

## **Curriculum Proposals for 2010-11 Catalog**

**October 29, 2009 Curriculum Committee / November 13, 2009 Faculty Senate**

### **Department of Professional Studies**

- (a) Change the course prefix for EAM 3133, Applied Principles of Personnel Management, from EAM to PS, and modify the course description.

### **Department of Biological Science**

- (a) Delete BIOL 4991-4, Directed Research, from the course descriptions;
- (b) Delete FW 4991-4, Directed Research in Fisheries and Wildlife Management, from the course descriptions;
- (c) Modify the title for the Curriculum in Fisheries and Wildlife Biology to Fisheries and Wildlife Science;
- (d) Modify the Curriculum in Fisheries and Wildlife Science as follows: add FW 4064, Wetland Ecology and Management, as an alternate to FW 4014, Forest Ecology and Management (both offered in fall terms only); and,
- (e) Add the Biomedical Concentration to the Curriculum in Biology.

### **Department of History and Political Science**

- (a) Delete the following courses from the course descriptions:
  - HIST 3453, The Era of the French Revolution and Napoleon, 1763-1815;
  - HIST 3473, The Age of Enlightenment, 1688-1789;
  - HIST 3543, History of England to 1689;
  - HIST 3553, History of England since 1689; and,
  - POLS 3113, Congress and the Presidency;
- (b) Add the following courses to the course descriptions:
  - GEOG 3803, Historical Geography;
  - GEOG 4203, Place and Collective Memory;
  - HIST 2203, Introduction to Public History;
  - HIST 3223, Local and Oral History;
  - HIST 3243, Archive and Manuscript Management;
  - HIST 3281, Grant Writing for Historians;
  - HIST 3283, Historical Editing;
  - HIST 3291, Practicum in Public History;
  - HIST 3463, The Enlightenment, French Revolution, and Napoleonic Eras;
  - HIST 3563, History of England;
  - HIST 3573, History of Eastern Europe;
  - HIST 4193, American Labor History;
  - HIST 4213, Southern Women's History;
  - HIST 4293, Historic Preservation;
  - HIST 4823, Nationalism;
  - POLS 3133, United States Congress; and,
  - POLS 3143, The United States Presidency;
- (c) Change the course number and title for GEOG 4833, Geographic Information Systems, to GEOG 2833, Introduction to Geographic Information Systems;

- (d) Add the prerequisites: HIST 2003, United States History I, or permission of department head, to HIST 3043, Civil War and Reconstruction;
- (e) Add the prerequisites: HIST 2003, United States History I, or permission of department head, to HIST 3103, The Old South;
- (f) Add the prerequisites: HIST 2013, United States History II, or permission of department head, to HIST 3123, The New South;
- (g) Add the prerequisites: HIST 2003, United States History I, and HIST 2013, United States History II, or permission of department head, to HIST 4033, The Frontier in American History;
- (h) Modify the course description for HIST/POLS 4971-6, Internship, to reflect the change in the minimum number of clock hours required for academic credit from 125 clock hours to 100 clock hours;
- (i) Add the prerequisites: HIST 1503, World Civilization I, HIST 1513, World Civilization II, HIST 2003, United States History I, and HIST 2013, United States History II, to HIST 4963, Senior Seminar;
- (j) Separate the Curriculum in History and Political Science into two programs: Curriculum in History and Curriculum in Political Science;
- (k) Modify the Minor in Political Science as follows:
  - (1) Delete POLS 2003, American Government, and POLS 2153, Introduction to Strategic Studies; and,
  - (2) Add POLS 3123, American Political Behavior, OR POLS 3133, United States Congress, OR POLS 3143, The United States Presidency, and POLS 3413, International Relations, OR POLS 3403, Comparative Government;
- (l) Modify the Minor in Strategic Studies as follows: add HIST 4013, American Military History, HIST 4023, Vietnam War, and HIST 4813, World War II, to the list of course choices;
- (m) Add a Bachelor of Arts in Public History; and,
- (n) Add a Minor in Military Science.

### **Department of Mathematics**

- (a) Add MATH 2223, Quantitative Business Analysis, to the course descriptions.

