologues and/or scene work. The course has previously utilized existing facilities, BDA 101 (Studio Theatre), and this space is adequate for future offerings.

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 library collections are adequate 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.

Professional certification is not available for this area of study.

6. Discuss the sources and extent of advice and consultation that 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 designed according to the standards of the National Association of Schools of Theatre (NAST). Professors Jeff Gibson and Kyle Kennedy, and other professors within the Department of Theatre and Dance, have provided input. Additionally, Richard Robichaux, Head of Acting at Penn State, and Richard Pinter, former Head of Acting at the Neighborhood Playhouse, have been consulted.

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.

There are no additional costs associated with 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.

N/A
E. Comments

*Meisner technique* is currently taught as a topics course (*THEA 4590 Topics in Acting*). Essentially, the proposal is to make it a stand-alone, permanent addition to the acting curriculum.
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>Theatre and Dance</td>
<td>THEA</td>
<td>4510</td>
<td>Meisner Technique</td>
<td>3</td>
</tr>
</tbody>
</table>

A. Course Description and Objectives
1. Describe the course, including clinical, internship, or other experiential components.
   
   An intensive study of the Meisner Technique as a means of actor training. The course will include a variety of exercises in repetition, activity, relationship, emotional preparation, interpretation, and scene study.

2. Discuss the general and specific objectives of the course.
   
   Upon completion of the course, the student will:
   1. Understand the basic foundation and principles of the Meisner Technique.
   2. Be able to apply the Meisner Technique in a practical way to his or her work as an actor.
   3. Work instinctively from a free release of impulses rather than intellect.
   4. Establish true connection with an acting partner through a variety of exercises.
   5. Perform a scene from contemporary American dramatic literature using the Meisner Technique as a way of working.
   6. Provide oral and written critical analyses of the work of peers using the Meisner Technique as a model for study.

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 bulk of the class is comprised of sequential exercises in repetition, connection, activity, relationship, and emotional preparation. Approximately one-third of the class is dedicated to practical application through scene study.

C. Activities Possibly Required of Students
   
   All activities that could possibly be 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.

   1. Participation in class exercises and discussions
   2. Reading assignments
   3. Scene work and presentation
   4. Written evaluation of work and progress throughout the semester
D. Proposed Evaluation Procedures
Evaluation procedures should be designed to assess the degree of student achievement of course competencies. Provide an example of an appropriate grading system for the course.

Course Requirements (example):

**In-Class Participation and Application of Technique** (60%)
Determined by class participation as demonstrated through in-class exercises, preparation, responsiveness to coaching, development of partnering skills, and overall depth of work throughout the semester.

**Scene Work** (30%)
Exercises will culminate in scene work from contemporary plays. Assessment will be based on adequate preparation and demonstrated ability to apply techniques learned in the course.

**Reflective Paper** (10%)
A written self-analysis of work and observations made throughout the semester.

Grading Policy (example)

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<th>Percentage</th>
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<td>B</td>
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<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>0-59</td>
<td>F</td>
</tr>
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</table>

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.

There is no text required for this course. However, students are encouraged to read *Sanford Meisner on Acting* by Sanford Meisner and Dennis Longwell, and *The Actor's Art and Craft: William Esper Teaches the Meisner Technique*, by William Esper and Damon DiMarco, upon completion of the course. Handouts from various texts will be provided via D2L. Some in-class exercises will require students to bring various household props as needed.

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.**

**THEA 4510 Meisner Technique.** Three credits. Prerequisite: THEA 3510, or permission of instructor. *Introduction to the Meisner Technique as a means of actor training, including repetition, activity, relationship, emotional preparation, interpretation, and scene study.*
Master Catalog Change Form
Undergraduate

Department: Theatre & Dance (LA-THEA)  Subject: THEA  Course No: 4510

Full title of course: Meisner Technique
(100 characters only)

Credit hours: 3  Contact hours, if different: Course taught with: ☐ Standard Grading  ☐ Pass/Fail

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

CIP code: (go to http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55)  50.0506  Fees (if applicable): __________ (must be approved by TBR)

Schedule type: SEM - Seminar  Instructional Method: CON - Conventional Methodology

EFFECTIVE TERM:  Fall 2016

☑ New course  Abbreviated Title: Meisner Technique
(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: THEA 3510, 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

Print Form  Reset Form

FOR RECORDS OFFICE USE ONLY

<table>
<thead>
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<th>Course</th>
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Catalog Description

THEA 4510 Meisner Technique. Three credits. Prerequisite: THEA 3510, or permission of instructor. Introduction to the Meisner Technique as a means of actor training, including repetition, activity, relationship, emotional preparation, interpretation, and scene study.
Proposal 10 of 19
TO: University Undergraduate Curriculum Committee  
FROM: (Chair/Director) Jeff Gibson  
(RE: Proposed Curriculum Changes  
PROPOSAL WRITTEN BY Kyle Kennedy  
E-Mail Address: kyle.kennedy@mtsu.edu  
I request that the following item be considered by the Committee: (please check all that apply)

<table>
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<tr>
<th>Items for on campus approval</th>
<th>Items requiring TBR/THEC approval (see UCC handbook Page 7 and Appendix B)</th>
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<td>θ Revision of Admission/Progression/Graduation requirements</td>
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<td>θ Other ____________________</td>
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Brief description of proposed change (attach separate sheet with complete information).

If new course proposal, list title and number of course.

Proposed New Course: THEA 4520 Acting for the Camera

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

Signature, Department Curriculum Committee Chair

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

Signature, Department Chair

Signature, College Curriculum Committee Chair

Signature, Academic Dean

Signature, University Curriculum Committee Chair

Signature, Academic Affairs Designee

Date Signed 12/9/15

Date Signed 1/12/16

Date Signed 1/15/16

Date approved by UCC

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>
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<td>THEA</td>
<td>4520</td>
<td>Acting for the Camera</td>
<td>3</td>
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</tbody>
</table>

A. Course description and objectives:

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

   This course enables students to gain hands-on experience in camera acting techniques and methodology. It offers students tools to analyze a scene and create a believable character. It also focuses on the technical demands required by the actor, such as adjusting performance for difference shots, eye-lines, continuity, marks, and auditioning. The course culminates in the production of a short film or scene.

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

   Primary objectives for this class are twofold:

   1. To teach students basic on-camera acting technique by helping them to adjust from stage acting to the specific demands of acting for the camera.
   2. To enhance the directing skills of filmmakers through gaining insight into the acting process, and how to communicate with and get the best performance from their actors.

Student Learning Outcomes: Upon completion of the course, the student will:

1. Understand the basic techniques for acting on-camera.
2. Understand the specific differences between acting onstage and acting for the camera.
3. Display a basic knowledge of the acting process and character development (Character Analysis; Scoring the Script for Objectives, Actions, Obstacles, etc.).
4. Display a basic knowledge of the technical aspects of film acting (Framing, Voice, Eye-lines, Movement, Marks, Continuity, etc.).
5. Learn the basics of auditioning for television, and film, including self-taping.
6. Provide oral critical analysis of the work of the student and his/her peers.
7. Engage in scene work and a final project requiring the creation of a short film or scene.

B. Course Justification

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

   This course is designed as a collaboration between the Departments of Theatre and Dance and Electronic Media Communication. It was offered in the spring of 2015 as THEA 4590 Topics in Acting: Acting for the Camera. Enrollment was full at twelve and student feedback indicates a continued strong demand for the course. Of the twelve students, six were from Theatre and Dance and six were from Electronic Media Communication. The enrollment capacity for the course is in accordance with
the standards established by the National Association of Schools of Theatres for performance-based courses. Demand is sufficient to offer additional sections on an annual basis. Students may be drawn from existing and transfer students from both departments who have met the course prerequisites (and preferably sixty hours of coursework). The source of students will be Theatre majors, Electronic Media majors, or students minoring in Theatre.

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.

Student actors and filmmakers alike must possess a strong knowledge not only of the technical aspects of film acting, but the creative process by which actors create believable characters. Understanding the different skills required for acting in various media is essential. The course is relevant to the role and scope of both the Departments of Theatre and Dance and Electronic Media Communication.

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.

As mentioned above, this course represents a collaboration between Theatre and Dance and Electronic Media Communication. Both departments recognize the value of such a course in meeting programmatic needs. While other acting courses are offered by the Department of Theatre and Dance, no courses specific to film acting are currently offered.

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.

By offering THEA 4520 Acting for the Camera, the curricular offerings of two departments will be enhanced. Furthermore, continued interdisciplinary collaboration between the departments will broaden the range of learning experiences and potential research opportunities for students in the areas of filmmaking and film acting, as well as other areas within the entertainment industry.

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.

   Determination of permission to enroll is made by the instructor of the course in consultation with faculty from Electronic Media Communication.

   In general, Theatre students are expected to have completed THEA 2500 Acting I or (preferably) THEA 3510 Acting II.

   Admission for students from Electronic Media Communication require a recommendation from a member of the EMC faculty.

   The course will fulfill the cognate requirements of Theatre majors and will also fulfill upper division requirements for Theatre minors.

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.

   Kyle Kennedy, MFA, will provide instruction for the course. He is a tenured associate professor and serves as Head of Acting for the Theatre program. Other faculty from Electronic Media Communication specializing in film production, such as Edward Bowen, may provide occasional supplemental instruction.

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.

   In spring 2015, the course was successfully taught in BDA 101 (Studio Theatre), and could also be taught in studios located in the Mass Communications building, pending availability. An Instructional Evaluation and Development grant was received in AY 2014-15 to purchase camera and lighting technology needed for course instruction; future additions/upgrades to equipment may be funded similarly, or through funds budgeted by the Department of Theatre and Dance.

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 library collections are adequate 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.
Professional certification is not available for this course.

6. Discuss the sources and extent of advice and consultation that 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 designed according to the standards of the National Association of Schools of Theatre (NAST). Professors Jeff Gibson and Kyle Kennedy (Theatre and Dance), and Professors Billy Pittard and Edward Bowen (Electronic Media Communication) were consulted to formulate the goals and methodologies of this 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.

As noted previously, instructional and production equipment was procured through an Instructional Evaluation and Development grant; future additions/upgrades to equipment may be funded similarly, or through funds budgeted by the Department of Theatre and Dance. The Department of Electronic Media Communication has committed to loaning cameras and other equipment required for the final project.

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.

In FY 2014, Professor Kennedy was awarded an Instructional Evaluation and Development Grant (#248477) in the amount of $864.00. Of that amount, $753.08 was used to purchase the following: Camera / Flash Memory Card / Lighting Instruments / Tripod / Tripod Dolly / Extension cords.

E. Comments
Acting for the Camera is currently taught as a topics course (THEA 4590 Topics in Acting). Essentially, the proposal is to make it a stand-alone, permanent addition to the acting curriculum.
Part II – Course Outline

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

   In this course, students refine their on-camera techniques. The course examines the demands of the professional actor in film and television. It offers the students tools to break down a scene quickly and create a believable character for different genres. It also focuses on the technical demands required by an actor, such as adjusting performance for difference shots, eye-lines, marks, etc. The course culminates in the production of a short film or scene.

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

   Primary objectives for this class are twofold:
   1. To teach students basic on-camera acting technique by helping them to adjust from stage acting to the specific demands of acting for the camera.
   2. To enhance the directing skills of filmmakers through gaining insight into the acting process, and how to communicate with and get the best performance from their actors.

Student Learning Outcomes: Upon completion of the course, the student will:

   1. Understand the basic techniques for acting on-camera.
   2. Understand the specific differences between acting onstage and acting for the camera.
   3. Display a basic knowledge of the acting process and character development (Character Analysis; Scoring the Script for Objectives, Actions, Obstacles, etc.).
   4. Display a basic knowledge of the technical aspects of film acting (Framing, Voice, Eye-lines, Movement, Marks, Continuity, etc.).
   5. Learn the basics of auditioning for television, and film, including self-taping.
   6. Provide oral critical analysis of the work of the student and his/her peers.
   7. Engage in scene work and a final project requiring the creation of a short film or scene.

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 Content:

   1. Text and character analyses
   2. Scene study
   3. Framing: adjusting acting to size of shot
   4. Eye-lines, voice, movement, continuity
   5. Auditioning
   6. Self-taping
   7. Shooting a scene or short film
C. **Activities Possibly Required of Students**
   All activities that could possibly be 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.

   1. Participation in class exercises and discussions
   2. Reading assignments
   3. Scene work and presentation
   4. Written text and character analysis
   5. On-camera auditioning
   6. As a capstone project, students are divided into groups and required to demonstrate knowledge through production of a short film or scene.

D. **Proposed Evaluation Procedures**
   Evaluation procedures should be designed to assess the degree of student achievement of course competencies. Provide an example of an appropriate grading system for the course.

   **Course Requirements (example):**

   **Scene Work (20%)**
   Scenes from film and television

   **Character/Text Analysis Paper (20%)**
   Comprehensive analysis of the text and character

   **Audition (20%)**
   Audition tape for a television or film role

   **Chapter Summaries (10%)**
   Write brief summaries of Tucker chapters

   **Final Project: Short Film or Scene (30%)**
   Final: Group production assignment

   **Grading Policy (example)**
   90-100  A
   80-89   B
   70-79   C
   60-69   D
   0-59    F

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.

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.**

**THEA 4520 Acting for the Camera.** Three credits. Prerequisite: Permission of Department. For actors and film directors: **Hands-on experience in camera acting techniques and methodology**, including tools to analyze a scene, create a believable character, and meet the technical demands required of an on-camera actor. The course culminates in the production of a short film or scene.
Master Catalog Change Form
Undergraduate

Department  Theatre & Dance (LA-THEA)  Subject  THEA  Course No. 4520

Full title of course  Acting for the Camera  (100 characters only)

Credit hours  3  Contact hours, if different

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?y=55)  50.0506  Fees (if applicable)  (must be approved by TBR)

Schedule type  SEM - Seminar  Instructional Method  CON - Conventional Methodology

EFFECTIVE TERM:  Fall 2016

☐ New course  Abbreviated Title:  Acting for the Camera

(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:  Permission of Department

(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?  ☑ 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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Catalog Description

THEA 4520 Acting for the Camera. Three credits. Prerequisite: Permission of Department. For actors and film directors. Hands-on experience in camera acting techniques and methodology, including tools to analyze a scene, create a believable character, and meet the technical demands required of an on-camera actor. The course culminates in the production of a short film or scene.
Proposal 11 of 19
TO: University Undergraduate Curriculum Committee  
RE: Proposed Curriculum Changes  
DATE: 10/7/2015

FROM: (Chair/Director) Jeff Gibson (Department/School/Program) Theatre & Dance

PROPOSAL WRITTEN BY: Kristi Shamburger E-Mail Address: kristi.shamburger@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
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

Brief description of proposed change (attach separate sheet with complete information).

If new course proposal, list title and number of course.

Proposal of a new course THEA/MUHL 4840 Musical Theatre History

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

Signature, Department Curriculum Committee Chair

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

Signature, Department Chair

Signature, College Curriculum Committee Chair

Signature, Academic Dean

Signature, University Curriculum Committee Chair

Signature, Academic Affairs Designee

Date Signed

Date Signed

Date Signed

Date approved by UCC

Date approved by Academic Affairs

Updated 8/04/15
Jennifer Vannatta-Hall  
1672 Greenland Drive  
Murfreesboro, TN 37132  

December 10, 2015  

Kristi Shamburger  
Department of Theatre and Dance  
Middle TN State University  
1672 Greenland Drive  
Murfreesboro, TN 37132  

Dear Professor Shamburger,  

This letter is to inform you that the School of Music Curriculum Committee voted unanimously on 12/9/15 to approve both the new minor in Music Theatre Performance and the new course, THEA/MUH 4840: Music Theatre History. Because both the proposed new minor and the new course are coming from the Department of Theatre and Dance, this did not require a vote by the School of Music faculty.  

Sincerely,  

Jennifer Vannatta Hall  
Chair, Curriculum Committee  
School of Music  

CC: Michael Parkinson, Director, School of Music  
Jeff Gibson, Chair, Department of Theatre and Dance
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 I – Course Justification**

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<td>4840</td>
<td>Musical Theatre History</td>
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<tr>
<td>School of Music</td>
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</table>

A. **Course description and objectives:**

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

This course is a comprehensive history of the musicals from the 1840s to the present. Instructors will guide students through the history of the rapidly evolving art form including operetta, Gilbert & Sullivan in England to Vaudeville traditions in America and through contemporary musicals, celebrities of the stage and other developments, while discovering many of the cultural, economic and political influences of each era.

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

The objective of the course are for students to:

- Understand musical theatre as a distinct category of historical analysis in the theatre arts;
- Understand the development of musicals from their origin, the opera/operetta and how Vaudeville traditions led to the development and expansion of the Broadway musical;
- Understand the influence that culture, economics and politics have had on the musical stage;
- Become familiar with the plots, key numbers, and historical significance of landmark musicals;
- Discover individuals that played key roles in the development of musical theatre;
- Engage in their own research and interpretation of specific musicals from the 1840s to the present.

B. **Course Justification**

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

Projected enrollment is 25 students for one section offered annually. This course is expected to have an enrollment of undergraduate students that will most likely be theatre and music majors and minors. It is a requirement for all undergraduate students seeking a minor in musical theatre performance.

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 will be distinctive among other upper-division theatre courses in its focus on musicals. It will meet the needs of students who want to increase their knowledge of the
origin and scope of the Broadway musical. This course is designed to include advanced-level reading, discussion and assignments. The research project designed for this course aligns with departmental, college, and university initiatives to include undergraduate students in research projects. In addition, it will serve as a fulfillment for students minoring in musical theatre performance and provide an option for the theatre major as an upper division cognate course.

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 Department of Theatre and Dance and the School of Music will be able to offer this single-semester course annually. It is a natural subsequent course for courses in both departments as continuing education from Theatre History I and II (THEA 4800 & 4810) and Opera Literature (MUHL). This course is unique as it covers Musical Theatre which is not covered in the courses previously mentioned. Therefore, it complements but does not duplicate courses in either department.

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 serves theatre majors, who must have eighteen hours of upper-division theatre courses as part of their theatre cognate. It serves musical theatre performance minors, which we envision will mainly consist of music and theatre majors who must have Musical Theatre History to fulfill the requirements for this minor.

This course has a research component, which helps students understand how to conduct research and write a full research paper/presentation. It also brings positive attention to the Department of Theatre and Dance and the School of Music and their efforts to collaborate for the benefit of the students interests.

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.

The course will be cross listed as THEA/MUHL 4840 as students majoring in theatre may not have any theatre courses listed for their minor and students majoring in music may not have any music course listed for their minor, yet they are both required to take Musical Theatre History in order to complete a minor in musical theatre performance.

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.
The prerequisite for this course will be junior standing because it is a 4000-level course with a research component, so students need to be well adjusted to upper division college classes.

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.

Kristi Shamburger has a terminal degree, Master of Fine Arts in Musical Theatre, and previously taught this course at Belmont University in Nashville, Tennessee.