### **Department of Accounting and Economics**

- (a) Add ECON 3093, Econometrics, to the course descriptions;
- (b) Change the prerequisite for ACCT 4093, Governmental Accounting, from ACCT 2013, Accounting Principles II, to ACCT 3013, Intermediate Accounting II;
- (c) Change the course acronym for BUAD 2033, Legal Environment of Business, to BLAW;
- (d) Change the course acronym for BUAD 3063, Commercial Law, to BLAW;
- (e) Change the course acronym for BUAD 4073, Special Topics in Law, to BLAW;
- (f) Add the prerequisites ECON 2003, Principles of Economics I, and ECON 2013, Principles of Economics II, and MATH 2243, Calculus for Business and Economics, OR MATH 2914, Calculus I, and Junior Standing to ECON 3073, Intermediate Microeconomic Theory; and,
- (g) Modify the Curriculum in Economics and Finance as follows (two proposals):

- (1) Delete 3 hours of elective and add MATH 2223, Quantitative Business Analysis; change the acronym for BUAD 2033, Legal Environment of Business, to BLAW; and modify footnotes as outlined in the proposal; and,
- (2) Delete 3 hours of 3000-4000 level Economics/Finance elective and add ECON 3073, Intermediate Microeconomic Theory.

### **Department of Management and Marketing**

- (a) Add MGMT 4223, Leadership: Ideas and Images in Art, Film, History, and Literature, to the course descriptions; and,
- (b) Modify the course description and change the prerequisite for BUAD 2053, Business Statistics, from COMS 1003, Introduction to Computer Based Systems, OR BUAD 2003, Business Information Systems, and MATH 2243, Calculus for Business and Economics, to COMS 1003, Introduction to Computer Based Systems, OR COMS 2003, Microcomputer Applications, OR BUAD 2003, Business Information Systems, OR MGMT 2013, Management Productivity Tools, and MATH 2223, Quantitative Business Analysis, OR higher level mathematics course.

### **Departments of Accounting and Economics *and* Management and Marketing**

- (a) Modify the Curriculum in Accounting, Economics and Finance, and all concentrations of Management and Marketing as follows: delete COMS 1003, Introduction to Computer Based Systems, and add BUAD 2003, Business Information Systems;
- (b) Modify the Curriculum in Accounting and all concentrations of Management and Marketing as follows: delete MATH 2243, Calculus for Business and Economics, and add MATH 2223, Quantitative Business Analysis; and,
- (c) Add the following concentrations to the Curriculum in Management and Marketing: Marketing, Entrepreneurship, Management, and International Business.

### **Department of Nursing**

- (a) Add NUR 3213, Care of the Older Adult, to the course descriptions;
- (b) Add NUR 3802, Pharmacology II, to the course descriptions;
- (c) Add the prerequisite MATH 1113, College Algebra, to NUR 2023, Introduction to Professional Nursing;
- (d) Add the prerequisites NUR 2023, Introduction to Professional Nursing, NUR 3103, Nursing Skills I, NUR 3303, Health Assessment, and NUR 3803, Applied Pathophysiology, to NUR 3204, Theories and Concepts in Nursing I;
- (e) Change the course number for NUR 3303, Health Assessment for Medical Interpreters, to NUR 3302;
- (f) Change the course number for NUR 3304, Health Assessment, to NUR 3303;
- (g) Make the following changes to NUR 3703, Nursing Pharmacology:
  - (1) Change the course number to NUR 3402;
  - (2) Change the title to Pharmacology I;
  - (3) Change the prerequisites from NUR 3204, Theories and Concepts in Nursing I, NUR 3304, Health Assessment, NUR 3404, Practicum in Nursing I-Nursing

- the Individual Client, and NUR 3513, Nursing Skills II, to NUR 2303, Nutrition, and NUR 3103, Nursing Skills I;
- (4) Add co-requisites: NUR 3204, Theories and Concepts in Nursing I, and NUR 3404, Practicum in Nursing I-Nursing the Individual Client; and,
  - (5) Modify the course description;
- (h) Modify the Curriculum in Nursing as follows:
- (1) Delete PSY 3063, Developmental Psychology I, and PSY 3163, Developmental Psychology II, OR SOC 3173, Social Gerontology;
  - (2) Add PSY 3813, Lifespan Development;
  - (3) Add NUR 3213, Care of the Older Adult, and NUR 3802, Pharmacology II;
  - (4) Change NUR 3304, Health Assessment, to NUR 3303;
  - (5) Change NUR 3703, Nursing Pharmacology, to NUR 3402, Pharmacology I;
  - (6) Add one hour of elective; and,
  - (7) Re-order courses to allow for an eight-semester plan allowing students to be admitted to upper division nursing one semester earlier (total program hours went from 125 to 126); and,
- (i) Modify the Curriculum in Nursing for Licensed Practical Nurses (LPN) and the Curriculum in Registered Nursing (RN to BSN) as follows:
- (1) Delete three hours of psychology from required nursing major prerequisites and three hours of electives;
  - (2) Require PSY 3813, Lifespan Development, for the three hours of psychology in the required nursing major prerequisites;
  - (3) Change NUR 3304, Health Assessment, to NUR 3303;
  - (4) Change NUR 3703, Nursing Pharmacology, to NUR 3402, Pharmacology I; and,
  - (5) Add NUR 3802, Pharmacology II, to the LPN Curriculum and to the Arkansas State Articulation Agreement section of the RN to BSN Curriculum (total program hours will stay at 125). In the LPN Curriculum, reduce the electives from 5 hours to 4 for program to total 127.

### **Department of Physical Science**

- (a) Modify the Curriculum in the Geology Environmental Concentration as follows:
- (1) Delete CHEM 1114, A Survey of Chemistry, CHEM 2143 (new number 3313), Environmental Chemistry, and FW 4034, Geographic Information Systems in Natural Resources;
  - (2) Add CHEM 2124, General Chemistry I, CHEM 2134, General Chemistry II, and GEOL 3174, Computer Applications in Geology; and,
  - (3) Reduce the science electives by one hour; and,
- (b) Add the option Petroleum Geology to the Bachelor of Science in Geology.

Submitted prior to new forms available

TR

ATTACHMENT B

**FORMAT FOR CURRICULUM CHANGE PROPOSAL**

To: Curriculum Committee or Graduate Council (as appropriate)

From: Department of Professional Studies

Date Submitted: June 25, 2009

Type of Curriculum Change Requested: Miscellaneous Change

The course prefix will change from EAM to PS and the course description will delete reference to "emergency management" since the focus will be on personnel management competencies for students in all majors.

Submitted By: Annette Stuckey, Instructor *Annette Stuckey*

Approved By: Department Head: N/A

Dean of School: Dr. Mary Ann Rollans *Mary Ann Rollans*Reviewed By: Registrar: *Yammy Rhodes 7/1/09*Vice-President for Academic Affairs *John Waters*

- I. Program or curriculum change as it will appear in the catalog.  
(see page 3 of this Attachment)

The course description in the catalog will be modified by changing the prefix from EAM to PS and simply deleting the words "emergency management".  
The following description will appear in the catalog:

PS 3133: Applied Principles of Personnel Management

This course supports the needs of ~~emergency management~~ professionals whose career fields require competencies in the area of human resources/personnel management. The focus of the course is on the practical application, essential theories, and processes of personnel management from the perspective of a generalist. Course content will include the essential aspects of recruitment, selection, training, legal rights and responsibilities, compensation and appraisal.

EAM 3133 is currently listed as one of the choices for the Administrative Core in the EM major, and the course prefix will need to be changed in this list from EAM 3133 to PS 3133. The course will be deleted as a choice in the EAM Technical Specialty Core Matrix. (See page 228 in 2009-10 catalog)

## II. Course Information

- A. Rationale for the requested change.

*app CC 10/29/09*  
*app FS 11/13/09*

This course was originally developed as a service course for EAM and PS majors since many of the students were unable to enroll in the human resources course MGMT 4023 offered by the School of Business due to prerequisite requirements. Since that time, the School of Community Education, now the College of Professional Studies, expanded the offerings in the Professional Studies Department. Annette Stuckey who developed and has taught the course is now a full-time assistant professor in the Department of Professional Studies. Since the original development of the course, the Emergency Administration and Management (now Emergency Management) Department, has been restructured under the College of Applied Sciences. As a result of this change, it is a feasible and logical move to consolidate the course under the administrative oversight of the College of Professional Studies. The faculty member teaching the course is also under the oversight of the Dean of the College of Professional Studies.

There will be a minor change in the focus of the course from targeting the particular needs of emergency managers to a general focus on all disciplines which require a practical application of competencies related to personnel management. To provide a specialized focus within a particular discipline area, the instructor will require students to target their discipline areas in the preparation of reports or projects. The course will be open to students in all majors who may not meet the prerequisites for the course offered by the College of Business: MGMT 4023 Personnel/Human Resource Management.

- B. What impact will the change have on staffing, on other programs, budget, and space allocation?
1. Within the department requesting the change. None
  2. Outside the department.

This proposal and the revised syllabus has been shared with the dean of the College of Applied Sciences and head of the Department of Emergency Management. The strongest impact would be on the EM Department and the College of Applied Sciences since the course would in essence move into a new administrative area.

- C. Effective date or term. Spring 2010
- D. \*\*When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

Dr. Hoefler, Dean of the College Applied Sciences, and Mr. Leachman, Interim Head of the Emergency Management Department, do not have any objections to the change. The course can continue to serve as an interdisciplinary option for the Administrative Core for the EM Department.

List Department Head/  
Program Director Consulted:  
(Add to list as needed)

Indicate Support  
for Proposal  
(yes/no)

Date:

1. Dr. Willie Hoefler/

Email attached

Mr. Ed Leachman

If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

Note: A syllabus should accompany each course proposal. The syllabus should contain the objectives of the course, a summary of course content, and bibliography of resources.