Dr. Christine Isley-Farmer is a tenured Professor in Middle Tennessee State University’s School of Music and Chair of Vocal Studies.

Dr. Richard Hansen is a Professor in Middle Tennessee State University’s Department of Theatre and Dance currently teaching Theatre History I & II.

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 only necessary physical facilities for this course are the use of a classroom with a computer, projector, video/DVD equipment, and sound, therefore, current physical facilities should be sufficient 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.

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

No professional certification is 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.

The following Middle Tennessee State University faculty have consulted on the development of this course: Professor Jeff Gibson, Chair of the Department of Theatre and Dance, Professor Michael Parkinson, Director of the School of Music, Dr. Christine Isley-Farmer, Chair of Vocal Studies in the School of Music and Kristi Shamburger, Assistant Professor, Department of Theatre and Dance. Other universities and colleges teaching musical theatre history that have been researched are Belmont University,
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 predicted for 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 sources of revenue will be used to meet the course costs. No sources of additional revenue are expected for this course.

E. **Comments**

   Space available for any other pertinent information not previously covered.

   Not applicable.
Part II – Course Outline

Department               Course Prefix  Number      Title of Course      Credit
Theatre/Music            THEA/MUHL    4840         Musical Theatre History 3

A. Course Description and Objectives

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

   This course is a comprehensive history of musicals from the 1840s to the present, instructors will guide students through the history of the rapidly evolving art form including operetta, Gilbert & Sullivan in England to Vaudeville traditions through contemporary musicals, celebrities of the stage and other developments, while discovering many of the cultural, economic and political influences of each era.

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

   The objective of the course are for students to:
   - Understand musical theatre as a distinct category of historical analysis in the theatre arts;
   - Understand the development of the Broadway musical from its origin, the opera/operetta and how Vaudeville traditions led to the development and expansion of the Broadway musical;
   - Understand the influence that culture, economics and politics have had on the musical stage;
   - Become familiar with the plots, key numbers, and historical significance of landmark musicals;
   - Discover individuals that played key roles in the development of musical theatre;
   - Engage in their own research and interpretation of specific musicals from the 1840s to the present.

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 will begin with an exploration of the origin of the musical
   - Influence of opera/operetta on the Broadway Musical
   - Minstrel, Vaudeville and Burlesque shows
   - 1840-1900

   An exploration of Musical Theatre history will continue with specific focus on the following areas:
   - Musical Stage from 1900s -1930s
   - Divergent paths in the 20th Century
     1940
     1950
     1960
     1970
   - Synthesis of Style and Substance
C. Activities Possibly Required of Students
All activities that could possibly be 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.

Activities may include the following but are not limited to:
- Read required textbook.
- Participate in classroom discussion.
- Complete two written exams and bi-weekly quizzes.
- Complete a research paper and presentation on a creative talent or performer of musical theatre.
- Attend Middle Tennessee State University musicals that are produced during the semester and complete a written response to the production.

D. Proposed Evaluation Procedures
Evaluation procedures should be designed to assess the degree of student achievement of course competencies. Provide an example of an appropriate grading system for the course.

Student’s grades will be based on class participation, exams and quizzes, attendance and written response to performances viewed, and research paper/presentation project. An example of a suggested grading scale:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Exams</td>
<td>30%</td>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>Classroom Participation</td>
<td>20%</td>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>Bi-Weekly quizzes</td>
<td>20%</td>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>Research Paper/Presentation</td>
<td>20%</td>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>Required productions/Responses</td>
<td>10%</td>
<td>60 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

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.

Possible texts include:


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.

Not applicable.

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 attached page.
Catalog Description

THEA/MUHL 4840 Musical Theatre History (3 credits.) A comprehensive history of musicals from the 1840s to the present that explores the effects of culture, economics and politics of each era on musical theatre.
Master Catalog Change Form
Undergraduate

Department Theatre & Dance (LA-THEA) Subject THEA Course No. 4840

Full title of course Musical Theatre History
(100 characters only)

Credit hours 3 Contact hours, if different Course taught with: ☐ Standard Grading ☑ Pass/Fail

Can be taken multiple times without calculating as repeat? ☑ Yes How many times Total Hours
50.0509 Fees (if applicable) (must be approved by TBR)

CIP code (go to http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55)

Schedule type LEC - Lecture Instructional Method CON - Conventional Methodology

EFFECTIVE TERM: Fall 2016

☐ New course Abbreviated Title: Musical Theatre History

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: MUHL 4840

☐ Other course changes

Course prerequisites/co-requisites/restrictions: Junior standing

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

Memo Notes for RaiderNet: at least junior classification

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

Does this change require a new catalog description? ☑ Yes (attach new catalog description, if required)

APPROVED ____________________________ Date ____________________________

Vice Provost for Academic Affairs

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>
</tr>
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</tbody>
</table>

UCC Approved: ____________________________ Records Entered: ____________________________

updated 10/29/14
**Master Catalog Change Form**  
**Undergraduate**

**Department**  Music (LA-MUSI)  
**Subject**  MUHL  
**Course No.**  4840  

**Full title of course**  Musical Theatre History  
(100 characters only)  

**Credit hours**  3  
**Contact hours, if different**  

**Course taught with:**  
- [ ] Standard Grading  
- [ ] Pass/Fail  

**Can be taken multiple times without calculating as repeat?**  
- [ ] No  
- [ ] Yes  
**How many times**  
**Total Hours**  

**CIP code**  (go to http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55)  
50.0509  
Fees (if applicable)  
(must be approved by TBR)

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

---

**EFFECTIVE TERM:**  
Fall 2016

[ ] New course  

**Abbreviated Title:**  Musical Theatre History  
(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:**  THEA 4840

[ ] Other course changes

---

**Course prerequisites/co-requisites/restrictions:**  
Junior standing

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

**Memo Notes for RaiderNet:**  
Least junior classification  
(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

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**FOR RECORDS OFFICE USE ONLY**

<table>
<thead>
<tr>
<th>Course</th>
<th>Equivalents</th>
<th>Beg</th>
<th>End</th>
<th>Attributes:</th>
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<th>Records Entered:</th>
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updated 10/29/14
Catalog Description

THEA/MUHL 4840 Musical Theatre History (3 credits.) A comprehensive history of musicals from the 1840's to the present that explores the effects of culture, economics and politics of each era on musical theatre.
TO: University Undergraduate Curriculum Committee  
RE: Proposed Curriculum Changes  
DATE: 10/7/2015

FROM: (Chair/Director) Jeff Gibson  
(Department/School/Program) Theatre & Dance

PROPOSAL WRITTEN BY: Kristi Shamburger  
E-Mail Address: kristi.shamburger@mtsu.edu

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

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

<table>
<thead>
<tr>
<th>Items for on campus approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Proposed New Course</td>
</tr>
<tr>
<td>θ Course Title Change</td>
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<tr>
<td>θ Course Prefix/Number Change</td>
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<td>θ Change in Credit Hours</td>
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<td>θ Change in Grading System</td>
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<td>θ Inactivation of Course</td>
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<tr>
<td>θ Reactivation of Course</td>
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<tr>
<td>θ Cross Listing of Course</td>
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<tr>
<td>θ Non-substantive Revisions in Curriculum of</td>
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<tr>
<td>Existing Major, Minor, Concentration</td>
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<tr>
<td>θ Other</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.

Proposal of a new stand-alone course THEA 3540 Musical Theatre Performance  
(previously a part of THEA 4590 – Special Topics Course)

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

Signature, Department Curriculum Committee Chair

[Signature]

Date Signed

Nov 24, 2015

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]

Date Signed

12-9-15

[Signature]

Date Signed

1/12/16

[Signature]

Date Signed

1/12/16

[Signature]

Date approved by UCC

[Signature]

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>Theatre &amp; Dance</td>
<td>THEA</td>
<td>3540</td>
<td>Musical Theatre Performance</td>
<td>3</td>
</tr>
</tbody>
</table>

**A. Course description and objectives:**

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

   This course is a musical theatre workshop performance class in which students expand their repertoire by performing and observing new songs weekly, exploring and experiencing the skills necessary to act a song. Students experience different musical theatre scenes and dance styles. The course culminates in a final studio performance including solo, duet and group musical selections, dance and musical theatre scenes. There is a prerequisite of THEA 3510 or permission of instructor.

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

   The objectives (student learning outcomes) for the class are for students to learn and apply technique and theory while they explore:
   - Musical theatre repertoire;
   - Different dance styles in musical theatre;
   - Performing in front of an audience weekly and memorizing quickly while coping with "stage fright;"
   - Musical theatre terminology;
   - Skills necessary for musical theatre performance thereby improving the audition experience;
   - All of the above culminate in a final studio performance in which students apply theory and performance technique studied.

**B. Course Justification**

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

   The projected enrollment for this course is sixteen students per section, which is in accordance with standards established by the National Association of Schools of Theatre for performance-based courses. Demand is sufficient to offer this course one semester in each academic year. Students will be drawn from incoming students, transfer students, and existing theatre and non-theatre majors at MTSU. This course is a requirement for all undergraduate students seeking a minor in musical theatre performance.

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.
The department seeks to prepare students interested in acting for the rigors of a highly competitive industry. This course is necessary to provide students with the skills needed for a career in professional theatre. Musical theatre performance enables the department to capitalize on the expertise of existing faculty members, as well as provide for guest artist/lecturer opportunities. This course is needed to bring our existing acting curriculum into alignment with current industry standards and for MTSU students minoring in musical theatre performance.

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 distinctive among other upper-division theatre performance courses in its focus on musical theatre. It meets the needs of students who want to increase their musical theatre repertoire and experience performing for an audience on a regular basis. This course includes advanced-level reading, discussion, written and performing assignments. In addition, it will serve as a fulfillment for students minoring in musical theatre performance and provides an option for the theatre major as an upper division cognate course.

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.

Musical theatre performance will service the needs of students interested in acting and specifically acting in musical theatre. The additional skills acquired by students will not only enhance their own competency as actors, but will raise the quality of theatrical productions at MTSU, thereby enabling the department, college, and university to better fulfill its obligation to the cultural enrichment of life on campus and in the surrounding community.

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.

Not applicable.

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.

The prerequisite requirement for this course is THEA 3510 Acting II or with "permission of department". Enrollment is open to all students and managed by the use of "permission of department" forms.

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.

Assistant Professor Kristi Shamburger has a Master of Fine Arts in musical theatre and has been teaching this course under the umbrella of THEA 4590 Topics in Acting in previous semesters.

Professor Kyle Kennedy is tenured faculty and the head of acting in the Department of Theatre and Dance.

Professor Jette Halladay is tenured faculty in the Department of Theatre and Dance.

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 facilities are needed for this course; however, sufficient performance or workshop space and a keyboard/piano must be provided.

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 library collections are adequate 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.

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.

This course has been formulated according to the standards of the National Association of Schools of Theatre (NAST); and the theatre concentration in the Theatre and Dance department received accreditation in the spring of 2015. Curricular offerings at NAST - accredited universities have been reviewed and these have informed course design. Additionally members of the faculty of the Department of Theatre and Dance have discussed the proposal and have provided significant input on its design.

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.
There is an estimated cost of nine-hundred dollars per semester for a class accompanist but this will be budgeted through the Department of Theatre & Dance as it has been for subsequent offerings of the course through the Special Topics sections.

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 sources of revenue will be used to meet the course costs. No sources of additional revenue are expected for this course.

E. Comments
Space available for any other pertinent information not previously covered.

Not applicable.
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>Theatre &amp; Dance</td>
<td>THEA</td>
<td>3540</td>
<td>Musical Theatre Performance</td>
<td>3</td>
</tr>
</tbody>
</table>

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

THEA 3530 Musical Theatre Performance. Three Credits. Prerequisite: THEA 3510, or permission of instructor. A musical theatre workshop performance class, students expand their repertoire by performing and observing new songs, while exploring and experiencing the skills necessary to act a song. Students experience different musical theatre scenes and dance styles. The course culminates in a final studio performance.

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

The objectives (student learning outcomes) for the class are for students to learn and apply technique and theory while they explore:
- Musical theatre repertoire;
- Different dance styles in musical theatre;
- Performing in front of an audience weekly and memorizing quickly while coping with “stage fright;”
- Musical theatre terminology;
- Skills necessary for musical theatre performance thereby improving the audition experience;
- All of the above culminate in a final studio performance in which students apply theory and performance technique studied.

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 content may include the following but is not limited to the study of techniques for performing musical theatre:
- The Expressive Actor, Michael Lugering
- Elements of Orchestrating Action, David Shamburger
- Auditioning for Musical Theatre, Fred Silver
- How to Act a Song, David Craig
- How to Audition, Donald Oliver
- Score and Libretto, Deer & Da Vera

Course content will also include:
- Experiencing styles of musical theatre through song, scene and dance.
C. Activities Possibly Required of Students
All activities that could possibly be 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.

Activities for this course may include but are not limited to:
- Four solos, a duet/small ensemble, musical theatre scene & large ensemble(s) musical theatre selections performed
- Musical Theatre techniques applied to assigned solo pieces
  - A written character analysis and technique for each assigned solo
- Musical theatre dance styles experienced
- Five quizzes over online Musical Theatre technique content
- Attend Middle Tennessee State University musicals/plays that are produced during the semester and complete a written response to the production
- Perform in a Musical Theatre Showcase at the end of the semester.

D. Proposed Evaluation Procedures
Evaluation procedures should be designed to assess the degree of student achievement of course competencies. Provide an example of an appropriate grading system for the course.

Student’s grades may be based on class participation, exams and quizzes, attendance and written response to performances viewed, and research paper/presentation project. An example of a suggested grading scale:

<table>
<thead>
<tr>
<th>Grade Distribution</th>
<th>Grading Scale</th>
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<tr>
<td>Weekly/Bi-weekly performances</td>
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<td>Dance Participation/attitude</td>
<td>80 - 89 B</td>
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<td>On-line quizzes</td>
<td>70 – 79 C</td>
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<td>Character Analysis/</td>
<td>60 – 60 D</td>
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<td>Subtext/Expressive Action</td>
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<td>Final Exam</td>
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<td>Final Performance</td>
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<tr>
<td>TOTAL 100%</td>
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</table>

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.


References for this class are:


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.

Not applicable.

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 attached page.
Catalog Description:

**THEA 3540 Musical Theatre Performance.** Three Credits. Prerequisite: THEA 3510, or permission of instructor. A musical theatre workshop performance class, students expand their repertoire by performing and observing new songs, while exploring and experiencing the skills necessary to act a song.
Master Catalog Change Form
Undergraduate

Department: Theatre & Dance (LA-THEA)
Subject: THEA
Course No.: 3540

Full title of course: Musical Theatre Performance

Credit hours: 3
Contact hours, if different:
Course taught with: ☐ Standard Grading ☑ Pass/Fail

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

CIP code: 50.0509
Fees (if applicable): (must be approved by TBR)

Schedule type: MUP - Musical Group Performance
Instructional Method: NCM - Other Non-conventional Methodology

EFFECTIVE TERM: Fall 2016

☑ New course
Abbreviated Title: Musical Theatre Performance
(Please list 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: THEA 3510 (Acting II) OR Permission of Department
(A course cannot require departmental permission AND prerequisites/restrictions)

Memo Notes for RaiderNet: THEA 3510 or POD
(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

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updated 1/29/14
Catalog Description:

**THEA 3540 Musical Theatre Performance.** Three Credits. Prerequisite: THEA 3510, or permission of instructor. A musical theatre workshop performance class, students expand their repertoire by performing and observing new songs, while exploring and experiencing the skills necessary to act a song.
Proposal 13 of 19
TO: University Undergraduate Curriculum Committee

FROM: Chair/Director Name: Jeff Gibson

Dept./School/Program: Theatre and Dance

PROPOSAL WRITTEN BY: Name: Darren E. Levin

E-Mail Address: Darren.Levin@mtsu.edu

Date: 11/3/2015

RE: Proposed Curriculum Changes

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

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

Brief description of proposed change (attach separate sheet with complete information).

If new course proposal, list title and number of course.

Reactivation of inactive course. Updates name of course to THEA 4480 Automated Lighting for Arts and Entertainment. Revision includes update to course content for new technology and practices in the industry, creating focus on automated lighting.

The proposed change will be effective beginning: Semester: ___________________________ Year ___________________________

Signature, Dept. 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 of this proposal.

Signature, Department Chair ___________________________ Date Signed ___________________________

Signature, College Curriculum Committee Chair ___________________________ Date Signed ___________________________

Signature, Academic Dean ___________________________ Date Signed ___________________________

Signature, Univ. Curriculum Committee Chair ___________________________ Date Approved by UCC ___________________________

Signature, Academic Affairs Designee ___________________________ Date Approved by AA ___________________________

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

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

   This course is a comprehensive approach to the fundamentals and techniques of programming and design of automated lighting technology. Central to this course is the application of the theories of theatrical design (specifically lighting design) and the application of these theories in automated programming and design. The course focuses on the equipment, technology, and processes in automated lighting through lecture, demonstration, and hands on projects in the lighting lab. Course topics may include techniques of planning, installation, troubleshooting and basic maintenance of lighting control systems for the theatre, concert and entertainment industries.
   Lecture content and practical experiences will demonstrate the planning, installing, and troubleshooting of lighting control systems for the entertainment industry. Emphasis is also placed on theory, practice, and development of a lighting design and accompanying lighting production paperwork for both theatre and entertainment applications. This course also includes required crew work, hands-on projects, and/or lab hours.

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

   Upon the completion of this course, students will be able to:
   - Explore, understand, and identify the multiple components used in automated theatrical and concert lighting systems.
   - Explore, understand, and apply the theories of lighting design for theatrical performance, entertainment design, and additional design outlets.
   - Demonstrate various programming techniques used on computerized lighting control consoles.
   - Demonstrate and understand the lighting programmer and lighting designer relationship through individual and group projects. Project options include but are not limited to hands-on lab work, participation in an active role on a given production.
   - Discuss programming, technology and design of viewed theatre/entertainment pieces.
   - Demonstrate the creation and application of an automated lighting design concept.
B. Course Justification

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

One section of this course will be offered every fall, with expansion to one section every fall and spring as need develops. The projected enrollment of the course will be no more than 16 students per course section. Per the National Association of Schools of Theatre (NAST) guideline II.E.6.b.1 “Classes in creative work should not exceed 16 students.” The source of the course enrollment will be students majoring in Theatre concentrating in areas of design and technology, students pursuing a minor in Entertainment Arts Design, Entertainment Technology, Recording Industry, and other interested 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 a needed extension to build upon THEA 3400 Lighting for Arts and Entertainment 1 and complements the additional course offerings in lighting design. Elements and theories presented in this course are present in any show presented in the entertainment industry (theatre, concerts, dance, etc.), and are utilized in additional installations including but not limited to museums, themed attractions, etc. This course represents a specialized skillset that is typically self-taught in the industry and not addressed by many institutions.

This course will provide an overview and the foundations and theories of automated lighting design and technology. This course also focuses knowledge of both technical and artistic aspects of automated lighting design and console programming. In addition, this course includes work and experience in the lighting production process as well as the process designing and programming automated lighting for genres of performance.

Although the content of this course is a mainstay of the entertainment and arts fields today, offering the course for students at the undergraduate level will provide MTSU with a cutting edge and state of the art experience for our students thereby giving these students a competitive edge in this rapidly growing and developing 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 would serve as an elective for students majoring in Theatre as well as other interested students. The course would be included in the Entertainment Arts Design and Entertainment Arts Technology minors. The content is unique in context and application, therefore this course does not duplicate content in other courses offered by other departments. In addition, there are no courses currently offered by other departments that address the comprehensive concepts of automated lighting design for theatrical and entertainment applications.
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 proposed course will provide undergraduate students the opportunity to demonstrate understanding of automated lighting design, advanced methods in console programming, and advanced lighting production as it relates to all areas of the entertainment industry. This course gives students skills that are essential in the execution of realized lighting designs utilizing advanced lighting technology, enhancing their skills as future designers and technicians in theatre, entertainment, related fields. Students will be challenged to explore and develop their own conceptual approach to lighting performance. The skills gained in this course work alongside skill sets taught in the design courses throughout the Department of Theatre and Dance. The skills taught enable a student to be a collaborative member of the production team throughout the production process and onstage realization of a design, hence supporting the continued work of the department and development of the student’s portfolio. The knowledge and foundation presented will enable students to continue study in the lighting design courses, effectively leading to a quality portfolio presentation for application to graduate study and/or employment. The Theatre program, Department of Theatre and Dance, and University will benefit by student success through alumni relations, increased recognition, and student recruitment.

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.

Not applicable. 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.

The course will be offered by the Department of Theatre and Dance in the BS in Theatre Degree program. This will be an option to fulfill a cognate requirement for students majoring in Theatre. This course will be included in the Entertainment Arts Design Minor and Entertainment Technology Minor. This course develops skill sets essential for students who are or will enroll in:
- THEA 4490 Advanced Topics in Lighting for Arts and Entertainment

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.
This course may be taught by the following existing Design/Technology Faculty in the Department of Theatre and Dance. No additional faculty are required.

- Darren E. Levin, MFA, Assistant Professor of Theatre (Lighting Design)
- Brian Elliott, MFA, Full Time Temporary Professor of Theatre (Master Electrician)
- Scott Boyd, MFA, Professor of Theatre (Scenic Design)

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.

Special physical facilities are already in place and are currently sufficient to support the purpose of the 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.

Library and resource materials are currently available.

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 is not an area where professional certification is available.

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.

Advice, consultation, and discussion with other members of the Department of Theatre and Dance design faculty has been utilized in formulating this course proposal. Additional consultation and discussion has been provided by the Department of Recording Industry to align courses across programs and due to the large number of RIM students enrolled in lighting courses at MTSU. In addition, other theatre programs offering similar courses were studied for the development of this course, including The University of Texas at Austin and California State University Long Beach.

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.

There will be no additional costs for 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.

No Sources of additional revenue are predicted for this course beyond tuition

E. **Comments**

Space available for any other pertinent information not previously covered.

None.
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 is a comprehensive approach to the fundamentals and techniques of programming and design of automated lighting technology. Central to this course is the application of the theories of theatrical design (specifically lighting design) and the application of these theories in automated programming and design. The course focuses on the equipment, technology, and processes in automated lighting through lecture, demonstration, and hands on projects in the lighting lab. Course topics may include techniques of planning, installation, troubleshooting and basic maintenance of lighting control systems for the theatre, concert and entertainment industries. Lecture content and practical experiences will demonstrate the planning, installing, and troubleshooting of lighting control systems for the entertainment industry. Emphasis is also placed on theory, practice, and development of a lighting design and accompanying lighting production paperwork for both theatre and entertainment applications. This course also includes required crew work, hands-on projects, and/or lab hours.

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

   Upon the completion of this course, students will be able to:
   - Explore, understand, and identify the multiple components used in automated theatrical and concert lighting systems.
   - Explore, understand, and apply the theories of lighting design for theatrical performance, entertainment design, and additional design outlets.
   - Demonstrate various programming techniques used on computerized lighting control consoles.
   - Demonstrate and understand the lighting programmer and lighting designer relationship through individual and group projects. Project options include but are not limited to hands-on lab work, participation in an active role on a given production.
   - Discuss programming, technology and design of viewed theatre/entertainment pieces.
   - Demonstrate the creation and application of an automated lighting design concept.

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 topics for this course include but are not limited to:
- Definitions of Theatrical Lighting
- Theories of Automated Lighting Design
- Theories of Automated Lighting Technology
• Foundations in Automated Lighting
  o System Design (DMX, Control Chain, Power Distribution, Electricity, etc.)
  o Fixture Parameters and Design (Lamps, Optical Systems, Maintenance)
  o Networking and Communications (DMX, ACN, RDM, etc.)
• Programming Practices and Strategies
  o Programming Philosophy and Pre-Programming Preparation
  o Console Setup and Layout
  o Programmer/Designer Interaction
  o Developing Pallets, Effects, etc.
  o Cue-Based Programming
  o Programming for “Busking”
• Additional topics as deemed appropriate by instructor and industry trends

C. Activities Possibly Required of Students
All activities that could possibly be 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.

The activities for this course include but are not limited to:
• Study of text
• Selected supplementary reading from additional texts, console, and fixture documentation.
• Crew assignment (Options include but not limited to the following):
  o Lighting Programmer/Board Operator for The Department of Theatre and Dance production season.
  o Integration into lighting crew during hang period when automated lighting is utilized.
  o Co-Production with RIM 4330 Sound Reinforcement Final Projects
  o Lighting design and support for end of the semester shows from live sound classes of the Recording Industry program.
• Design Project(s) (Options include but are not limited to the following):
  o Programming and cueing projects illustrating ability to program and design automated lighting for a variety of performance genres.
• Design Journals/Critiques
  o View and journal/critique recorded performances and live performances evaluating the concept, effectiveness, etc. of the design.

D. Proposed Evaluation Procedures
Evaluation procedures should be designed to assess the degree of student achievement of course competencies. Provide an example of an appropriate grading system for the course.

An example of student assessment is listed below. Student assessment may include but is not limited to the following breakdown:
• Participation and constructive contribution to classroom discussions and evaluation of peer’s work. (10%)
• Evaluation of practical assignments (40%)
  o Crew/Production Assignment
  o Design Projects
  o Programming Projects
• Evaluation of written assignments (30%)
  o Design Journals and Critiques
• Examinations (20%)

Suggested grading scale for the course is as follows. Plus/Minus grading may be utilized at the discretion of the instructor of record.
A  90%-100%
B  80%-89%
C  70%-79%
D  60%-69%
F  59% and Below

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.


Additional materials may be compiled from additional resources. Several manufacturer "user manuals" will be required for study based on the equipment utilized in the class.

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.

Not Applicable
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.**

THEA 4480 – Automated Lighting for Arts and Entertainment.

Three credit hours. Prerequisite: THEA 3400. Methods and techniques of automated lighting for the stage; emphasis on creation of automated lighting design and programming for performance through the study and knowledge of electricity, control language, instrumentation, programming fundamental properties of automated lighting design. Crew/Production requirement.
Master Catalog Change Form
Undergraduate

Department: Theatre & Dance (LA-THEA)  Subject: THEA  Course No: 4480

Full title of course: Automated Lighting for Arts and Entertainment

3  Credit hours  Contact hours, if different

Course taught with: O Standard Grading  C Pass/Fail

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

CIP code (go to: http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55)  50.0501  Fees (if applicable)

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

EFFECTIVE TERM: Fall 2016

☐ New course  Abbreviated Title: Automated Lighting

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

☐ Course title change  Previous Abbreviated Title:

☐ Course prefix/number change  Previous course prefix/number: THEA 4480

☐ Credit hours change  Previous credit hours: 3

☐ Grading system change

☐ Change course to inactive status

☒ Change course to active status

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

☐ Other course changes

Course prerequisites/co-requisites/restrictions: THEA 3400
(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?  O No  C 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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Proposal 14 of 19
TO: University Undergraduate Curriculum Committee

FROM: Chair/Director Name: Jeff Gibson
Dept./School/Program: Theatre and Dance

PROPOSAL WRITTEN BY: Name: Darren E. Levin
E-Mail Address: Darren.Levin@mtsu.edu

RE: Proposed Curriculum Changes

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

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

Proposal adds THEA 4480 Automated Lighting for Arts and Entertainment as an elective to the Entertainment Arts Design minor.

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

Signature, Dept. Curriculum Committee Chair

Date Signed: 11-23-16

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: 12-9-15

Signature, College Curriculum Committee Chair

Date Signed: 11/12/16

Signature, Academic Dean

Date Signed: 1/12/16

Signature, Univ. Curriculum Committee Chair

Date Approved by UCC

Signature, Academic Affairs Designee

Date Approved by AA

Updated 8/04/15
Entertainment Arts Design Minor (current)
The Entertainment Arts Design minor is designed for students majoring in Human Sciences, Electronic Media Communication, Recording Industry, and others who are interested in entertainment design. The minor consists of 15 hours. THEA 3050 is required, and the remaining 12 hours are selected from the approved elective list (below) after consulting with the minor advisor. Courses taken to meet other minor requirements or other minor requirements may not be counted toward this minor.

Required Course (3 hours)
THEA 3050 - Theatrical Design Concepts (3 credit hours)

Electives (12 hours)
Select 12 hours from the following:
THEA 2110 - Stagecraft (3 credit hours)
THEA 3000 - Sound Design for Arts and Entertainment (3 credit hours)
THEA 3100 - Make-Up Techniques for Performers (3 credit hours)
THEA 3200 - Introduction to Costume for Arts and Entertainment (3 credit hours)
THEA 3300 - Scene Design (3 credit hours)
THEA 3310 - Theatrical Drafting: Theory and Technique (3 credit hours)
THEA 3400 - Lighting for Arts and Entertainment I (3 credit hours)
THEA 3810 - Stage Management (3 credit hours)
THEA 3820 - Script Analysis (3 credit hours)
THEA 4110 - Make-Up Design and Creation (3 credit hours)
THEA 4190 - Topics in Make-up for Arts and Entertainment (3 credit hours)
THEA 4220 - Costume Design for Arts and Entertainment (3 credit hours)
THEA 4230 - Advanced Costume Design for Arts and Entertainment (3 credit hours)
THEA 4280 - Topics in Costume for Arts and Entertainment (3 credit hours)
THEA 4300 - Advanced Scenic Design (3 credit hours)
THEA 4390 - Topics in Scenography (1 to 3 credit hours)
THEA 4400 - Lighting for Arts and Entertainment II (3 credit hours)
THEA 4490 - Advanced Topics in Lighting for Arts and Entertainment (3 credit hours)

Entertainment Arts Design Minor (proposed)
The Entertainment Arts Design minor is designed for students majoring in Human Sciences, Electronic Media Communication, Recording Industry, and others who are interested in entertainment design. The minor consists of 15 hours. THEA 3050 is required, and the remaining 12 hours are selected from the approved elective list (below) after consulting with the minor advisor. Courses taken to meet other minor requirements or other minor requirements may not be counted toward this minor.

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THEA 4190 - Topics in Make-up for Arts and Entertainment (3 credit hours)
THEA 4220 - Costume Design for Arts and Entertainment (3 credit hours)
THEA 4230 - Advanced Costume Design for Arts and Entertainment (3 credit hours)
THEA 4280 - Topics in Costume for Arts and Entertainment (3 credit hours)
THEA 4300 - Advanced Scenic Design (3 credit hours)
THEA 4390 - Topics in Scenography (1 to 3 credit hours)
THEA 4400 - Lighting for Arts and Entertainment II (3 credit hours)
THEA 4480 – Automated Lighting for Arts and Entertainment (3 credit hours)
THEA 4490 - Advanced Topics in Lighting for Arts and Entertainment (3 credit hours)
Proposal 15 of 19
TO: University Undergraduate Curriculum Committee
FROM: (Chair/Director) Jeff Gibson (Department/School/Program) Theatre and Dance
PROPOSAL WRITTEN BY: Jeff Gibson E-Mail Address: jeff.gibson@mtsu.edu
I request that the following item be considered by the Committee: (please check all that apply)

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<tr>
<td>Θ Other</td>
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</tr>
</tbody>
</table>

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

Change course title to Senior Seminar in Theatre (previously Senior Seminar) and decrease from three to two credits.

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

Signature, Department Curriculum Committee Chair

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

Signature, Department Chair

Signature, College Curriculum Committee Chair

Signature, Academic Dean

Signature, University Curriculum Committee Chair

Signature, Academic Affairs Designee

Date Signed 12-1-15

Date Signed 12-9-15

Date Signed 11/12/16

Date approved by UCC

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>
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<th>Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
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<tbody>
<tr>
<td>Theatre and Dance</td>
<td>THEA</td>
<td>4990</td>
<td>Senior Seminar in Theatre</td>
<td>2</td>
</tr>
</tbody>
</table>

A. **Course description and objectives:**

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

   The course is designed as a capstone to the Theatre major's undergraduate career and to prepare the student for transition to the professional working world in theatre or into continued higher education. Students will examine their academic and creative achievements and abilities and assess their strengths and weaknesses. Students will learn about vital skills in career management and begin a proactive approach to career planning. The course includes lectures, workshops, professional guest speakers, and discussion sessions. Students will complete various paper-based projects, including an industry standard resume and professional online portfolio.

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

   Upon completion, students will be prepared to transition from undergraduate study into the profession or into graduate studies.

   Through this course, students will demonstrate the ability to:
   - Examine their own academic and creative achievement, including reflection on the various knowledge, skills, and experiences gained during their undergraduate career
   - Self-assess the student's strengths and weaknesses in relation to professional career objectives
   - Demonstrate the student's cumulative achievements, knowledge, and skills through written, oral, and/or visual expression
   - Prepare a professional resume and portfolio, as appropriate to the student's career goals
   - Illustrate effective interviewing techniques

B. **Course Justification**

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

   Enrollment will be approximately 10 students per semester and will be comprised of Theatre majors who will graduate within one to two semesters.

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.
One of the major objectives of the course is to prepare students for the transition from undergraduate education to the professional workforce or to graduate studies. The course assists the student in creating both a plan of action and the communication tools needed to gain employment or entry into graduate studies. Finally, it provides the student with additional skills necessary for prolonged career management. This greatly benefits graduating students because it is necessary to spend focused energy on devising a strategy for becoming employable and for attaining employment. This fits well within the role and scope of the department as it is the department's responsibility to graduate not only knowledgeable and skilled students, but also employable and career-ready alums.

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 complements other courses in the department and university because it assists the student in reflecting upon and applying the cumulative knowledge, skills, and experiences gained throughout their undergraduate career. This is necessary to create an understanding in the graduating student of how components learned through various other courses work together as an effective whole.

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.

It is expected that the advanced and focused career preparation provided through this course will translate into higher employment rates and longer-term sustainability in the theatre profession by graduates. This should result in greater satisfaction amongst graduates, which will create stronger bonds between alumni, the department, and the greater university. Strengthened alumni relations may result in a number of benefits to the university, department, and its future students. Included among these could be improved alumni support of university initiatives, increased networking support for future graduating students, and enhanced image for recruiting.

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.

The course is not 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.

The course is available only to students majoring in Theatre or in Theatre with Teacher Licensure. Students must take the class either in the semester of
graduation or, preferably, in the semester immediately prior to expected graduation. The course is a requirement for BS in Theatre degree completion, and it will not be a service course for other programs.

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 is currently instructed by the Chair of Theatre and Dance, Jeff Gibson. Mr. Gibson holds a MFA in Theatre Management and has work experience in professional theatre; he maintains relationships with professional theatre companies and affiliated professional organizations. Other tenured and/or tenure-track faculty are also qualified to instruct the course. In addition, other faculty from the program will regularly assist with specialty topics according to the individualized needs of seminar students. Finally, guest speakers and workshop presenters will be invited or employed to assist in educating students about working in various professional environments.

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 class is best taught in a classroom with student computer stations so that students can perform hands-on activities related to online portfolio development during class meetings. Regular guest faculty presentations also require use of instructional / presentation technology. Current university facilities are adequate for the instructional delivery methods utilized in 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.

Current library holding are sufficient for the 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 is not a course where professional certification is available.

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, and is now being revised, with input from the Theatre faculty. It has been taught as part of the curriculum for the past several years and student feedback has been incorporated into the revision. Industry leaders such as
Rafael Jaen, author of *Designing and Maintaining a Design/Tech Portfolio*, and Brian O'Neill, professional acting consultant, have also been consulted for course content.

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.

   Additional costs for this course include costs for travel, lodging, and stipends for guests to the class. Generally, these costs will be minimal and optional. Ideally, keynote speakers will be utilized from major industry markets (New York, Chicago, Los Angeles) but local Nashville artists and experts have been (and will continue to be) engaged.

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.

   The estimated optional costs of $1,000-2,000 per year for guest presenters are typically covered with budgeted departmental and foundation funds. In addition, grant support from the Distinguished Lecture Fund and Instructional Evaluation & Development Fund have been used in the past and will be sought in the future, as necessary.

E. **Comments**

Space available for any other pertinent information not previously covered.

This course, as previously noted, has been included in the BS Theatre curriculum for a number of years as a three credit offering. This proposal is an update to course content, and primarily removes the requirement for a capstone project as part of course requirements and reduces the credit hours for the course to two credit. The capstone project is unnecessary for successful completion of the course and often distracts students from completing more important work associated with the class.
Part II – Course Outline

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<td>THEA</td>
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<td>Senior Seminar in Theatre</td>
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A. **Course Description and Objectives**

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

   The course is designed as a capstone to the Theatre major's undergraduate career and to prepare the student for transition to the professional working world in theatre or into continued higher education. Students will examine their academic and creative achievements and abilities and assess their strengths and weaknesses. Students will learn about vital skills in career management and begin a proactive approach to career planning. The course includes lectures, workshops, professional guest speakers, and discussion sessions. Students will complete various paper-based projects, including an industry standard resume and professional online portfolio.

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

   Upon completion, students will be prepared to transition from undergraduate study into the profession or into graduate studies.

   Through this course, students will demonstrate the ability to:
   - Examine their own academic and creative achievement, including reflection on the various knowledge, skills, and experiences gained during their undergraduate career
   - Self-assess the student’s strengths and weaknesses in relation to professional career objectives
   - Demonstrate the student’s cumulative achievements, knowledge, and skills through written, oral, and/or visual expression
   - Prepare a professional resume and portfolio, as appropriate to the student’s career goals
   - Illustrate effective interviewing techniques

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.

   1. Review and reflection of undergraduate program of study
   2. Career research and planning for the theatre industry
   3. Professional interviewing techniques
   4. Creation of professional resumes
   5. Creation of professional online portfolios
   6. Overview of the performing arts industry market, including major / regional markets
   7. Career management strategies for the theatre professional
   8. Overview of contractual agreements and negotiating strategies for the industry
   9. Personal financial management for the industry professional
   10. Employment unions of the professional theatre
   11. Research, application, and selection for graduate study
C. Activities Possibly Required of Students
All activities that could possibly be 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.