Revised syllabus attached

**\*Each new program proposal must include an assessment plan using the approved University Assessment Form.**

The current assessment plan for the Professional Studies Department will not be affected by the change.

\*Updated 8/1/04  
 \*\*Updated 9/1/05

Outline in specific detail how your proposal will alter the program (include course number and title): **Proposal will not alter the matrix in either the Professional Studies or EM Degrees.**

Fall Start	
Freshman Fall Semester Add/Change:  Delete:  Total Hours:	Freshman Spring Semester Add/Change:  Delete:  Total Hours:
Sophomore Fall Semester Add/Change:  Delete:  Total Hours:	Sophomore Spring Semester Add/Change:  Delete:  Total Hours:
Junior Fall Semester Add/Change:  Delete:  Total Hours:	Junior Spring Semester Add/Change:  Delete:  Total Hours:
Senior Fall Semester Add/Change:  Delete:  Total Hours:	Senior Spring Semester Add/Change:  Delete:  Total Hours:
Spring Start (If applicable)	
Freshman Spring Semester Add/Change:  Delete:  Total Hours:	Freshman Fall Semester Add/Change:  Delete:  Total Hours:

Sophomore Spring Semester Add/Change:  Delete:  Total Hours:	Sophomore Fall Semester Add/Change:  Delete:  Total Hours:
Junior Spring Semester Add/Change:  Delete:  Total Hours:	Junior Fall Semester Add/Change:  Delete:  Total Hours:
Senior Spring Semester Add/Change:  Delete:  Total Hours:	Senior Fall Semester Add/Change:  Delete:  Total Hours:
Total Program Hours _____	



**Mary Ann Rollans**

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**From:** Ed Leachman [eleachman@atu.edu]  
**Sent:** Tuesday, June 09, 2009 10:00 AM  
**To:** 'Mary Ann Rollans'; 'Dr. Willie Hoefler'  
**Cc:** 'Annette Stuckey'; 'Jennifer Saxton'  
**Subject:** RE: EAM 3133 to PS 3133

Dr. Rollans,

I have reviewed the proposed curriculum change and support this change based on the following comment. We will show this course as a choice for the Administrative Core but will need to delete it as a choice in the EAM Technical Specialty Core Matrix. Please include this notation in the curriculum change proposal.

Ed Leachman  
Interim Head, Department of Emergency Administration and Management  
Arkansas Tech University  
402 West O Street  
Dean Hall 110  
Russellville, AR 72801  
479-964-0536 fax 479-356-2091 [eleachman@atu.edu](mailto:eleachman@atu.edu)  
<http://www.atu.edu/eam/>

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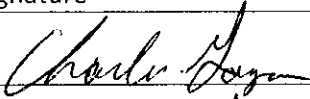
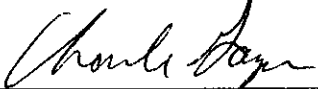

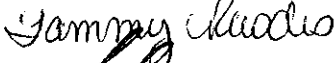
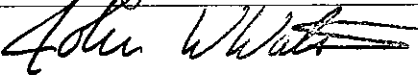
**From:** Mary Ann Rollans [mailto:mrollans@atu.edu]  
**Sent:** Thursday, June 04, 2009 1:27 PM  
**To:** 'Dr. Willie Hoefler'; 'Ed Leachman'  
**Cc:** 'Annette Stuckey'; 'Jennifer Saxton'  
**Subject:** EAM 3133 to PS 3133

Please review the proposed curriculum change regarding the move of EAM 3133 to PS 3133 and respond with an email to document that you have been informed of this proposal and note in the email your decision regarding support of the recommended change. Please let me know if you have any questions or need further clarification. I would appreciate your support of this proposal. Thanks

**Arkansas Tech University**  
**REQUEST FOR COURSE DELETION**

TO: Curriculum Committee

DATE SUBMITTED: 01OCT09

Title	Signature	Date
Person Initiating Proposal <b>Dr. Charlie Gagen</b>		10-1-09
Department Head <b>Dr. Charlie Gagen</b> Department of Biological Sciences		10-1-09
Dean <b>Dr. Richard Cohoon</b> College of Natural and Health Sciences		10-1-09
Teacher Education Council (if applicable)	NA	
Graduate Council (if applicable)	NA	
Registrar		10/8/09
Vice President for Academic Affairs		

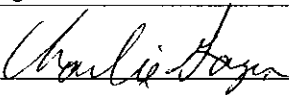
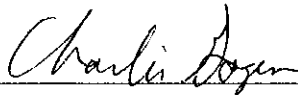