1. Attendance and active participation in course seminars, workshops, and guest presentations
2. Self-assessment reflection assignments
3. Creation of professional resume according to industry standard formats
4. Creation and presentation of a professional electronic portfolio
5. Preparation for and participation in simulated professional interviews
6. Research and preparation of career planning strategy documents
7. Research and preparation for graduate school application

D. Proposed Evaluation Procedures
Evaluation procedures should be designed to assess the degree of student achievement of course competencies. Provide an example of an appropriate grading system for the course.

An example of student assessment includes evaluation as follows:
- Self-Assessment and career planning documents 15%
- Resumes according to industry standards 15%
- Portfolios according to industry standards 35%
- Effective preparation for and participation in simulated professional interviews 10%
- Research and presentation of employment market and/or graduate program projects 15%
- Participation in course seminars and guest presentations 10%

A sample grading scale is as follows:
- 90%-100% = A
- 80%-89% = B
- 70%-79% = C
- 60%-69% = D
- 59% and below = F

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 texts include:
Acting as a Business by Brian O’Neill
Creating and Maintaining a Design/Tech Portfolio by Rafael Jaen
Acting Professionally by Robert Cohen and James Calleri
Common Sense Negotiation by Donald C. Farber
LORT Rulebook produced by Actor’s Equity Association
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 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.**

**THEA 4990 – Senior Seminar in Theatre**
2 credit hours. Prerequisite: Theatre majors only. **Senior Classification.**
A capstone to the Theatre major's undergraduate career and preparation for transition to the professional theatre or graduate study. Includes lectures, workshops, professional guest speakers, and discussion sessions. Students will complete various paper-based projects, including resume and portfolio construction.
Master Catalog Change Form
Undergraduate

Department: Theatre & Dance (LA-THEA)  Subject: THEA  Course No: 4990

Full title of course: Senior Seminar in Theatre
(Credit hours: 2)

Credit hours: 2  Contact hours, if different: 2  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: SEM - Seminar  Instructional Method: CON - Conventional Methodology

EFFECTIVE TERM: Fall 2016

☐ New course  Abbreviated Title: Senior Seminar

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: BS Theatre or BS Theatre with Teacher Licensure

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

Memo Notes for RaiderNet: Senior classification. Theatre majors only.

(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

<table>
<thead>
<tr>
<th>Course</th>
<th>Equivalents</th>
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Attributes:  UCC Approved: _____________

Records Entered: _____________

updated 10/29/14
THEA 4990 – Senior Seminar in Theatre
2 credit hours. Prerequisite: Theatre majors only. Senior Classification. A capstone to the Theatre major's undergraduate career and preparation for transition to the professional theatre or graduate study. Includes lectures, workshops, professional guest speakers, and discussion sessions. Students will complete various paper-based projects, including resume and portfolio construction.
Proposal 16 of 19
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 11/13/2015
FROM: (Chair/Director) Jeff Gibson
(Department/School/Program) Theatre and Dance
PROPOSAL WRITTEN BY: Jeff Gibson    E-Mail Address Jeff.Gibson@mtsu.edu

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>
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<tr>
<td>θ Proposed New Course</td>
<td>θ New Academic Program: Degree/Minor/Concentration/Certificate</td>
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Brief description of proposed change (attach separate sheet with complete information).
If new course proposal, list title and number of course.

Change THEA 2000 Introduction to Theatre Studies from 1 credit to 2 credit offering.

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

Signature, Department Curriculum Committee Chair

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

Signature, Department Chair

Signature, College Curriculum Committee Chair

Signature, Academic Dean

Signature, University Curriculum Committee Chair

Signature, Academic Affairs Designee

Date Signed

Date approved by UCC

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**

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<td>THEA</td>
<td>2000</td>
<td>Introduction to Theatre Studies</td>
<td>2</td>
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</table>

**A. Course description and objectives:**

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

   This course is designed to foster student intellectual engagement in theatre by introducing them to the basic terminology and methodology used in the theatre profession and discipline. Through discussion and participation, students will actively enter into the creative life of the Theatre major at MTSU by understanding the expectations and requirements necessary to prosper in the theatre profession and culture. The once-a-week class sessions will be devoted to preparing students with skills and practices to be successful as theatre students and theatre professionals.

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

   The objective of this course is to give each student an understanding and an appreciation of the various elements that are required of a Theatre major at MTSU. Upon completion of this course, students will be able to:
   - Successfully identify and navigate the curricular and co-curricular components of the Theatre program at MTSU.
   - Identify and plot the steps needed at the undergraduate level to further their education at the post-graduate level or take an active role in professional theatre.
   - Produce a resume and online portfolio that documents their work as a creative artist and/or scholar of theatre.
   - Understand the expectations of theatre as a profession and a discipline at MTSU.

**B. Course Justification**

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

   The projected enrollment in the course is 25 students per fall semester and 12 students per spring semester. The source is the incoming theatre majors and transfer students. This course is required of all theatre majors and should be completed in their first semester of enrollment in the major.

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 is a much needed course in our department as we address current industry and education standards in the theatre vocation. The desire to remain current has prompted the Department of Theatre and Dance to attain NAST (National Association of Schools of Theatre) accreditation (2014). As part of this process, we brought in a NAST-sanctioned consultant to assist us in evaluating our current offerings. The creation of this course, including its content and accompanying Theatre Student Handbook, is a result of his recommendation as we strive to serve our students in their chosen field of study.

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 serves as a gateway into Theatre studies at the university and will provide all MTSU Theatre students with a common vocabulary. This common vocabulary will serve them in their MTSU theatre studies and their chosen vocation post-graduation. By addressing basic theatre terminology and profession information in this course, this will allow currently offered, vocation specific, introduction courses to focus solely on the theatre specialty they are addressing. No other department on campus offers a course similar to this proposal.

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 prepares the theatre student for the rigors that accompany the major (curricular and co-curricular). With better preparation at the start of their studies, the theatre student is more likely to graduate on time and with greater knowledge of their chosen vocation.

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 is not 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 does not have a prerequisite requirement. Enrollment is limited to Theatre Majors. Students majoring in theatre should complete this course in their first semester at MTSU. This course will be used to meet requirements for the BS in Theatre. This course will not be a service course for other programs.

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.

Jeff Gibson- Associate Professor of Arts Management/Chair of Theatre and Dance
Scott Boyd- Professor of Scenic Design and Technology
Dr. Jette Halladay- Professor of Child Drama
Tommy Macon- Professor of Costume Design and Technology
Dr. Richard Hansen- Associate Professor of Theatre History
Kyle Kennedy- Associate Professor of Theatre/ Head of Acting
Kristi Shamburger – Assistant Professor of Musical Theatre
Darren Levin – Assistant Professor of Lighting Design
Helena Kays – Assistant Professor of Directing

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 class is best taught in a classroom with student computer stations so that students can perform hands-on activities related to online portfolio development during class meetings. Regular guest faculty presentations also require use of instructional / presentation technology. Current university facilities are adequate for the instructional delivery methods utilized in 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.

Current library collections are adequate to meet the needs of this course as reference materials. Individual materials needed include but are not limited to:

- *The Dramatic Imagination*, Robert Edmund Jones
- *On the Art of the Theatre*, Edward Gordon Craig
- *Backstage Handbook*, Paul Carter and George Chiang
- *The History of the Theatre*, Oscar Brockett and Franklin Hildy
- *MTSU Theatre Student Handbook* (department document)

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.

Professional Certification is not available in this area.

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.

Donald A. Drapeau, a consultant representing the National Association of the Schools of Theatre (NAST- the accrediting body of theatre training programs)
initiated the exploration for the development of this course during an on-site examination of our current program in fall 2013. Other NAST accredited institutions, as well as all faculty members of the Theatre and Dance, have been consulted regarding this course. In addition, the course has been taught since fall 2012, and student feedback on course design, as well as instructor observation and faculty discussion, has informed this course revision.

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.

   Staffing for this course will be managed with existing faculty loads.

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.

As previously noted, this course has been included in the BS Theatre curriculum since fall 2013 as a one credit offering. The Theatre program has implemented a requirement that all students present an online portfolio during the required course, THEA 4990 Senior Seminar. By revising the content / credit hour requirements of THEA 2000, we are able to introduce online portfolio development in this introductory course so students are better prepared to present their work in both the Midpoint Review (during semester of completion of 60 credit hours) and in Senior Seminar class. Additional instructional time will also facilitate enhanced coverage of basic terminology and concepts of the theatrical art form, which is needed prior to progression through the curriculum of the major.
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 is designed to foster student intellectual engagement in theatre by introducing them to the basic terminology and methodology used in the theatre profession and discipline. Through discussion and participation, students will actively enter into the creative life of the Theatre major at MTSU by understanding the expectations and requirements necessary to prosper in the theatre profession and culture. The once-a-week class sessions will be devoted to preparing students with skills and practices to be successful as theatre students and theatre professionals.

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

   The objective of this course is to give each student an understanding and an appreciation of the various elements that are required of a Theatre major at MTSU. Upon completion of this course, students will be able to:
   - Successfully identify and navigate the curricular and co-curricular components of the Theatre program at MTSU.
   - Identify and plot the steps needed at the undergraduate level to further their education at the post-graduate level or take an active role in professional theatre.
   - Produce a resume and online portfolio that documents their work as a creative artist and/or scholar of theatre.
   - Understand the expectations of theatre as a profession and a discipline at MTSU.

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.

   Content for this course includes but is not limited to:
   - MTSU Theatre Program
   - Academic Advising, Mentoring, and Course of Study
   - Theatre Student Code of Ethics and Expectations
   - Self-Management and Wellness
   - Collaborative Process and Communication
   - Theatre Traditions and Practices
   - Theatrical Vocabulary and Terminology
   - Auditions, Presentations, and Practicum
   - Resume and Portfolio Development
   - Theatre Organizations and Networks
   - Theatre Personnel and Roles
   - Alpha Psi Omega, Student Productions, and Scholarships
   - Careers in Theatre and related fields.
C. **Activities Possibly Required of Students**

All activities that could possibly be 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.

Student requirements may include, but are not limited to:
- Actively participate in class discussions
- Accomplish assigned readings
- Complete homework assignments
- Keep an active theatre journal
- Attend MTSU Theatre productions
- Participate in MTSU Theatre Productions, Laboratories, and Events
- Attend Theatre Majors Meeting
- Attend academic advising session
- Successfully pass Theatre Basics Exam
- Successfully develop an industry formatted resume and online portfolio

D. **Proposed Evaluation Procedures**

Evaluation procedures should be designed to assess the degree of student achievement of course competencies. Provide an example of an appropriate grading system for the course.

An example of a potential evaluative rubric for determining the final grade for this course is:

- Homework assignments and Participation- 20%
- Journal on guest presentations- 20%
- Career Goals, Planning and Mission assessment- 20%
- Theatre Basics exam- 20%
- Resume and Online Portfolio 20%

The grading scale is as follows:

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

Excessive absences may lower the final grade.

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.

Course texts may include, but are not limited to:
- *The Dramatic Imagination*, Robert Edmund Jones
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.**

**THEA 2000**  **Introduction to Theatre Studies.**
2 credit hours. **Prerequisite:** Theatre majors only. **Introductory study of theatre as an art and a profession with a focus on the expectations and requirements of the MTSU Theatre program.**
Master Catalog Change Form
Undergraduate

Department: Theatre & Dance (LA-THEA)  
Subject: THEA  
Course No.: 2000

Full title of course: Introduction to Theatre Studies

Credit hours: 2  
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: 50.0506

Schedule type: SEM - Seminar  
Instructional Method: CON - Conventional Methodology

EFFECTIVE TERM: Fall 2016

- ☐ New course
- ☐ Abbreviated Title: Intro Theatre Studies
- ☐ 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: 1
- ☐ 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/requirements: BS Theatre or BS Theatre with Teacher Licensure

Memo Notes for RaiderNet: Theatre majors only

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

(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

Print Form  Reset Form

FOR RECORDS OFFICE USE ONLY

<table>
<thead>
<tr>
<th>Course</th>
<th>Equivalents</th>
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UCC Approved:  
Records Entered:  

updated 10/22/14
THEA 2000  Introduction to Theatre Studies.
2 credit hours. Prerequisite: Theatre majors only. Introductory study of theatre as an art
and a profession with a focus on the expectations and requirements of the MTSU
Theatre program.
Proposal 17 of 19
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 11/13/2013
FROM: (Chair/Director) Jeff Gibson  (Department/School/Program) Theatre and Dance
PROPOSAL WRITTEN BY: Jeff Gibson  E-Mail Address: jeff.gibson@mtsu.edu

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>⊗ Proposed New Course</td>
<td>⊗ New Academic Program: Degree/Minor/Concentration/</td>
</tr>
<tr>
<td>⊗ Course Title Change</td>
<td>⊗ Certificate</td>
</tr>
<tr>
<td>⊗ Course Prefix/Number Change</td>
<td>⊗ Title Change of Degree Program/ Concentration</td>
</tr>
<tr>
<td>⊗ Change in Credit Hours</td>
<td>⊗ Consolidate/Reorganize Existing Academic Program</td>
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<tr>
<td>⊗ Change in Grading System</td>
<td>⊗ Substantive Change Affecting 18+ Credit Hours since</td>
</tr>
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<td>⊗ Inactivation of Course</td>
<td>⊗ last TBR approval</td>
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<tr>
<td>⊗ Reactivation of Course</td>
<td>⊗ Establish Degree Program from Existing Concentration</td>
</tr>
<tr>
<td>⊗ Cross Listing of Course</td>
<td>⊗ Program Reactivation</td>
</tr>
<tr>
<td>⊗ Non-substantive Revisions in Curriculum of Existing Major, Minor, Concentration</td>
<td>⊗ Program Termination</td>
</tr>
<tr>
<td>⊗ Other</td>
<td>⊗ Revision of Admission/Progression/Graduation requirements</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.

Proposal to adjust the requirements of the BS in Theatre and BS in Theatre with Teacher Licensure to incorporate course credits changes in THEA 2000 Introduction to Theatre Studies (from 1 to 2 credits) and THEA 4990 Senior Seminar (from 3 to 2 credits) and to remove the requirement for completion of a minor for degree completion.

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

Signature, Department Curriculum Committee Chair

Date Signed 12/1/15

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 12-9-15

Signature, College Curriculum Committee Chair

Date Signed 1/11/16

Signature, Academic Dean

Date Signed 1/12/16

Signature, University Curriculum Committee Chair

Date approved by UCC

Signature, Academic Affairs Designee

Date approved by Academic Affairs

Updated 8/04/15
1. Upon approval of course revisions for THEA 2000 Introduction to Theatre Studies and THEA 4900 Senior Seminar, the requirements for the BS in Theatre and BS in Theatre with Teacher Licensure will be revised accordingly to **adjust for credit hour changes as reflected in the course revision proposals**. These changes include:

   THEA 2000 – from its current 1 credit offering to a proposed 2 credit offering

   THEA 4990 – from its current 3 credit offering to a proposed 2 credit offering

   The BS in Theatre and BS in Theatre with Teacher Licensure will remain unchanged at 34 credit hours for the Theatre core of requirements and 120 hours for degree completion.

2. Part two of this proposed change to the BS in Theatre is to **eliminate the requirement of a minor** for degree completion. **Students must instead complete 27 credits of university electives**, which, when combined with requirements for General Education (41 credits), Theatre major core (34 credits), and Theatre cognate (18 credits) will equate to completion of 120 total credits as required for graduation.

   **IMPORTANT NOTES:**

   a. This proposal does **NOT** include the BS in Theatre with Teacher Licensure, which requires completion of a minor in Secondary Education.

   b. Students **MAY** elect to complete a minor to fulfill the university elective credits. This will allow the student to pursue an array of coursework for the entire 27 credits or the student may opt for a minor (15-21 credits) and complete remaining credits in university electives.

   c. Of these 27 credits of university electives, **no more than six (6) credits may be completed in THEA coursework**. This is necessary for compliance with curricular standards of the National Association of Schools of Theatre for Liberal Arts degrees in Theatre.

   Rationale of this proposed change: This change is proposed to provide a more student-friendly path to a timely graduation (especially for transfer students) and to more effectively serve the student’s development of a diverse set of related skills and knowledge for their chosen career path. For example, a student who is focused on a career in costume design may elect to complete an array of coursework in Art (Two-Dimensional Design, Drawing I), Human Sciences (Textiles, History of Fashion), and Business Communication and Entrepreneurship (Entrepreneurship). Likewise, a student focused on acting may elect to complete coursework as varied as Abnormal Psychology, Jazz Dance Techniques, Private Instruction-Voice, and Principles of Marketing, among others.

Attached are CURRENT and REVISED Upper Division forms to indicate these changes.
CURRENT
Department of Theatre and Dance – Upper Division Form 2015-2016
B.S. – THEATRE
CONCENTRATION: TEACHER LICENSURE IN THEATRE

Student Name: ___________________________ M #: ___________________________
Email: _________________________________ Cell Phone: ___________________________

Instructions: Original copy of this Upper Division Form signed by major (and minor advisor if required) along with an Intent to Graduate must be filed in the Dean's Office, TODD 231 three semesters prior to graduation.

### GENERAL EDUCATION REQUIREMENTS

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<th>Semester</th>
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<td>COMM 2200</td>
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**HISTORY (6 hours)**

Choose 2: HIST 2010, HIST 2020, HIST 2030

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

**HUMANITIES AND/OR FINE ARTS (8 hours)**

Must be 3 different prefixes

Choose 1: ENGL 2020, ENGL 2030 or HUM 3010

Choose 2: ANTH 2200, ART 1020, ART 1900, DANC 1100, ENGL 2020, ENGL 2030, HIST 1010, HIST 1020, HIST 1110, HIST 1120, HUM 2020, MUS 1000, PHIL 1000, THEA 1200

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<thead>
<tr>
<th>Course</th>
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**MATHEMATICS (3 hours)**

Choose 1: MATH 1010, MATH 1020, MATH 1030, MATH 1040, MATH 1050, MATH 1060, MATH 1070

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**NATURAL SCIENCES (8 hours)**

Choose 2 with different prefixes:

ASTR 1010/1020, BIOC 1000/1011, BIOC 1110/1111, BIOC 1120/1121, BIOD 2010/2021, CHEM 1020/1030, CHEM 1120/1131, CHEM 1130/1141, CHEM 1140/1151, GEOL 1040/1041, PHYS 1110/1111, PHYS 2010/2110, PHYS 2110/2111, PSCI 1090/1091, PSY 1100/1101

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<tr>
<th>Course</th>
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<th>Credit Hours</th>
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</table>

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

Choose 2 with different prefixes:

AAS 2100, ANTH 2010, ECON 2410, ECON 2411, ENGL/ENMT 1000, GEOG 1020, GS 2010, HIST 1120/1131, PS 1005, PS 1010, PSY 1410, PSY 2000, SOC 1010, SOC 1020, WSST 2100

<table>
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<tr>
<th>Course</th>
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**Hours Required**: 41

### MAJOR COURSES

(Requires grade of C or better)

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<th>Semester</th>
<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
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<td>THEA 2100</td>
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<td>THEA 3400</td>
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**THEA 4900 must be completed two times for a total of 2 hours:**

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**Hours Required**: 34
### Cognate: Teacher Licensure in Theatre

*All courses must be completed with a grade of "C" or better*

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<td>Child Drama</td>
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<td>Theatre in Education</td>
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<td>Stage Movement, Scene Preparation or Acting II or Voice for the Actor I</td>
<td>THEA 3500 or 3510 or 3520</td>
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<tr>
<td>Scene Design for Arts &amp; Entertainment or Costume Design for Arts &amp; Entertainment or Intermediate Lighting for Arts &amp; Entertainment</td>
<td>THEA 3300 or 4220 or 4400</td>
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**Hours Required:** 18

### Secondary Education Minor

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<td>Planning and Assessment</td>
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<td>Classroom Management</td>
<td>YOED 3000</td>
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<td>Problem-Based Instructional Strategies</td>
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**Hours Required:** 27

**Signed:**

**Minor Advisor**

**Date**

### Elective courses to be taken to complete 120 hours that have not been used to fulfill Major, Minors or General Education Requirements

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**Hours Required**

1. A minimum of 120 semester hours (12 of the last 18 at MTSU) with a 2.0 GPA is required for graduation
2. At least 42 semester hours of 3000 or 4000 level courses (Upper Division) must be completed with an average grade of "C" or better
3. At least 30 of the 42 Upper Division hours must be completed at MTSU
4. At least 60 semester hours of senior college coursework is required
5. Learning Support courses do not count toward the 120-hour requirement or cumulative degree GPA.

**Signed:**

**Major Advisor**

**Date**

7.1.15
REVISED
Department of Theatre and Dance – Upper Division Form 2016-2017
B.S. – THEATRE CONCENTRATION: TEACHER LICENSURE IN THEATRE

Student Name: ___________________________ M # ___________________________
Email: ___________________________ Cell Phone: ___________________________

Instructions: Original copy of this Upper Division Form signed by major (and minor advisor if required) along with an Intent to Graduate must be filed in the Dean’s Office, TDD 231 three semesters prior to graduation.

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<th>GENERAL EDUCATION REQUIREMENTS</th>
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<td>Must be 3 different prefixes</td>
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<tr>
<td>Choose 2: ANTH 2210, ART 1000, ART 1320, DAMC 1000, ENGL 2020, ENGL 2030, * HIST 1010, HIST 1020, HIST 1110, HIST 1120, HUM 2100, MUS 1030, PHEL 1030, THEA 1070</td>
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<td>MATHEMATICS (3 hours)</td>
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<td>Choose 1: MATH 1010, MATH 1130, MATH 1630, MATH 1710, MATH 1720, MATH 1810, MATH 1910</td>
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<td>NATURAL SCIENCES (8 hours)</td>
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<td>ASTH 1003/1031, BIOL 1030/1001, BIOL 1101/1111, BIOL 2003/2011, BIOL 2020/2021, CHEM 1010/1011, CHEM 1050/1031, CHEM 1101/1111, GEOG 1010/1011, PHYS 1110, PHYS 2102/2111, PHYS 2110/2111, PSCI 1030/1031, PSYC 1100/1120</td>
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<td>SOCIAL/BEHAVIORAL SCIENCES (6 hours)</td>
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<tr>
<td>Choose 2 with different prefixes</td>
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Hours Required: 41

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<tr>
<th>MAJOR COURSES (Requires grade of C or better)</th>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Introduction to Theatre Studies</td>
<td>THEA 2000</td>
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<td>Introduction to Production Practices</td>
<td>THEA 2100</td>
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<tr>
<td>Acting I</td>
<td>THEA 2500</td>
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<tr>
<td>Production Lab</td>
<td>THEA 2900</td>
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<tr>
<td>Theatrical Design Concepts</td>
<td>THEA 3050</td>
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<tr>
<td>Fundamentals of Directing</td>
<td>THEA 3700</td>
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<td>Script Analysis</td>
<td>THEA 3820</td>
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<td>Theatre History II</td>
<td>THEA 4810</td>
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<td>Senior Seminar in Theatre</td>
<td>THEA 4990</td>
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<tr>
<td>Choose TWO of the following – 6 hours</td>
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<tr>
<td>Make-Up Techniques for Performers</td>
<td>THEA 3100</td>
<td></td>
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<tr>
<td>Introduction to Costumes for Arts &amp; Entertainment</td>
<td>THEA 3200</td>
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<tr>
<td>Introduction to Lighting for Arts &amp; Entertainment</td>
<td>THEA 3400</td>
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</tr>
<tr>
<td>PRACTICUM: THEA 4900 must be completed two times for a total of 2 hours:</td>
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<tr>
<td>Production Practicum IV: Project:</td>
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<td>Production Practicum IV: Project:</td>
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Hours Required: 34
## COGNATE: Teacher Licensure in Theatre

*All courses must be completed with a grade of "C" or better*

<table>
<thead>
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<th>Course</th>
<th>Semester</th>
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<tr>
<td>Child Drama</td>
<td>THEA 3600</td>
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<tr>
<td>Theatre in Education</td>
<td>THEA 4610</td>
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<tr>
<td>Stage Movement, Scene Preparation <em>or</em> Acting II <em>or</em> Voice for the Actor I</td>
<td>THEA 3500 or 3510 or 3520</td>
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<tr>
<td>Scene Design for Arts &amp; Entertainment <em>or</em> Costume Design for Arts &amp; Entertainment <em>or</em> Intermediate Lighting for Arts &amp; Entertainment</td>
<td>THEA 3300 or 4220 or 4400</td>
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<tr>
<td>Upper Division THEA</td>
<td>THEA</td>
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<tr>
<td>Upper Division THEA</td>
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**Hours Required**: 18

## SECONDARY EDUCATION MINOR

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<th>Notes</th>
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<tbody>
<tr>
<td>Planning and Assessment</td>
<td>YOED 2500</td>
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<td>Classroom Management</td>
<td>YOED 3000</td>
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<tr>
<td>Problem-Based Instructional Strategies</td>
<td>YOED 3300</td>
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<td>Residency I: Grades K-12</td>
<td>YOED 4020</td>
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<td>Residency II</td>
<td>YOED 4400</td>
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**Hours Required**: 27

**Signed:**

---

**Minor Advisor**

---

**Date**

---

**Elective courses to be taken to complete 120 hours that have not been used to fulfill Major, Minors or General Education Requirements**

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

**Hours Required**

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1. A minimum of 120 semester hours (12 of the last 18 at MTSU) with a 2.0 GPA is required for graduation.
2. At least 42 semester hours of 3000 or 4000 level courses (Upper Division) must be completed with an average grade of "C" or better.
3. At least 30 of the 42 Upper Division hours must be completed at MTSU.
4. At least 60 semester hours of senior college coursework is required.
5. Learning Support courses do not count toward the 120-hour requirement or cumulative degree GPA.

**Signed:**

---

**Major Advisor**

---

**Date**
**CURRENT**

Department of Theatre and Dance – Upper Division Form 2015-2016
B.S. – THEATRE

<table>
<thead>
<tr>
<th>Student Name</th>
<th>M #</th>
<th>Email</th>
<th>Cell Phone</th>
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</tbody>
</table>

Instructions: Original copy of this Upper Division Form signed by major (and minor advisor if required) along with an Intent to Graduate must be filed in the Dean’s Office, TODD 231 three semesters prior to graduation.

### GENERAL EDUCATION REQUIREMENTS

#### COMMUNICATION (9 hours)

<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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<td>ENGL 1010</td>
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<td>ENGL 1020</td>
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<tr>
<td>COMM 2200</td>
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#### HISTORY (6 hours)

Choose 2: HIST 2010, HIST 2020, HIST 2030

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

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

Must be 3 different prefix

Choose 1: ENGL 2210, ART 1000, ART 1200, DANC 1000, ENGL 2000, ENGL 2030, HIST 1010, HIST 1020, HIST 1110, HIST 1120, HUM 2010, MUS 1030, PHL 1030, THEA 1030

<table>
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<th>Grade</th>
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<th>Credit Hours</th>
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#### MATHEMATICS (3 hours)

Choose 1: MATH 1010, MATH 1530, MATH 1630, MATH 1710, MATH 1730, MATH 1810, MATH 1910

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<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
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#### NATURAL SCIENCES (8 hours)


<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>
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#### SOCIAL/BEHAVIORAL SCIENCES (6 hours)

Choose 2 with different prefix: AES 2100, ANTH 2110, ECON 2410, ECON 2420, GEOG 2000, GS 2110, HIST 1200/1301, PS 1000, PS 1010, PSY 1410, RS 2030, SOC 1020, SOC 2010, WGST 2100

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
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**Hours Required** 41

### MAJOR COURSES (Requires grade of C or better)

<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>Introduction to Theatre Studies</td>
<td>THEA 2000</td>
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<td>Introduction to Production Practices</td>
<td>THEA 2100</td>
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<td>Acting I</td>
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<td>Production Lab</td>
<td>THEA 2900</td>
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<tr>
<td>Theatrical Design Concepts</td>
<td>THEA 3050</td>
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<tr>
<td>Fundamentals of Directing</td>
<td>THEA 3700</td>
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<tr>
<td>Script Analysis</td>
<td>THEA 3820</td>
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<tr>
<td>Theatre History I</td>
<td>THEA 4800</td>
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<td>Theatre History II</td>
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<td>Senior Project</td>
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**Choose TWO of the following – 6 hours**

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<td>Make-Up Techniques for Performers</td>
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<td>Introduction to Costumes for Arts &amp; Entertainment</td>
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<tr>
<td>Introduction to Lighting for Arts &amp; Entertainment</td>
<td>THEA 3400</td>
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**PRACTICUM: THEA 4900 must be completed two times for a total of 2 hours:**

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<th>Course</th>
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<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
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**Hours Required** 34
### Choose 18 hour COGNATE in THEATRE or DANCE
All courses must be completed with a grade of "C" or better

#### THEATER COGNATE (3000-4000 Level)

<table>
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**Hours Required**: 18

#### DANCE COGNATE

<table>
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<td>Intro to Dance Studies</td>
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<td>Modern Dance Tech III</td>
<td>DANC 3010</td>
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<td>Ballet Techniques III</td>
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<td>Choreography II</td>
<td>DANC 4110</td>
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**Hours Required**: 18

### MINOR

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**Hours Required**

Signed:

Minor Advisor: Date:

### Elective courses to be taken to complete 120 hours that have not been used to fulfill Major, Minors or General Education Requirements

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<th>Course</th>
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3. At least 30 of the 42 Upper Division hours must be completed at MTSU
4. At least 60 semester hours of senior college coursework is required
5. Learning Support courses do not count toward the 120-hour requirement or cumulative degree GPA.

Signed: Major Advisor: Date:

7.1.15
### GENERAL EDUCATION REQUIREMENTS

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<tr>
<td>COMM 2200</td>
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### COMMUNICATION (9 hours)

### HISTORY (6 hours)

**Choose 2:** HIST 2010, HIST 2020, HIST 2030

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

**Choose 2:** ART 1020, ART 2020, DANC 1000, ENGL 2020, ENG 2030, HUM 2010, HUM 2020, HUM 2030, PHIL 1030, THEA 1030

Must be 3 different prefixes

**Choose 1:** ENGL 2020, 2030 or HUM 2010

### MATHEMATICS (3 hours)

**Choose 1:** MATH 1110, MATH 1130, MATH 1150, MATH 1170, MATH 1210, MATH 1250, MATH 1270, MATH 1510, MATH 1530

### NATURAL SCIENCES (8 hours)

**Choose 2 with different prefixes:**

ASTR 1000/1031, BIOL 1100/1111, BIOL 2010/2021, CHEM 1010/1011, CHEM 1020/1031, CHEM 1030/1031, GEDL 1000/1031, GEOG 1000/1031, PHYS 1100, PHYS 2100/2111, PHYS 2110/2111, PSY 1030/1031, PSY 1130/1131

### SOCIAL/BEHAVIORAL SCIENCES (6 hours)

**Choose 2 with different prefixes:** AAS 2010, ART 2010, ECON 2410, JMC 2000/3911, MUS 2010, PSY 1100, PSY 1410, PSY 2030, SOC 1110, SOC 2010, WSST 2100

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### MAJOR COURSES (Requires grade of C or better)

<table>
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<td>THEA 4990</td>
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**Choose TWO of the following – 6 hours**

<table>
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<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 3100</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>THEA 3200</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>THEA 3400</td>
<td></td>
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<td>3</td>
</tr>
</tbody>
</table>

**PRACTICUM:** THEA 4900 must be completed two times for a total of 2 hours:

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Notes</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 4900</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

**Hours Required:** 34
Choose 18 hour COGNATE in THEATRE or DANCE
All courses must be completed with a grade of "C" or better

<table>
<thead>
<tr>
<th>THEATER COGNATE (3000-4800 Level)</th>
<th>DANCE COGNATE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Semester</strong></td>
</tr>
<tr>
<td>THEA_____</td>
<td>3</td>
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<tr>
<td>THEA_____</td>
<td>3</td>
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<tr>
<td>THEA_____</td>
<td>3</td>
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<td>THEA_____</td>
<td>3</td>
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<tr>
<td>THEA_____</td>
<td>3</td>
</tr>
<tr>
<td>THEA_____</td>
<td>3</td>
</tr>
<tr>
<td><strong>Hours Required</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

**Elective courses or OPTIONAL MINOR**

NOTE: No more than six (6) credit hours of electives- and no credits for completion of a minor- may be completed in THEA coursework.

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

**Minor Advisor (if a minor is completed) | Date**

**Elective courses to be taken to complete 120 hours that have not been used to fulfill Major, Minor or General Education Requirements.**

NOTE: No more than six (6) credit hours of electives may be completed in THEA coursework.

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

1. A minimum of 120 semester hours (12 of the last 18 at MTSU) with a 2.0 GPA is required for graduation
2. At least 42 semester hours of 3000 or 4000 level courses (Upper Division) must be completed with an average grade of “C” or better
3. At least 30 of the 42 Upper Division hours must be completed at MTSU
4. At least 60 semester hours of senior college coursework is required
5. Learning Support courses do not count toward the 120-hour requirement or cumulative degree GPA.

**Signed:**

**Major Advisor | Date**

7.1.15
Proposal 18 of 19
TO: University Undergraduate Curriculum Committee  
FROM: (Chair/Director) Jeff Gibson (Department/School/Program) Department of Theatre and Dance
PROPOSAL WRITTEN BY: Kristi Shamburger E-Mail Address: kristi.shamburger@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
- 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: Minor
- 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.

Proposal for a new minor in Musical Theatre Performance

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

Signature, Department Curriculum Committee Chair

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

Signature, Department Chair

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
Jennifer Vannatta-Hall  
1672 Greenland Drive  
Murfreesboro, TN 37132

December 10, 2015

Kristi Shamburger  
Department of Theatre and Dance  
Middle TN State University  
1672 Greenland Drive  
Murfreesboro, TN 37132

Dear Professor Shamburger,

This letter is to inform you that the School of Music Curriculum Committee voted unanimously on 12/9/15 to approve both the new minor in Music Theatre Performance and the new course, THEA/MUHL 4840: Music Theatre History. Because both the proposed new minor and the new course are coming from the Department of Theatre and Dance, this did not require a vote by the School of Music faculty.

Sincerely,

Jennifer Vannatta Hall  
Chair, Curriculum Committee  
School of Music

CC: Michael Parkinson, Director, School of Music  
Jeff Gibson, Chair, Department of Theatre and Dance
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: Establish a new minor - Interdisciplinary Minor in Musical Theatre

Degree Designation [or] Type of Certificate:

__ Minor _______________ in __ Musical Theatre Performance _______________

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

Proposed Degree [or] Certificate CIP & SOC Codes: 50.0501.00

Concentrations: (if applicable) N/A

Proposed CIP & SOC Codes:

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

The Cover Page documents the President’s support and that the proposal has been reviewed and approved through the established institutional processes. Collaborative programs require the President’s signature from all participating institutions.
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 (specify using “Type of Change” from following page): Establish a new minor – Interdisciplinary minor in Musical Theatre Performance

PROPOSED EFFECTIVE DATE: Fall 2016
(For terminations, date phase-out period will end: ______________)

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

The objective of this proposal is to establish a musical theatre performance minor (18 hours with audition required) from existing courses in the Departments of Theatre and Dance and the School of Music. This minor is designed for students who are majoring in theatre or music and others who plan a career in musical theatre performance. The purpose of this minor is to challenge student development and knowledge of the history of this genre; enhance and educate on marketability factors of the profession; and promote learning requisite areas of singing, acting and dance. The Musical Theatre Performance minor, like the study of musical theatre in existing musical theatre performance classes and musicals and operas produced at MTSU will be student centered. The art of musical theatre is experiential learning at its best and therefore directly supports our university’s mission by providing diverse teaching methods.

The Department of Theatre and Dance has been supporting students’ efforts (from the Department of Theatre and Dance and the School of Music) for professional summer employment and internships through the Southeastern Theatre Conference. The results have been a growing number each year of students receiving work in the musical theatre professional field. We have been mentoring and sending students to this conference to seek professional work since 2012 and the number of students receiving professional work has grown each year from zero students in 2012, to two in 2013, four in 2014 and finally, seven students receiving professional work in 2015.
Part of our university’s mission is to develop and sustain outreach and public service that supports instruction and meets the needs of communities throughout the region. This minor will increase opportunity for musical theatre performances which are an opportunity to reach out to our community. Musical theatre performers at Middle Tennessee State University are encouraged to branch out into the community and perform for organizations and events. Past performances include: Murfreesboro Women’s Club, Communications Conference, and Assisted Living facilities. A musical theatre performance minor would support students who are already involved in activities listed above and create interest and opportunity for potential students.

**NEED/RATIONALE:** (What is the justification for making this proposal at this time?)

Musical theatre is a growing field in the artistic world, and our university needs to offer opportunities in this field in order to stay competitive with other universities in Tennessee like the University of Memphis and Austin Peay State University who have both recently added a musical theatre major. Out of fifty-five shows currently playing on Broadway, thirty-three are musicals, nineteen are plays and three fall into other categories. This supports the notion that in the performance field, musical theatre is the most popular genre of the theatre-going public. There are thirty to sixty students that audition for each of the musical theatre productions at Middle Tennessee State University and the musical theatre performance class fills to capacity each semester it is available. The formation of this minor will be beneficial to these students in career preparation and graduate study.