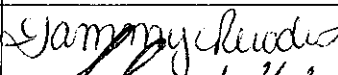
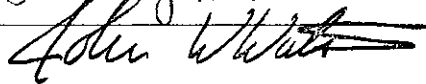
Course Subject: <b>BIOL</b>	Course Number: <b>4991-4</b>
Cross-listed with Subject: If cross-listed, should cross-listing be deleted? <b>NA</b>	Course Number: <b>NA</b>
Official Title: <b>Directed Research</b>	
Effective Catalog Year: <b>2010-2011</b>	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form.	
Provide rationale for the request. <b>During last year's curriculum cycle, an initiative was approved to add a variable-credit Undergraduate Research course to appropriate curricula across campus and standardize the numbering and catalog descriptions. We supported this initiative and the new research course was added for Biology. However, our previous course to serve this need, BIOL 4991-4, was not removed from the catalog. We consider the BIOL 4991-4 to be redundant to the new BIOL 4951-4 and propose to have the old course removed from the catalog.</b>	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. <b>NA</b>	

app CC 10/29/09  
app FS 11/13/09

**Arkansas Tech University**  
**REQUEST FOR COURSE DELETION**

TO: Curriculum Committee

DATE SUBMITTED: 01OCT09

Title	Signature	Date
Person Initiating Proposal <b>Dr. Charlie Gagen</b>		10-1-09
Department Head <b>Dr. Charlie Gagen</b> <b>Department of Biological Sciences</b>		10-1-09
Dean <b>Dr. Richard Cohoon</b> <b>College of Natural and Health Sciences</b>		10-1-09
Teacher Education Council (if applicable)	NA	
Graduate Council (if applicable)	NA	
Registrar		10/8/09
Vice President for Academic Affairs		

Course Subject: <b>FW</b>	Course Number: <b>4991-4</b>
Cross-listed with Subject: If cross-listed, should cross-listing be deleted? <b>NA</b>	Course Number: <b>NA</b>
Official Title: <b>Directed Research in Fisheries and Wildlife Management</b>	
Effective Catalog Year: <b>2010-2011</b>	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form.	
Provide rationale for the request. <b>During last year's curriculum cycle, an initiative was approved to add a variable-credit Undergraduate Research course to appropriate curricula across campus and standardize the numbering and catalog descriptions. We supported this initiative and the new research course was added for Fisheries and Wildlife. However, our previous course to serve this need, FW 4991-4, was not removed from the catalog. We consider the FW 4991-4 to be redundant to the new FW 4951-4 and propose to have the old course removed from the catalog.</b>	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. <b>NA</b>	

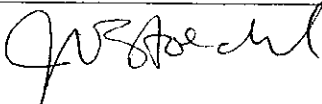
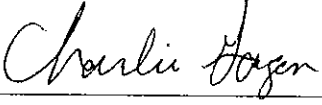

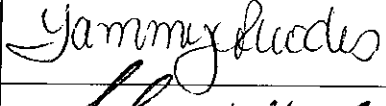
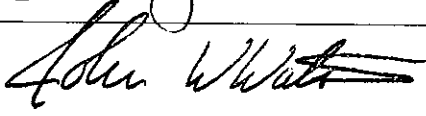
*app CC 10/29/09*  
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**Arkansas Tech University**  
**REQUEST FOR CHANGE IN PROGRAM**

11-24-09

**TO:** Curriculum Committee

**DATE SUBMITTED:** 2 October 2009

Title	Signature	Date
<b>Person Initiating Proposal</b> Dr. Joe Stoeckel		10/02/09
<b>Department Head</b> Dr. Charlie Gagen		10/02/09
<b>Dean</b> Dr. Richard Cohoon		10-2-09
<b>Registrar</b> Ms. Tammy Rhodes		10/2/09
<b>Vice President for Academic Affairs</b> Dr. John Watson		

<b>Program Title:</b> Fisheries and Wildlife	<b>Effective Date:</b> Upon passage
<b>Detail change in program:</b> Change the title of our degrees from "Fisheries and Wildlife Biology" to "Fisheries and Wildlife Science"	
<b>Please provide a rationale for the change.</b> The new title reflects the CIP code category/classification that most accurately describes our degree.	
<b>What impact will the change have on staffing, on other programs and space allocation?</b> None	
<b>If this course will affect other departments a Departmental Support Form for each affected department must be attached.</b> Not applicable	