**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).

There are currently ninety-three theatre majors, sixty-two theatre minors and fourteen vocal performance majors. The establishment of the musical theatre performance minor would offer a viable option for many of these students. Along with this proposed minor is the proposed new course in musical theatre history. This is an opportunity that has not yet been available to students at MTSU. Each year the Department of Theatre and Dance attend the Southeastern Theatre Conference which is one of the largest theatrical conferences in the nation. Many of the high school students we meet are looking for a program that offers a musical theatre major. A musical theatre performance minors offers a unique opportunity that would be a potentially a powerful tool for student recruitment. This minor may increase the number of students involved in musical theatre productions each year; thereby
strengthening the quality of productions and the support of the community. The fiscal resources required are already in place and establishment of this minor would require no additional faculty.

**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.)

This is a minor, so there is no need for accreditation.
The following two items require the completion of separate forms as indicated below. Do not complete the remainder of this document.

_____ 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.

_____ 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.

_____ 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
The proposed program requires completion of ____ SCH distributed as follows:

<table>
<thead>
<tr>
<th>Curriculum Component</th>
<th>SCH Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td></td>
</tr>
<tr>
<td>Major Field Core (required of all students in program)</td>
<td></td>
</tr>
<tr>
<td>Concentration (courses specific to the concentration)</td>
<td></td>
</tr>
<tr>
<td>Electives (may be guided or general electives)</td>
<td></td>
</tr>
<tr>
<td>Other (specify, i.e.)</td>
<td>TOTAL SCH:</td>
</tr>
</tbody>
</table>

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

____ 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/thecc/D1visions/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 Certificate Option (Include all existing concentrations before revision.)</td>
<td>Degree</td>
</tr>
<tr>
<td></td>
<td>Music Theatre</td>
</tr>
</tbody>
</table>
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.

5. Intended implementation date for program change: _____Fall 2016_____

6. For terminations, date phase-out period will end: _____N/A_____

   (If the phase-out period is greater than 1 year for certificates or 3 years for any other program, explain why more time is needed.)

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

   No additional costs are anticipated.

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

   This minor will meet the needs of many of our current students and be a tool for recruitment. No additional faculty will be required.
### Interdisciplinary Minor in Musical Theatre Performance

Requires the completion of 18 hours of MUS/THEA/DANC courses as described below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA/MUHL 4840</td>
<td>Musical Theatre History</td>
<td>3</td>
</tr>
<tr>
<td><strong>MUS 1000</strong></td>
<td>Elements of Music*</td>
<td>3</td>
</tr>
</tbody>
</table>

**12 Credit hours are chosen from the following electives:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 2371</td>
<td>Voice Lessons (audition required)</td>
<td>1</td>
</tr>
<tr>
<td>MUS 1500</td>
<td>Introduction to Piano</td>
<td>1</td>
</tr>
<tr>
<td><strong>MUS 1030</strong></td>
<td>Introduction to Music</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 3570</td>
<td>History of Popular Music in America</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 4530</td>
<td>History of Jazz</td>
<td></td>
</tr>
<tr>
<td>DAN technique</td>
<td>Dance Elective</td>
<td>2</td>
</tr>
<tr>
<td>THEA 3540</td>
<td>Musical Theatre Performance</td>
<td>3</td>
</tr>
<tr>
<td>THEA 2500</td>
<td>Fundamentals of Acting (Acting I)</td>
<td>3</td>
</tr>
<tr>
<td>THEA 3510</td>
<td>Acting II</td>
<td>3</td>
</tr>
<tr>
<td>THEA 3520</td>
<td>Voice for the Actor</td>
<td>3</td>
</tr>
<tr>
<td><strong>DAN 4130</strong></td>
<td>Dance for Theatre</td>
<td>3</td>
</tr>
<tr>
<td>MUEN 3200</td>
<td>Concert Chorale (audition required)</td>
<td>1</td>
</tr>
<tr>
<td>MUEN 3260</td>
<td>University Chorus</td>
<td>1</td>
</tr>
<tr>
<td>MUEN 3220</td>
<td>Women’s Choir</td>
<td>1</td>
</tr>
<tr>
<td><strong>MUEN 3230</strong></td>
<td>Schola Cantorum ( audition required)</td>
<td>1</td>
</tr>
<tr>
<td>MUEN 3240</td>
<td>MTSU Singers (audition required)</td>
<td>1</td>
</tr>
<tr>
<td>MUEN 3250</td>
<td>Opera Workshop (audition required)</td>
<td>1</td>
</tr>
</tbody>
</table>

*MUS 1000 is waived for students who have passed Theory Assessment. These students will select an additional 3 credit elective from the above list to complete the required 18 hours.

Advisors will have a specific list of classes from the above list for students that are theatre majors and another for students that are music majors. Students may not use courses in their declared major for this minor.
Proposal 19 of 19
TO: University Undergraduate Curriculum Committee
FROM: (Chair/Director) Jeff Gibson (Department/School/Program) Theatre and Dance
PROPOSAL WRITTEN BY: Marsha Barsky E-Mail Address: marsha.barsky@mtsu.edu

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

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

- 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.

New BS degree in Dance. See attached Letter of Application.

The proposed change will be effective beginning: Fall semester 2017 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 12-9-15

Date Signed 11/21/16

Date Signed 1/12/16

Date approved by UCC

Signature, College Curriculum Committee Chair

Signature, Academic Dean

Signature, University Curriculum Committee Chair

Signature, Academic Affairs Designee

Date approved by Academic Affairs

Updated 8/04/15
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: Implement a B.S. in Dance

Degree Designation [or] Type of Certificate:

B.S. in Dance

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

Proposed Degree [or] Certificate CIP & SOC Codes: 50.0301.00 & 27-0000

Concentrations: None

Proposed CIP & SOC Codes: n/a

Anticipated Delivery Site(s): MTSU Campus - Murfreesboro

Proposed Implementation Date: Fall 2017

Cooperative/Collaborative Partners: n/a

For more information contact: Peter H. Cunningham / 615-631-6657

Name Telephone

Institutional Approval:

Signature of President (required) Date

The Cover Page documents the President’s support and that the proposal has been reviewed and approved through the established institutional processes. Collaborative programs require the President’s signature from all participating institutions.
Letter of Application for All New Degrees Programs 
with/without Concentrations, Certificates, Duplications of 
Existing Community College Programs, Collaborative/Joint 
Programs

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

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

SECTION I. INTRODUCTION

DATE OF SUBMISSION: December

INSTITUTION(S): Middle Tennessee State University

TITLE OF PROGRAM: B.S. in Dance

CIP and SOC CODES: 50.0301 and SOC Code: 27-0000

CONCENTRATIONS: None

CIP and SOC CODES: N/A

PROJECTED DATE FOR SUBMISSION OF IMPLEMENTATION PORTFOLIO:

December 2015

TARGET DATE FOR BOARD APPROVAL:

June 2016

PROPOSED DATE OF PROGRAM IMPLEMENTATION:

August 2017

A. PURPOSE: (Goals and Objectives in keeping with Institutional Mission) 
(Specify: campus specific, regional, state-wide, national, International; Population: 
Traditional, Non-traditional [over 25], Military, Dual Enrollment [High School], 
Workforce, or other; Academic, Workforce development and/or Research Needs)
The following letter of application describes the proposed Bachelor of Science (B.S.)
degree in Dance with a Teaching Licensure option. Dance studies is a growing academic
field with a broad interdisciplinary approach and wide-ranging potential career tracks.
MTSU is uniquely situated to provide dance students with the fundamental skills
necessary to pursue careers as dance professionals in areas, including: the arts and
entertainment, arts integrated education, dance history and cultural studies, dance
therapy, and dance medicine and science.

Herein we demonstrate that the proposed degree accords with MTSU’s Institutional
Mission, MTSU’s Strategic Master Plan, and the Tennessee State Master Plan for Higher
Education. The proposed degree will serve the needs of students from Tennessee and the
Southeastern Region, and it will both generate new jobs, and help meet current
employment needs throughout the Southeastern U.S. region. It will be housed in the
Department of Theatre and Dance, and the establishment of Dance as a B.S. program will
not affect current offerings, staffing or budget. If approved, this program will be the only
CIP Code -- 50.0301, Dance, General degree offered in Tennessee (to date). As we have
seen in competing programs throughout the Southeastern region and the country, it will
be a great addition to offerings in MTSU, a university that is teeming with remarkable
talent and ability. Furthermore, given that the proposed Dance major is situated inside of
the newly established Department of Theatre and Dance, it will help foster the kind of
talent required in both dance and theatre.

MTSU’s Institutional Mission:

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

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

A major in Dance at MTSU with a Teaching Licensure option will offer students a comprehensive liberal arts degree that focuses on dance in the context of a broad program of general studies in the arts and humanities, the natural and physical sciences, and the social sciences. A Dance degree will provide students with intellectual and creative exploration, while developing critical thinking skills and nonverbal reasoning and communication. The coursework seeks to prepare and empower students to develop complex, diverse, critical and creative perspectives, while working cooperatively and collaboratively with others.

The mission of the MTSU Dance major is to offer an interdisciplinary program that integrates the study of dance within a liberal arts setting of intellectual and creative exploration. Through dance studio training, dance studies courses, and curricular and co-curricular activities, the MTSU Dance Program fosters the development of the creative, technical, and critical skills necessary for success in a range of dance and dance-related professions including choreography, performance, dance education, dance therapy, dance research and scholarship, and arts administration, as well as successful acceptance to graduate dance programs.

The proposed degree aligns with the University’s mission to prepare students to thrive in their chosen professions and a changing global society and the University’s Academic Master Plan to promote individual student success and responsibility for accomplishments through fostering student-centered learning culture. This emphasis will be evident within the curriculum, which structures curricular and co-curricular activities in a format delineating individual student accountability and development. As an example, in the past few years alone, MTSU Dance minors have:

- participated and performed in conferences and festivals across the country;
- participated in MTSU’s Scholar’s Week;
- performed at the Women’s and Gender Studies Conference;
- performed in the course of the Holocaust Lecture Series;
- received Undergraduate Research Experience and Creative Activity (URECA) grants;
- become members of the University Honors’ College;
- formed the Dance Student Advisory Boards; and
- been named as McNair Scholars.

The proposed degree will give students an opportunity to work directly with faculty and visiting artists through guided creative activities and scholarly research. Students will choose an area of interest in dance in which they will demonstrate mastery. Graduates’ work will be evidenced in their portfolios developed over their course of study.

The Dance major will promote partnerships and public service to enhance educational, social, cultural, and economic well-being. Through the Dance majors’ unique curricular and co-curricular programs, students will continue to engage in public service through workshops and performances. These initiatives are already well established within the
current Dance minor program, and will continue to grow under the proposed program. As an example, students involved in the MTSU Dance Theatre, the Dance minor’s pre-professional Dance company, have:

- volunteered for a number of Middle Tennessee organizations; such as distributing food for homeless citizens at The Little Pantry That Could, and organizing a ‘flash mob’ for children living in the Domestic Violence and Sexual Assault Shelter in Murfreesboro, TN.
- conducted performances, workshops and master-classes for underserved and performing arts high schools to educate and aid in the development of Dance in K-12 education; and
- received regional and national recognition for their performances at the American College Dance Association conferences.

These activities have resulted in increased student participation and success in scholarly, creative and co-curricular activities. The transition from Dance minor to Dance major will allow for further growth in this area, and will attract students who want to pursue comprehensive dance training from across the state.

The proposed degree program will enhance its focus on undergraduate and graduate scholarship. Currently, the Dance program contributes to the General Education Program, the Honors College, the Distance Learning Program, and provides a range of specialized courses that could fulfill elective requirements from other academic areas. The proposed B.S. in Dance at MTSU will strengthen the development of undergraduate research and scholarship through a combination of traditional presentations, and creative choreographic research. The strength of this proposed liberal arts education in dance lies in its ability to:

- develop a scholar-artist model that fosters academic and creative growth for the students;
- give students the ability to research dance academically and creatively; and
- increase MTSU’s visibility regionally and nationally through conference presentation, research publication and creative discovery.

The proposed degree program will promote academic quality by enhancing learning, teaching, scholarship, and service and by celebrating MTSU’s distinctive strengths. The proposed Dance degree will increase the level of commitment to this goal by continuing the development of the Internship/Guest Artist Program in Dance. Currently, the MTSU Dance minor program hosts a wide-range of nationally and internationally recognized guest artists’ residencies. Guest artists augment the curricular offerings of the program by aiding in the development and growth of MTSU students throughout the year, and expand students’ professional networks, linking them to future career opportunities. The extended residencies by innovative and acclaimed artists give students new perspectives to integrate into their professional work and development. Such programs, partnerships, and career exploration opportunities will be encouraged and further developed with the proposed Dance major at MTSU. In addition, the proposed degree will bring additional recognition as a distinctive program demonstrating outstanding and visionary pedagogy in the arts at MTSU.
The Dance minor program at MTSU is already an active participating member of the American College Dance Association, the National Dance Education Organization, the Society of Dance History Scholars, and Congress on Research in Dance, the most prestigious national and international organizations for the presentation of creative and academic research in the field of dance. Locally, we are a member of the Tennessee Association of Dance, and have hosted the annual statewide Tennessee Dance Festival in 2015, and we will host it again in 2016. This event will attract upwards of 200 dancers to the MTSU campus, serving as a vital recruitment opportunity for Dance at MTSU.

The proposed degree will increase global opportunities and partnerships for students and faculty members for learning, scholarship, and service. The ability to partner with a host of programs that focus on global partnerships will be developed into the Dance curriculum. For example, the Special Topics in Dance course could partner with the Confucius Institute at MTSU by offering Chinese and Asian Dance forms and perspectives. Additionally, Dance faculty members have already created connections and potential partnerships to programs in Chengdu (CN), Montreal (CA), Toulouse (FR), Guatemala, and Moscow (RU). The proposed B.S. in Dance will allow faculty to explore these opportunities further, and enhance the global opportunities and programs shared with the larger MTSU community.

The proposed degree will encourage student participation in co-curricular activities that enhance learning and will provide resources for these activities. The proposed B.S. in Dance is developed around student participation, and the Dance minor program currently offers co-curricular activities that enhance learning. As an example, for the past 10 years, the Dance minor program has sponsored the MTSU Dance Theatre, providing undergraduate students an opportunity to engage in professionally oriented performance experiences at MTSU. Students involved in this program have travelled both nationally and internationally to showcase their work and skills. MTSU Dance Theatre student members have performed in China, New York, Chicago, Ohio, Georgia, Arizona, Louisiana, Wisconsin and throughout the region, including the Frist Center for Visual Arts, the Tennessee Governor’s School for the Arts, Tennessee Association of Dance, Chattanooga High School Center for Creative Arts and the Vanderbilt Dance Program. The proposed B.S. in Dance will further develop these opportunities, and the university’s commitment to co-curricular learning activities.

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

The University is committed to preparing students to thrive in their chosen profession in a changing global society. The proposed degree in Dance at MTSU will fill the void in Dance Education within the university system and across the state. A survey conducted of MTSU students currently enrolled in Dance curricular offerings provides data supporting
student interest in a Dance major from within the existing student population. (See Attachment D - Dance survey results.)
The sustained interest in the Dance minor program (1999 - present), the Liberal Studies Dance Emphasis, and the enrollment record in Dance curricular offerings provide significant supporting data for the demand for Dance on the MTSU campus.

MTSU educates students to examine, analyze, and shape the contemporary world through scientific knowledge, creative undertakings, and an understanding of culture and history. Research has shown that education in the art of dance is both practical and theoretical.\(^1\) The field of Dance studies bridges the gap between the sciences and the humanities. Dance training is both physical and intellectual, engaging the artistic processes of creating, performing, and critical analysis. More comprehensively, education in the art of dance develops kinesthetic and spatial learning as well as intra- and interpersonal knowledge of self and others. According to research conducted at the Curb Center for Art, Enterprise and Public Policy at Vanderbilt University, the arts encourage students to solve intellectual problems through diverse modes of discovery. These modes promote “affective learning” by stirring passions and evoking emotional responses; they foster “epistemic curiosity” by helping students work through puzzles where the final solution is unknown; and, they embrace “doing” and help students learn through active participation and experience.\(^2\) This makes the study of dance part of the institutional responsibility of higher education generally.

In response to this institutional priority, MTSU currently has a strong Dance minor, and has established two alternative options for students who wish to pursue dance in the university: the Dance Cognate, available through the Department of Theatre and Dance; and the Liberal Studies Dance Emphasis option. However, students have expressed an interest in majoring in the field of Dance over the last 10 years. Student interest in the proposed degree program is supported by a strong record of student enrollment in the Dance minor, and Liberal Arts Degree, Dance Emphasis. Interest in this proposed degree program is supported by the following data:

- For the past two years, the Dance program has conducted an open house for prospective students. Attendance for the Spring 2014 and Spring 2015 Open House was over 50 students indicating that they would major in Dance if given the opportunity.
- In the fall semester of 2015 and 2014, surveys were conducted to current MTSU Dance students, and potential MTSU students in area high schools and dance studios. In the 2015 survey, 77% of the 70 survey participants indicated that they would be interested in pursuing dance at MTSU, and 100% agreed that MTSU should offer a major in dance. In 2015, 45 students completed the survey, and 100% agree that MTSU should offer a major in Dance, 80% of students stated


that they would change their major to Dance, and 4% stated they would pursue a double major.

- In the fall 2013, an area of emphasis in Dance was established for the B.S. Integrated Studies degree. Currently, the program has 8 identified Integrated Studies who are pursuing Dance Emphasis degrees.
- Currently, there are 60 students minoring in Dance.

Past data in support of a Dance major at MTSU includes: students auditioning for the Tennessee Governor’s School of the Arts Dance. In January 5, 2008, 24 of 25 students polled stated they would consider attending MTSU to major in Dance.

C. NEED: (Identify the academic, workforce development, and/or research needs the program proposed in this letter of application will meet. Cite employment projections and supply/demand data appropriate to the discipline and degree level as justification using the Bureau of Labor Statistics (bls.gov), O*Net (onetonline.org) and the THEC supply/demand analyses (http://tennessee.gov/theac/Divisions/AcademicAffairs/academic_programs/THEC%20supply%0and%20demand%20Final.pdf), as appropriate, for the degree or certificate field.

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

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

Academic and Workforce Development

Dance in Higher Education plays a crucial role in the development and training of competent leaders in the field. The National Dance Education Organization (a non-profit organization dedicated to the advancement and promotion of high quality education in the art of Dance) undertook a recent study that demonstrates how dance impacts learning in the K-12 setting, and Dance in Higher Education expands upon these results. After consulting dance education literature and reports from the U.S. Department of Education Arts-In-Education program, studies reveal that Dance education can improve academic skills, provide neurological benefits, enhance emotional well-being, support integrative teaching methods, foster teacher morale, improve attendance rates, uphold higher order thinking skills, and offer opportunities for inclusion.

The need for this major is evident through the growth of the Middle Tennessee’s population and Tennessee’s growth in the arts and entertainment industry. The occupational outlook for careers in arts and entertainment industries is increasing based on several sources of

information despite economic downturn. As this trend continues, the educational need for this program is increasing due to the growing number of arts and entertainment venues and opportunities in the state.