App CC 10/29/09  
App FS 11/13/09

**Arkansas Tech University**  
**REQUEST FOR CHANGE IN PROGRAM**  
**(Modification of Existing Major)**

✓  
11-30-09

TO: Curriculum Committee

DATE SUBMITTED: 30 September 2009

Title	Signature	Date
Person Initiating Proposal <b>Dr. Elisabeth Webb</b>	<i>Elisabeth Webb</i>	30 September 2009
Program Director <b>Dr. Joseph Stoeckel</b>	<i>J Stoeckel</i>	10-1-09
Department Head <b>Dr. Charles Gagen</b>	<i>Charles Gagen</i>	10-1-09
Dean <b>Dr. Richard Cohoon</b>	<i>R Cohoon</i>	10-1-09
Teacher Education Council (if applicable)	NA	
Graduate Council (if applicable)	NA	
Registrar <b>Tammy Rhodes</b>	<i>Tammy Rhodes</i>	10/8/09
Vice President for Academic Affairs <b>Dr. John Watson</b>	<i>John Watson</i>	

Program Title: <b>Fisheries and Wildlife Science</b>	Effective Date: <b>30 September 2009</b>
<p><b>Detail change in program:</b> Currently Fisheries and Wildlife majors must successfully complete either Forest Ecology <sup>or</sup> Management (FW 4014) or Limnology (FW 4024) to meet degree requirements. We would like to alter the Fisheries and Wildlife curriculum to offer Wetland Ecology and Management (FW 4064) as a 3rd alternative for this degree requirement. <i>Note: FW 4014 and FW 4064 are only offered in the fall terms and FW 4024 is only offered in the spring.</i></p>	
<p>Please provide a rationale for the change. Wetland Ecology and Management (FW 4064) is an advanced ecology class focusing on ecosystem-level processes, similar to the other 2 classes that currently fulfill this requirement (Forest Ecology and Limnology). Wetland Ecology is a recent addition to the Fisheries and Wildlife curriculum which was previously not available as an alternative. Currently, Wetland Ecology serves as an upper-level elective within the Fisheries and Wildlife program.</p>	
<p>What impact will the change have on staffing, on other programs and space allocation?  <b>None</b></p>	
<p>If this course will affect other departments a Departmental Support Form for each affected department must be attached.  <b>Not anticipated to affect other departments.</b></p>	

*app CC 10/29/09*  
*app FS 11/13/09*

Outline in specific detail how your proposal will alter the program (include course number and title):

Fall Start	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change: <b>add FW 4064 (Wetland Ecology and Management) as an alternative to FW 4014 (Forest Ecology and Management)</b></p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p>

✓  
11-30-09

Total Hours:	Total Hours:
Spring Start (If applicable)	
<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Fall Semester</p> <p>Add/Change: <b>add FW 4064 (Wetland Ecology and Management) as an alternative to FW 4014 (Forest Ecology and Management)</b> ✓</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
Total Program Hours _____	

**Arkansas Tech University**  
**REQUEST FOR NEW PROGRAM**  
**(Addition of New Option)**

TO: Curriculum Committee

DATE SUBMITTED: 09/30/09

Title	Signature	Date
Person Initiating Proposal <b>Dr. Tedford, Biology Program Director</b>	<i>Bruce L. Tedford</i>	30 Sept. 09
Department Head <b>Dr. Gagen, Head Biological Sciences</b>	<i>Charlie Gagen</i>	9/30/09
Dean <b>Dr. Cohoon, Dean College of Natural and Health Sciences</b>	<i>R. Cohoon</i>	9-30-09
Teacher Education Council (if applicable)	NA	
Graduate Council (if applicable)	NA	
Registrar <b>Ms. Rhodes</b>	<i>Yammy Rhodes</i>	10/8/09
Vice President for Academic Affairs <b>Dr. Watson</b>	<i>John Watson</i>	

Program Title: <b>Major: Biology</b> <b>Option: Biomedical</b>	CIP Code: <b>26.0101 (Biology)</b>
Contact Person: <b>Name Dr. Richard Cohoon</b> Institution Name: <b>Arkansas Tech University</b> Address: <b>1701 North Boulder Avenue</b> <b>Russellville, AR 72801</b> E-mail Address: <b>rcohoon@atu.edu</b> Phone Number: <b>479-964-0814</b>	Proposed Date: <b>Fall 2010</b>
Program Summary: (Include general description of program with overview of any curriculum additions or modifications, proposed cost, faculty resources, library resources, facilities and equipment, purpose, and any other important information): <b>Currently, students with an interest in pursuing medical-related studies after their coursework at TECH declare a major such as pre-medical (PMDB) or pre-physical therapy (PPT). However, as they approach graduation, they are advised to select a degree that shows an entire 4-year curriculum in the catalog (versus a listing of suggested courses to</b>	

*app CC 10/29/09*  
*app FS 11/13/09*



complete in their first few years p. 210 in the current catalog). Most commonly, students declare biology on their degree audits, but medical schools do not specify particular majors. We feel that TECH could better showcase what it has to offer these types of students by outlining a complete 4-year plan in the catalog and specifying the major as a Biomedical Option under the Biology Major. We feel that a 4-year listing of appropriate courses will better explain what we have to offer to prospective students and their parents as well as clarify recommended courses for existing students. Currently, these details are handled by their academic advisors. If this proposal is approved, we still see critical roles for advisors to match unique aspects of students interests and abilities to the particular programs and schools that students plan to attend. However, the more complete listing of courses should provide a valuable perspective on the range of appropriate courses.

List existing degree programs that support the proposed program:

The new Biomedical Option will be primarily supported by the existing Biology Program, but the option will also significantly rely on the offerings of the Department of Physical Sciences. Students also select electives in other departments, but we do not anticipate any noticeable changes because advisors already present these alternatives to students with biomedical interests. Furthermore, we do not anticipate any rapid changes in headcount of affected students, but we trust that in time this initiative should facilitate improved recruiting and advising. Ultimately this should contribute to improved retention, graduation rates, and headcount in upper-level courses.

Need for the Program: (Survey data on student interest in the program (numbers not percentages), job availability, corporate demands, and employment/wage projections). Focus mostly on state needs. As an attachment, include letters of support from organizations and businesses that can speak to number of job vacancies, whether the degree will provide opportunities for job advancement, increase in wages based on additional education, etc.): **Again, this is more of a re-packaging of what we already offer as one of the most popular majors on campus, so the need is well known and our commitment to serve these students has been demonstrated.**

Curriculum Outline by Semester: **SEE ATTACHED**

Total number of Semester Hours Required for Graduation: **124 hours**

Courses currently offered via distance technology: **No required courses are offered by distance technology.**

List New Courses (Please attach New Course Proposals):

**No new courses are proposed.**

Identify General Education Courses, Core Courses, and Major Courses:

**General Education courses are the same as for the existing major in Biology except that we specified either PSY 2003 or Soc 1003 for one of their social science choices. This restriction reflects the social aspects of the medical field and their choice will prepare them for the possibility of selecting advanced coursework in the respective disciplines. Since virtually all of the affected students already take either Soc 1003 or PSY 2003, we anticipate no noticeable effects on headcounts for either course. Only courses with the BIOL prefix will be considered "major" courses for calculations of GPA within major.**

Program Admission Requirements:

**No admission requirements are proposed.**

Provide information on how this program supports the University Mission: **The University Mission states that "The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners." This proposed option will clarify a highly appropriate path to post-B.S. education. Students who complete the degree option yet do not enter a medical or graduate school program will also be well prepared for a variety of other employment opportunities especially in biomedical-related laboratories.**

List Specific Learning Outcomes and Assessments for the program:

**The Biomedical Option of the Biology major will be designed such that graduates will:**

**demonstrate mastery of basic biological terminology and concepts similar to that of biology graduates from around the country (assessment by the ETS Major Field Assessment Test in Biology);**

**be capable of designing, interpreting, and presenting a valid biomedical experiment (assessment by course embedded measure);**

**demonstrate mastery of microscopy and other biomedical laboratory skills (assessment by course embedded measure);**

**be capable of navigating biomedical databases on the internet and building web pages to present biomedical information (assessment by course embedded measure);**

**gain strong recommendations from TECH's Pre-Med Committee and/or academic advisor for application to post-B.S., biomedical-related institutions of higher education (assessment by review of these letters).**

List the names and credentials of all faculty teaching courses in the proposed program.

**Cheryl B. Chaney, Assistant Professor; M.S.**

**John R., Jackson, Associate Professor; Ph.D.**

**Cynthia H. Jacobs, Assistant Professor; D.V.M.**

**George P. Johnson, Associate Professor; Ph.D.**

**Scott W. Kirkconnell, Professor; Ph.D.**

**Eric C. Lovely, Associate Professor; Ph.D.**

**Ivan H. Still, Assistant Professor; Ph.D.**

**Bruce L. Tedford, Associate Professor; Ph.D.**

**Tsunemi Yamashita, Associate Professor; Ph.D.**

Total number of faculty required (existing and new): **9-no new faculty needed.**

For new faculty members include credentials/experience and expected hire date

**No new faculty are needed to implement the new program.**

For proposed graduate programs attach curricula vitae for the faculty teaching the program. **NA**

#### **Description of Resources**

Current Library and instructional facilities

**Same as for existing biology major.**

New Resources Required (include costs and acquisition plan):

**No new resources are needed for the new program.**

New Program Costs (Expenditures for first three years of program operation)

Include: **None anticipated.**

New administrative costs

New faculty

New library resources and costs

New/renovated facilities and costs

New instructional equipment and costs

Distance delivery costs

Other new costs

**There are no new program costs associated with this proposed new option because it is simply an improved presentation of what we already offer.**