According to the Tennessee Department of Labor, a 1.3 percent annual growth rate in arts and entertainment occupations is projected for 2008-2018. These projections indicate a growth of an additional 4,380 jobs in the sector over the ten-year period.4

The non-profit arts industry alone generates $26.8 billion annually in economic activity and supports 1.3 million jobs. The arts employ 2.7 percent of the American workforce – more than agriculture. The arts account for 6 percent of the U.S. gross national product – more than the construction industry (The Benefits to Business of Participating in the Arts, Art & Business Quarterly 2001).5

The U.S Bureau of Labor Statistics states that employment of dancers is projected to grow 6 percent from 2012 to 2022. Employment of choreographers is projected to grow 24 percent from 2012 to 2022, much faster than the average for all occupations6. A growing interest in dance in pop culture may provide opportunities in fields outside of dance companies, such as TV or movies, casinos, or theme parks. This growing interests will likely attract more students to study dance in university.

In a 2012 study, Vanderbilt University Associate Professor Steven Tepper stated: “Although this is an economically trying time to be young in America, more young people are aspiring to work in the creative fields than ever before. Today, about 16 percent of teens say they want to go into the arts, compared to only 8 percent of teens who say they want to go into business.”7

In addition to the arts and entertainment industries, dance serves the healthcare industry, and students who graduate with a degree in Dance can seek jobs in the varied healthcare sectors. Creative arts in healthcare includes the professional disciplines of art therapy, music therapy, dance therapy, drama therapy, and poetry therapy, as well as artist-directed applications of visual, literary and performing arts, and design within a wide variety of healthcare and community settings for therapeutic, educational, and expressive purposes. The Bureau of Labor Statistics projects that employment for dance/movement therapists will grow faster than the average. Employment is expected to increase 15% from 2008 to 2018, faster than the average for all occupations.8 Job growth will stem from the therapy needs of the aging population. Employment growth in schools will result from the expansion of the school-age population and the federally funded extension of services for disabled students.

5 http://tn4arts.org/assets/uploads/resources/arts_advocacy_toolkit.pdf [accessed on September 29, 2015.]
7 http://www.nashvillescene.com/nashville/reports-from-the-nash-up-arts-summit/Content?oid=3072580
8 http://www.adta.org/general_questions [accessed on September 29, 2015.]
When the proposed degree in Dance is approved, the Teacher Licensure option will be made available through the College of Education. There is significant need in the workforce for K-12, certified teachers of Dance, throughout Tennessee and the Southeastern region (cf. the March 2014 report “Teacher Shortage Areas: Nationwide Listing, 1990-1991 through 2014-2015 U.S.”. Department of Education: Office of Postsecondary Education). Additionally, there are a growing number of Arts integrated schools that employ fine arts teachers. And, there is significant evidence that many more dance teachers are needed in elementary and middle schools, and that there are insufficient numbers of training schools at the college level to meet the needs of school and after-school programs. There are also important studies of race that suggest special value of dance, and of African American teachers of dance in rural and urban communities as powerful pedagogical forces for contemporary America. These kinds of glaring needs in the culture and the workforce will be met by the proposed program.

It is important to note that students majoring in Dance will acquire skills that go beyond the dance studio, and dance related fields. Graduates apply the skills developed in pursuit of a degree in Dance in fields outside the arts and entertainment industry. The attributes and skills acquired in this training are the foundations of innovation, enterprise and entrepreneurship. Examples include careers in education, psychology, sociology, law, applied sciences, health and wellness, and the corporate sector. National findings conducted by the Americans for The Arts on the economic impact of the nonprofit arts and culture industry found that this industry generated $135.2 billion of economic activity--$61.1 billion by the nation's nonprofit arts and culture organizations in addition to $74.1 billion in event-related expenditures by their audiences. This economic activity supports 4.13 million full-time jobs and generates $86.68 billion in resident household income. This industry also generated $22.3 billion in revenue to local, state, and federal governments every year--a yield well beyond their collective $4 billion in arts allocations. These findings indicate that there is a strong demand for arts-related careers. Arts education enhances students’ preparation for the workforce, while developing their ability to think logically, critically and creatively, communicate clearly and make sound judgments.

MTSU’s close proximity to Nashville will be a great advantage to the proposed Dance major. The growing Nashville area is rich with art and culture, providing a significant number of employment opportunities for our students. Dozens of private dance institutions are generating interest and talent in dance. The proposed degree in Dance at MTSU will serve the educational needs of these students and develop them physically and intellectually for future employment in the field. In addition, letters of support from Tennessee Dance

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10 cf. Thurman Bridges, “Towards A Pedagogy of Hip Hop in Urban Teacher Education” The Journal of Negro Education Vol. 80, No. 3, Preparing Teachers to Teach Black Students; Preparing Black Students to Become Teachers (Summer 2011), pp. 325-338
organizations and performing arts high schools provide evidence of the need and demand for a Dance major at MTSU. (See Attachment E--Letters of Support).

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

Students with an A.A./A.S. degree from Tennessee community colleges can transfer into the program. The B.S. in Dance will accept 41 hours in General Education requirements, and 19 hours in an area of emphasis. Tennessee Transfer Pathways include the following: Early Childhood Education, English, Exercise Science, Kinesology, and Theatre Arts.

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

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

The Dance Program at MTSU will promote art that is inclusive, and Dance as a discipline that fosters an appreciation for and greater understanding of diversity. The Dance Program at MTSU is committed to multi-cultural dance education. Following MTSU’s Intercultural & Diversity Affairs mission to promote cultural awareness and understanding, the B.S. in Dance will represent diverse cultural traditions. As a field of study, Dance is uniquely situated as a lens through which students not only research and write about diverse cultural forms, but also physically embody them. Through dance research and dance practice, students gain theoretical as well as practical knowledge, enhancing their understanding and appreciation of diverse cultural traditions.

The B.S. in Dance will strive to represent the diversity of the cultural traditions we draw from, as well as MTSU’s commitment to offer courses that “cover historical, cultural, and social bases of diversity and community, and create opportunities for cross-cultural interaction which have been demonstrated to contribute to self-confidence, motivation, cultural awareness, and an appreciation of equality for all.”

Dance is a dynamic art form that adapts to the world and peoples around it more readily than any other, in part because it’s a truly international art form, with variances that reflect the context from which it emerges. As such, we don’t talk about diversity as a kind of add-on to dance, because dance is intrinsically diverse, intrinsically inclusive, intrinsically international, and it is practiced by individuals from all walks of life. Furthermore, dance has been on the forefront of diversity discussions and actions because people feel connected to it within their own cultures, but also connected to other cultures through practices that enter into geographical or cultural spaces. Therefore, dance is hybrid, a form not only that
represents diversity, but that combines, modifies, emulates and expands restricted descriptions of diversity to include the novel, the innovative, the “modern.” Indeed, modern and contemporary dance have been at the center of the modern world, but have also been harbingers of change within cultures, and leaders of progressive thinking and action. Teaching the practices of dance alongside the appreciation and history of dance helps students to recognize the intrinsic diversity of dance, and helps them recognize that diversity is crucial, and internal to its very practice. As such, the Dance major puts students and art at the forefront of the evolving cultures and identities of our society.

F. PLANS FOR ACCREDITATION:

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

The Dance major will seek accreditation through the National Association of Schools of Dance (NASD). NASD established national standards for undergraduate and graduate degrees for the purpose of examining and improving practices and professional standards in dance education and training. A consultant from the organization will be brought to campus for a site tour, Fall 2018, and accreditation will be completed by 2021. The University currently holds accreditation from American Alliance for Health, Physical Education, Recreation and Dance.

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

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

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

There are no low producing programs in the same or similar CIP/SOC codes at any public institutions in Tennessee.

SECTION II: ARTICULATIONS, COLLABORATIONS AND DUPLICATIONS INCLUDING INTERDISCIPLINARY PROPOSALS

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

The newly established B.A./B.F.A. in Theatre/Dance at Austin Peay State University is differently construed than the B.S. Dance with a Teaching Licensure major proposal at MTSU. There are extensive resources available to MTSU students, and the proposed degree will serve existing academic needs at MTSU, and for the state and region. With a population of 21,162 undergraduates, MTSU is one of the largest public universities in the state and is a top choice for undergraduate students in Tennessee. MTSU is a major university and a determining force within Tennessee, and throughout the Southeast and South, and the proposed program has been designed to take maximal advantage of MTSU resources, while meeting existing needs. We have met with representatives of the MTSU College of Education, and they have offered full support for a teacher training licensure option in Dance, an option that we at MTSU are uniquely suited to develop. One current Dance faculty member is trained and certified in K-12 Education, and has made inquiries and taken steps to move forward with this work.

MTSU has both the material and personnel resources to establish the program herein described, which again sets it apart in the TBR system. MTSU has a recognized Theatre major, a newly-established Department of Theater and Dance, and ample resources offered within the College of Liberal Arts including: Music, Global Studies, Women’s and Gender Studies, African American Studies, and Anthropology. A host of other resources are available through the College of Behavioral and Health Sciences (Health and Human Performance, Exercise Science, Physical Education, Psychology) the College of Media and
Entertainment, the College of Education, the Jennings A. Jones College of Business, and the University Honors College. MTSU is also the host institution for the Tennessee Governor’s School for the Arts. This program provides high quality arts education during the summer for gifted and talented high school students. Many MTSU Dance students have attended this program, first as students, and returning as summer counselors.

In addition to the curricular structure of a Liberal Arts degree, the MTSU Dance Program differs from similar programs in the state through its award-winning pre-professional Dance company, and its well established Guest Artist Program. Each semester the program hosts a nationally recognized dance professional to work with student dancers. Guest artists make meaningful contributions to the development and growth of students throughout the year. The Guest Artist Program creates an environment that is supportive, substantive, and inclusive of diversity. The guest artist series actively engages the Dance program, campus and the community in special activities and programs that focus on multicultural issues within art and society. The extended residencies by innovative and acclaimed artists give students, faculty, and staff new materials and perspectives to integrate into their professional work and development. The possibility to extend this program to other Dance programs within the state could be explored, as well as collaborations through dance concert productions.

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

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

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

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

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

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

f. In addition to the information provided by each participating institution regarding Financial Projections, please address the following items:
C. If the proposed program is currently available through the Academic Common Market (ACM) (http://www.sreb.org/page/1304/academic_common_market.html), explain why the need for the requested program/course development cannot be better met through collaboration or in the case of universities, the ACM.

D. If a 100% online program is being proposed:
   This degree is not proposed as an online program of study.

SECTION III: PROGRAM STRUCTURE

A. Residency requirements (in keeping with SACSCOC requirements):

   This proposed degree adheres to all SACSCOC and university requirements related to residency.

B. Macromajors or Academic Foci:

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<tr>
<th>ACADEMIC FOCI</th>
<th>Check all applicable</th>
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<tr>
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<tr>
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<td>General Education</td>
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C. CURRICULUM: The proposed program requires completion of 120 Semester Credit Hours (SCH) distributed as follows (IF more than 120 SCH provide justification per THEC 1.0.60A):

The proposed program will be comprehensive, and designed to help students become dance educators, professionals, and successful graduate degree candidates. Students will gain a broad-based knowledge of dance through coursework that includes both theory and practice. The proposed degree will foster the development of students interested in a variety of approaches to dance including, dance education, performance, choreography, history and theory and dance science with coursework meeting standards outlined by the National Association of Schools of Dance (NASD) within a liberal arts degree. The proposed 120-credit hour degree will consist of 41 credit hours in General Education, 52 hours toward the major, with 9 hours toward an elective and 18 hours toward a minor. The distribution of credit hours is as follows:

<table>
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<tr>
<th>B.S. Curriculum Component</th>
<th>Hours Required</th>
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</table>
General Education: 41
Major Field Core: 37
Dance Electives: 15
General Electives: 27
Total: 120

B.S. Curriculum Component

Teaching Licensure Option

General Education: 41
Major Field Core: 37
Dance Electives: 15
Secondary Education Minor: 27

1. General Education (Undergraduate only):
   **General Education:** 41 Credits

2. Major Field Core (courses required of ALL students in a program)

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<td>DANC 3010 Modern Dance Techniques III</td>
<td>3</td>
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<tr>
<td>DANC 2040 Ballet Techniques II</td>
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<tr>
<td>DANC 3040 Ballet Techniques III</td>
<td>3</td>
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   **Choose three of the following** (6 credits)
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<tr>
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<tr>
<td>DANC 1020/2020 Jazz Dance Techniques I or II</td>
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<td>DANC 1030/2030 Tap Dance Techniques I or II</td>
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<td>DANC 1040 Ballet Techniques I</td>
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   **Theory Requirements** 15 hours
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<th>Credits</th>
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<td>DANC 2000 Introduction to Dance Studies</td>
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<tr>
<td>DANC 4600 Theory and Practice I: The Body as an Instrument of Dance</td>
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<td>DANC 4990 Senior Seminar</td>
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   **Composition Requirements** 6 hours
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<th>Core Technique Requirements</th>
<th>Credits</th>
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<td>DANC 4100 Choreography I</td>
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<tr>
<td>DANC 4110 Choreography II</td>
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   **Major Field Core** 37 credits

3. Guided Dance Electives 15 credits
Complete fifteen (15) credits from DANC courses in consultation with advisor according to student interests, career ambitions and learning goals.

General Electives 0 - 27 credits
(teaching licensure will not require general electives)

5. Other credits (If applicable, describe requirements for thesis, dissertation, clinical experience, internship, portfolio or other capstone experience.)
   – Secondary Education Minor required for teaching licensure option.

6. Number of NEW courses (include newly developed yet never taught courses):
   – The development of new courses is not required for this degree, since courses were developed for the Dance cognate in theatre and the liberal studies emphasis.

7. Number of SCH anticipated from transfer, articulation, PLA and other sources per THEC 1.06.0) (specify source):
   – 60 credits will be accepted from the completed A.A./A.S. degree

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

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<td>Theatre Arts</td>
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**SECTION IV: STUDENT ENROLLMENT PROJECTIONS**

Estimate the unduplicated annual full-time, part-time and FTE enrollments and number of graduates for the first five years of program operation. Include anticipated international enrollment if used as a primary recruiting tool. If the proposed program involves more than one institution, provide aggregated as well as disaggregated data for all institutions.

Complete a minimum of 3 years projection for certificates and associate degrees, 5 years projection for undergraduate and masters’ degrees and 7 years for doctoral degrees.

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<th>Year (specify Term &amp; AY start)</th>
<th>Full-time Headcount</th>
<th>Part-time Headcount</th>
<th>Total Year Headcount</th>
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A. Explain the basic assumptions including attrition rate used in estimating the size of the proposed program by benchmark against other comparable programs in the discipline and institution to establish a baseline for your projected enrollments. Assumptions should be related to the evidence of need and to other supportive data.

These projections are based on the following assumptions:
• The Dance minor program provides a significant historical base for student enrollment.
• In 2015, the Dance program graduated 12 Dance minor and 5 Integrated Studies with Dance Emphasis degrees.
• Over the past five years, the Dance program has graduated an average of 12 Dance minors per year.
• Currently, there are 60 declared Dance minors, an average of 15 students per class.
• Currently, the Integrated Studies with Dance Emphasis program averages 4 students per class.
• 76%-80% of current students surveyed indicated that they would major in Dance at MTSU. This figure reflects two surveys conducted in the fall semesters of 2014 and 2015.
• These numbers, combined with a comprehensive outreach and recruitment strategy, indicate that the Dance program will meet, if not exceed, benchmark graduation rates in the first five years.

One of the most significant strengths of this proposed B.S. in Dance at MTSU is the growing demand for Dance programs in the state, and in particular the Nashville area. Currently, there is not a stand-alone Dance major program in the Nashville area serving the high volume of graduating high school seniors wishing to pursue Dance at the undergraduate level. Performing arts magnet schools like Nashville School of the Arts and Chattanooga Center for the Creative Arts graduate some of the strongest Dance talent in the region. A majority of these students enroll in Dance programs outside the state due to a lack of undergraduate Dance programs in Tennessee. Letters of support from some of our area high schools with Dance programs and student surveys conducted at sample institutions provide strong evidence of the demand for this proposed program in the region.

The success of the Dance minor program at MTSU provides strong evidence of the interest in Dance within our existing student body. Current enrollment data proves the sustainability of this proposed program from within our current student population without even taking into account the additional students this Dance major will attract from the Middle Tennessee area and the state. Data reflecting career goals among current dance students at MTSU indicates that students are interested in pursuing performance, choreography, dance education, dance therapy, dance science and kinesiology. Because of the breadth of resources at MTSU, we believe MTSU is uniquely situated to cultivate this range of career paths.

These enrollment projections are based on the number of students the current faculty can effectively provide a comprehensive education. Current faculty includes two tenure-track faculty, one Full-Time Temporary faculty, and five adjunct instructors. The graduation rates are set at a level that allows for close evaluation and mentoring of students. During the first few years, the number of students within the program will reflect the transition of the Integrated Studies Dance emphasis students to the B.S. in Dance. Projections for years four and five reflect the anticipated results of recruitment and outreach efforts and
the admission of new majors. Additionally, current growth and interest in dance suggest that the program will surpass university system required graduation rates and develop into a leading Dance program in the region.

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

Students will be recruited through a number of possible venues on campus, including from the Dance General Education course (DANC 1000: Dance Appreciation), students who participate in the MTSU Dance Theatre (20-30 students per semester) and through MPAC (student Dance club). Other campus recruitment initiatives include: CUSTOMS, Preview Day, the President’s “three-touch” program, and the annual Dance Program High School Day Open House. We intend to meet with MTSU college advisors, and participate in local high school programs/college fairs to promote the program, and we will recruit from dancers attending the Tennessee Governor’s School at MTSU. The MTSU Dance Program is also the site host for the Tennessee Association of Dance annual statewide festival for 2015-2016, which draws on average 200+ student dancers ages 14-18.

SECTION V: RESOURCES

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

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

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

N/A

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

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

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

The existing Dance program is comprised of two tenure-track faculty and one full-time temporary faculty member, plus five adjunct faculty members. Full-time faculty members are nationally and internationally recognized performers, choreographer and educators who hold terminal degrees in their field. All faculty members are qualified and experienced for the teaching assignments and meet SACS standards. As the major develops, the department will garner new students at all levels, and concomitant growth in faculty and resources will provide legitimate grounds for growing its resources. (See Appendix D for existing faculty Vitae.)

E. Administrative/organizational structure and personnel

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

F. Clerical and Support Personnel, available and needed

No additional clerical and support personnel will be required.

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

The Walker Library provides strong support for the proposed B.S. degree in Dance via the collections and instructional support. The library provides collections and instructional services well beyond those expected at the undergraduate level. Library collections include books, E-books, databases, electronic journals, electronic media, video and sound recordings.

Databases that support dance include: the Omni-File Full-text Mega Edition, JSTOR, Project Muse and Academic Search Premier. The databases contain resources and scholarly articles directly relevant to courses and research in dance.

The library also offers access to streaming videos through Dance in Video, and has extensive video resources for dance. The library continues to add to its film collection through new acquisition models, enabling the library to make available on demand titles of interest.
H. Describe Student Advisement Support. If the proposed program is part of a collaboration or articulation agreement, how will student advising be coordinated by all participating institutions to facilitate progression and completion across all participating institutions.

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

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

The existing dance facility meets national standards for dance studios as outlined in the guidelines of the National Association of Schools of Dance. MTSU renovated Murphy Center G040 to accommodate a new dance facility. This space functions as a dance studio with split level flooring for traditional and percussive dance as well as an informal performance venue. The existing studio facility is sufficient for the implementation of the proposed Dance major.

In addition to the existing dance studio, the program will utilize shared facilities within the Department of Theatre and Dance for classes and performance. The Tucker Theatre will serve as the primary venue for main stage performances. Shared traditional classroom space in the department will be used to teach history and theory courses.

SECTION VI: FINANCIAL PROJECTIONS

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

- See Appendix A for THEC Financial Projection Form

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

No reallocation of resources is necessary to implement this degree.

C. List for each institution involved:
   1. All active Letters of Application
B.A./B.S. in Religious Studies

2. Approved programs not meeting benchmarks

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

3. Low-producing programs at all levels

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

4. Programs terminated within the last 12 months

   B.B.A. - Office Management

Attachments:

A - THEC Financial Projections
B - Dance Major Academic Map
C - Dance Program of Study
D - Dance Faculty Curriculum Vitae
E - Letters of Support from Industry Professionals
F - Dance Major Surveys
## I. Expenditures

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<th>Year 4</th>
<th>Year 5</th>
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11. Revenue

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<td>343,740</td>
<td>416,532</td>
<td>473,148</td>
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<td>(88,744)</td>
<td>(196,276)</td>
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<td>(393,932)</td>
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Notes:

(1) In what year is tuition and fee revenue expected to be generated and explain any differential fees. Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program.

Tuition will be collected beginning in year 1 and is calculated conservatively using 2015-16 tuition rates and no inflation factor
Year 1: (12 FT x 12 hrs x 2 sem. X $337 = $597,056) + (2 x 6 hrs x 2 sem. X $337 = $8,088) = $105,144
Year 2: (25 FT x 12 hrs x 2 sem. X $337 = $202,200) + (4 x 6 hrs x 2 sem. X $337 = $16,176) = $218,376
Year 3: (40 FT x 12 hrs x 2 sem. X $337 = $323,520) + (5 x 6 hrs x 2 sem. X $337 = $20,220) = $343,740
Year 4: (49 FT x 12 hrs x 2 sem. X $337 = $396,312) + (5 x 6 hrs x 2 sem. X $337 = $20,220) = $416,532
Year 5: (56 FT x 12 hrs x 2 sem. X $337 = $452,928) + (5 x 6 hrs x 2 sem. X $337 = $20,220) = $473,148

(2) Please identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.

N/A

(3) Please provide the source(s) of the Federal Grant including the granting department and CFDA (Catalog of Federal Domestic Assistance) number.

N/A

(4) Please provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).

N/A

(5) Please provide information regarding other sources of the funding.

N/A

NOTES: One-time expenditures include $1,000 in year one for initial promotion and $2,500 in year two for a consultant ahead of accreditation.
Recurring Expenditures (Administration) include $9,200 each year to cover one course per semester reassignment for program director + $5,000 summer stipend
Recurring Expenditures (Faculty) includes funds to employ adjunct faculty to cover General Education courses and specialty courses
Recurring Expenditures (Other) includes $500 per year for recruitment & Promotion and $1,500, increasing to $3,000 by year 5, to supplies.

Attachment A - Financial Projections Form - BS in Dance 12-2-2015
12/8/2015
Page 2 of 2
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<th>Program: (BS) Dance</th>
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<td>or DANC 2010, 2020</td>
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<td>or 2040</td>
<td>or 2040</td>
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<td>Placement audition required</td>
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<tr>
<td>Meet with Major Advisor</td>
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<tr>
<td>before registering</td>
<td>courses in major</td>
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<tr>
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<tr>
<td><strong>Nat Science</strong></td>
<td><strong>COMM 2200 (Comm)</strong></td>
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| **Sophomore – Fall**           | **Sophomore – Spring** |
| **Course**                     | **Course**            |
| Select from DANC 2010, 2020     | Select from DANC 2010, 2020 |
| or 2040                        | or 2040               |
| 2 - 4                          | 2 - 4                 |
| Placement audition required    | Placement audition required |
| **DANC 4100**                  | **DANC Elective**     |
| 3                              | 1 - 3                 |
| 2.0 or higher in all courses in major | Summer workshop or internship strongly recommended |
| **DANC 4600**                  | **Hum/FA (Rubric 2)** |
| 3                              | 3                   |
| 2.0 or higher in all courses in major | Meet with Major Advisor |
| **Soc/Beh Sci**                | **Soc/Beh Sci (Rubric 2)** |
| 3                              | 3                   |
| Actively participate in Dance Theatre program | Actively participate in Dance Theatre program |
| **ENGL 2020, ENGL 2030 or**    | **History 2010, 2020, or 2030** |
| HUM 2610 (Hum/FA)              | 3                   |
| 3                              | **Math**             |
| **SUBTOTAL**                   | 3                   |
| 14 - 16                        | **SUBTOTAL**         |
|                                 | 15 - 18              |

| **Junior - Fall**              | **Junior - Spring**  |
| **Course**                     | **Course**           |
| DANC 3040 or select from DANC 2010, 2020 or 2040 | DANC 3010 or select from DANC 2010, 2020 or 2040 |
| 2 - 3                          | 2 - 3               |
| Placement audition required    | Placement audition required |
| **DANC 4610**                  | **DANC 4110**        |
| 3                              | 3                   |
| 2.0 or higher in all courses in major | Actively participate in Dance Theatre program |
| **DANC 4800**                  | **DANC Elective**    |
| 3                              | 3                   |
| Actively participate in Dance Theatre program | Meet with Major Advisor |
| **DANC Elective**              | **University Elective** |
| 3                              | 3                   |
| Upon completion of 60 hours, complete the Dance Student Review | Meet with Major Advisor |
| **University Elective**        | **University Elective** |
| 3                              | 3                   |
| Meet with major advisor        | File Upper Division Form & Intent to Graduate |
| **SUBTOTAL**                   | **SUBTOTAL**         |
| 14 - 15                        | 14 - 15             |

| **Senior – Fall**              | **Senior – Spring**  |
| **Course**                     | **Course**           |
| DANC 4990                      | **University Elective** |
| 3                              | 3                   |
| Compilation of portfolio/resume development | 2.0 or higher in all courses in major |
| **DANC Elective**              | **University Elective** |
| 1 - 3                          | 3                   |
| **University Elective**        | **University Elective** |
| 3                              | 3                   |
| Meet with Major Advisor        | Complete Exit Interview |
| **University Elective**        | **University Elective** |
| 3                              | 3                   |
| Meet with Liberal Arts Graduate Analyst | Complete General Education Test |
| University Elective            | University Elective |
| 3                              | 3                   |
| University Elective            | University Elective |
| 3                              | 3                   |
| **University Elective**        | **University Elective** |
| 3                              | 3                   |
| **SUBTOTAL**                   | **SUBTOTAL**         |
| 15                              | 12                  |

**TOTAL HOURS IN PROGRAM: 120**
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<th>Milestones/Notes</th>
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<td>Meet with Major Advisor before registering</td>
<td>DAN 2000</td>
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<td>2.0 or higher in all courses in major</td>
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<td>File Upper Division Form &amp; Intent to Graduate</td>
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17  17  14  15  15  15  12

Total = 120

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*can select two
October 1, 2015

Tennessee Board of Regents
1415 Murfreesboro Road, Suite 350
Nashville, TN 37217-2833

To the Tennessee Board of Regents,

It is my pleasure to contact you today in support of MTSU's proposed B.S. Degree in Dance. I am a Tennessee native, an internationally experienced professional dancer, dance instructor, choreographer, and the Artistic Director of Nashville-based contemporary dance company and training program, New Dialect. None of these professional accomplishments would have been available to me without the B.F.A. in Dance I hold.

In 1998, I was obliged to leave my home in Nashville to gain the skills, experience, and degree I needed to pursue a career in dance. At that time, there was no institution, college, or conservatory in the state of Tennessee that could provide me with the higher education required in contemporary dance forms to prepare me for success in my field. Seventeen years later, thanks to the efforts of Marsha Barsky and the devoted faculty of MTSU, we have an opportunity to change this situation for future generations of dance artists in our region.

The valuable information I learned and connections I made while in pursuit of my degree launched my career. I began working with a dance company immediately upon graduating and have since spent the last thirteen years participating as a dancer in numerous productions and international tours with some of the world's leading choreographers and dance companies. My education and professional experience have enabled me to share first hand the new vocabularies and concepts emerging in contemporary dance with students throughout North America and Europe. I am also a commissioned choreographer and have created new dance works in Nashville, Chicago, Portland, and Montreal, with future engagements in New York, Salt Lake City, and Torino, Italy.

In 2013, moved to give back to my hometown, I founded New Dialect, a non profit contemporary dance company dedicated to the artistic development of dancers, teachers, and choreographers, based in Nashville. New Dialect employs 18 local instructors, 15 dancers, and 4-8 visiting guest artists and master teachers year round. The company has
given 23 performances to date in venues such as OZ Arts Nashville, TPAC, the Frist Center for the Visual Arts, and Zeitgeist Art Gallery. We have classes and performances planned throughout the 2015/2016 season and are already booking engagements for 2017/2018.

It is important to me to share these details of my professional accomplishments; they would not have been, nor in today’s job climate would they be, possible without the degree I possess. rly any of the jobs available to dance practitioners and educators in our state, country, and abroad require a B.A., B.S., or B.F.A, and an M.A. or M.F.A to teach at the university level. Today we are not able to offer these degrees in Tennessee, resulting in the migration of talented local teachers, dancers, and choreographers to other states.

Dance is alive and well in our state, and we have a responsibility to students of dance in to provide them with the information, skills, and necessary certification that they may pursue careers in their field of choice HERE, equipping them to embrace the growing number of professional opportunities available locally and beyond. I believe MTSU, with its knowledgeable and experienced faculty and enthusiastic dance minor program, is more than capable of rising to meet Tennessee’s need for a dance major. I am thrilled to show my support for this endeavor and hope that you will be moved to play your part in providing our students with the education they deserve.

Sincerely yours,

Banning Bouldin

Artistic Director, New Dialect

B.F.A. in Dance 2002, the Juilliard School

banning.bouldin@gmail.com

www.newdialect.org
October 7, 2015

To Whom It May Concern,

I am writing in support of the establishment of a Dance Major at Middle Tennessee State University. In January, 2014 I moved back to middle Tennessee from New York to take the position of Dance Supervisor for the Metro Parks Dance Division in Nashville. I have a degree in Dance Education from NYU and was the Assistant Director of Dance Education Laboratory at the 92Y Harkness Dance Center in Manhattan before moving to Nashville. The dance community in Nashville is growing by leaps and bounds and professional dancers are starting to relocate to Nashville to train with not just Nashville Ballet but contemporary dance companies such as New Dialect. There is a new wave of energy and excitement surrounding the field and with new venues such as OZ Arts presenting dance, the interest and opportunities in the field will continue to grow. We have an influx of artists from larger cities moving to Nashville because the lifestyle is more appealing and they are looking for well-trained dancers. Currently local companies and arts organizations offer ongoing company classes or sporadic master classes where students are exposed to top-level training. A dance major that would give students a high-level and cohesive dance education would tremendously benefit the professional and educational communities all over the state and region.

As the director of a dance program in which classical ballet is the foundation, I am constantly looking for highly trained teachers with either a degree in dance or several years with a professional company. We are a public program with many recreational programs and classes but in our 50 year history, have built a cohesive, high-quality training program where students go on to perform or major in dance outside of the state. We currently offer classes in ballet, modern, tap, theater dance and hip-hop as well a dance therapy class for people with Parkinson’s. Finding teachers in the area with the level of experience we are looking for can be difficult. The demand for classes is growing while the same qualified teachers are being overstretched. We currently have two specialized skills instructors who are Parks employees, two guest instructors, three accompanists, as well as twelve freelance instructors, all hired since I have been here. We desperately need qualified teachers who can teach technique and the creative process in a developmentally appropriate and physically healthy way. I would be thrilled to have a dance major in the area producing dancers and teachers with a deeper understanding of the art form who could pass on the physical, emotional, cultural, and creative benefits that dance provides.

Thank you for your consideration in adding this very important component to MTSU’s current program of study. If I may be of further assistance in this process, please do not hesitate to contact me.

Warmly,

Kathryn Wilkening
Supervisor, Metro Parks Dance Division
(615) 862-8439
kathryn.wilkening@nashville.gov
10/1/2015

Dear Marsha,

I am delighted to write a letter of support for MTSU's proposed dance major. This is a great need for the Tennessee dance community and I am glad to see MTSU stepping up to lead. As Director of Dance at Chattanooga's performing arts magnet school, I have watched potential dance majors leave our state for the past 15 years. We average 70-80 dance majors each year, graduating 8-15 seniors per year. A number of these are interested in pursuing dance in college. However, to do so, they either leave the state or decide not to enter the field due to the rising and often impossible cost out-of-state tuition. We are hemorrhaging talent from our state. As a former Executive Director of Tennessee Association of Dance, I found the same story across the state from many studio owners, and arts teachers in traditional public and private schools. Tennessee needs strong BA, BFA, and BS degrees in dance with outstanding faculty. Faculty who is invested in raising the profile of the Tennessee dance community, and faculty who will be cultural partners across the state. I have been encouraged by the growth in MTSU's program over the past several years and am excited to see the potential for a viable major!

A particularly important aspect of any dance major is the teacher licensure path. As a state, we are woefully short of credentialed and capable dance teachers. It is a difficult situation. School districts can't offer a dance curriculum without certified dance teachers. Certified dance teachers cannot find employment because there are too few schools with a dance curriculum. Your program can begin to address this conundrum. An additional workplace need that such a major can address is the need for a realistic path to licensure for working dance professionals. It is ironic that a professional dancer with years of performing and teaching experience cannot teach in the public schools. There is alternative certification available for engineers or scientists who want to teach, our arts professionals deserve the same.

I am excited for the future of the dance major at MTSU and look forward to being a partner to advance dance opportunities in performance and education. I would love to see creditable dance programs throughout Tennessee's K-12 schools and MTSU as a destination school for dancers across the country.

Sincerely,

Karen Wilson
Director of Dance
Appendix F: MTSU Dance  Major Survey

Q1 Should MTSU offer a major in Dance?
Answered: 46  Skipped: 0

Yes

No

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Answer Choices Responses
Yes 100.00% 46
No 0.00% 0
Total

Q2 If you were at the beginning of your collegiate career, would you pursue a major in dance at MTSU?
Answered: 46  Skipped: 0

Yes

No

Other (please specify)

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Answer Choices Responses
Yes 80.43% 37
No 15.22% 7
Other (please specify) 4.35% 2
Total

1
Q3 Do you think you (or if you're a teacher, your students) would choose MTSU to major in dance?
Answered: 21  Skipped: 0

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>95.24%</td>
</tr>
<tr>
<td>No</td>
<td>4.76%</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
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Q4 Do you think Tennessee is in need of a dance program offering a B.S. Degree in Dance?
Answered: 21  Skipped: 0

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>100.00%</td>
</tr>
<tr>
<td>No</td>
<td>0.00%</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
</tr>
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</table>
Q5 If MTSU continues to not have a major in dance, would you (or your students) choose MTSU to pursue education in dance through...

Answered: 21  Skipped: 0

- a Dance Cognate
  - a Liberal Studies degree
  - a Dance Minor
  - I (They) would not choose MTSU
  - Other (please specify)

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Dance Cognate</td>
<td>0.00%</td>
</tr>
<tr>
<td>a Liberal Studies degree with an emphasis in dance</td>
<td>4.76%</td>
</tr>
<tr>
<td>a Dance Minor</td>
<td>33.33%</td>
</tr>
<tr>
<td>I (They) would not choose MTSU to pursue dance</td>
<td>57.14%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>4.76%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>
Should MTSU offer a major in Dance?

Answered: 82  Skipped: 0

Yes

No

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Answer Choices

- Yes
- No

Total

Responses

- 100.00%
- 0.00%

Q2

Are you a student of dance, a teacher of dance, or both?

Answered: 78  Skipped: 4
### Q3

**Do you think you (or if you're a teacher, your students) would choose MTSU to major in dance?**

Answered: 81  Skipped: 1

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student of dance</td>
<td>43.99% (34)</td>
</tr>
<tr>
<td>Teacher of dance</td>
<td>17.95% (14)</td>
</tr>
<tr>
<td>Both</td>
<td>38.46% (30)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>78</strong></td>
</tr>
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</table>

### Q4

**Do you think Tennessee is in need of a dance program offering a B.S. Degree in Dance?**

Answered: 80  Skipped: 2

<table>
<thead>
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<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>96.30% (78)</td>
</tr>
<tr>
<td>No</td>
<td>3.70% (3)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>81</strong></td>
</tr>
</tbody>
</table>
If MTSU continues to not have a major in
dance, would you (or your students) 
choose MTSU to pursue education in dance 
through...

Answered: 82  Skipped: 0

- a Dance Cognate
- an Integrated Studies degree
- a Dance Minor
- I (They) would not choose M...
- Other (please specify)

Answer Choices
- a Dance Cognate 12.20% 10
- an Integrated Studies degree with an emphasis in dance 10.98% 0
- a Dance Minor 24.38% 20
- I (They) would not choose MTSU to pursue dance 40.24% 33
- Other (please specify) Responses 12.20% 10
MTSU Dance Major Survey

We are proposing a B.S. in Dance, if this became an option would you be interested in this degree?

Answered: 70  Skipped: 0

Yes

No

No opinion

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Answer Choices
- Yes 77.14%
- No 15.71%
- No opinion 7.14%

Q2

If you were at the beginning of your collegiate career, would you pursue a major in dance at MTSU?

Answered: 70  Skipped: 0
Q3

If you could major in dance at MTSU, what area of specialization would you want to focus on?

Answered: 69  Skipped: 1

Performance

Choreography

Dance Education

Dance Sciences (somatics,...)

Dance Studies (history,...)

Answer Choices

- Performance
- Choreography
- Dance Education
- Dance Sciences (somatics, dance kinesiology, etc.)
- Dance Studies (history, theory, anthropology, etc.)

Responses

- 29.09%  18
- 23.10%  16
- 33.43%  21
- 14.49%  10
- 5.80%  4

Total 70
Do you feel that MTSU is well equipped to offer a major in dance?
Answered: 70  Skipped: 0

Yes

No

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Answer Choices   Responses

Yes  95.71% 17
No  4.29% 3
Total 70

Would you choose to attend another Tennessee university to major in dance?
Answered: 68  Skipped: 2

Yes

No

Other (please specify)

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Answer Choices   Responses

Yes  22.04% 15
No  69.12% 47
Other (please specify) 8.82% 6
Total 68