**DEGREE AUDIT CHECK LIST**

Student's Name		Major <b>BIOL</b>	Option/Minor <i>biochem</i> <i>medical</i>	Date
Grade Point		Graduation Date		Catalog Year 2010-11
<b>General Education Requirements</b>		<b>Hrs</b>	<b>Major Requirements</b>	
<b>ENGL</b>	<del>1013/1043 &amp; 1023/1053</del> (must make a "C" or better)	6	<b>BIOL</b>	<del>1011 1114 2014 2124 2134</del>
<b>SCIENCE</b>		0		<del>3034 3074 (3114 or 4094)</del>
<b>FINE ART</b>	X	3		<del>(3054, 4023, 4033, or 4074)</del>
<b>HUM</b>	X	3		<del>4081</del>
<b>SOC SCI</b>	<del>Soc 1003 or Psy 2003</del>	3	<b>6-8 hrs</b>	<del>Biol 3054, 4023, 4033, 4074, 4951-4</del>
<b>SOC SCI</b>	X	3		<del>Chem 3344, 3363</del>
<b>SOC SCI</b>	X	3	<b>6-8 hrs</b>	<del>Biol 3024, 3064, 3803, 4054</del>
<b>SOC SCI</b>	X	3		<del>4083, 4951-4</del>
<b>PE ACT</b>	X	2		<del>Nur 2303</del>
<b>MATH</b>	<del>**1113 or 1914</del>	3-4	<b>CHEM</b>	<del>2124 2134 3254 3264</del>
<b>29-30 TOTAL GEN ED HOURS</b>		29-30	<b>COMS</b>	<del>3 hrs</del>
<b>Electives</b>			<b>MATH</b>	<del>2914 or Math higher than 1113</del>
			<b>PHYS</b>	<del>2014 2024</del>
				<del>SPH 1003 or ENGL 2053</del>
				<del>Math 2243 or FW 3173</del>
				<del>AHS 2013, PE 2513, PHIL 3103</del>
				<del>PSY 3063, SOC 3173 or SOC 4053</del>
				84-90
				<b>TOTAL MAJOR HOURS</b> <del>(7)</del>
<b>TOTAL ELECTIVE HOURS</b> <del>(18)</del>				<b>TOTAL HOURS</b>

**FINAL CHECK:** Earned HRS \_\_\_\_\_  
 minus P/C HRS \_\_\_\_\_  
 to be completed \_\_\_\_\_

Min. hours required 124  
 40 hrs upper level \_\_\_\_\_  
 No. of "D" hrs. \_\_\_\_\_ thru \_\_\_\_\_

*33 JIB*

## **Proposed Curriculum in Biology: Biomedical Option**

(NOTE: Spring courses are in *italics*, fall courses are underlined, and all others are available either term)

### **Freshman Year**

Orientation to the Biological Sciences (BIOL 1011)	1
Principles of Biology (BIOL 1114)	4
Principles of Zoology (BIOL 2124)	4
General Chemistry I and II (CHEM 2124, 2134)	8
English Composition I and II (ENGL 1013, 1023)	6
College Algebra (MATH 1113) or Precalculus (MATH 1914)	3-4
COMS Elective	3
Physical Activity <sup>1</sup>	<u>2</u>
	31-32

### **Sophomore Year**

Principles of Botany (BIOL 2134)	4
Human Anatomy (BIOL 2014)	4
Human Physiology (3074)	4
Organic Chemistry I and II (CHEM 3254, 3264)	8
Speech (SPH 1003) or Technical Writing (ENGL 2053)	3
Social Science (SOC 1003 or PSY 2003)	3
Calculus I (MATH 2914) or <u>other MATH higher than 1113</u>	3-4
Social Science <sup>1</sup>	<u>3</u>
	32-33

### **Junior Year**

Genetics (BIOL 3034)	4
Physical Principles ( <u>PHYS 2014</u> and 2024)	8
— Cellular Elective <sup>2</sup>	3-4
Principles of Ecology (BIOL 3114) or Coastal Ecology (BIOL 4094)	4
Statistics <sup>3</sup>	3
Social Science <sup>1</sup>	6
Fine Arts Elective <sup>1</sup>	<u>3</u>
	31-32

### **Senior Year**

Seminar in Biology (BIOL 4891)	1
Select one course from: Medical Terminology (AHS 2013), First Aid (PE 2513), Logic (PHIL 3103) Developmental Psychology I (PSY 3063), Gerontology ( <u>SOC 3173-fall, even years</u> ), or Sociology of Health and Illness (SOC 4053- summer)	3
Humanities Elective <sup>1</sup>	3
Electives as needed to reach a total of 124 <sup>5</sup>	4-11
<b>See advisor to select two courses from each column below:</b>	<u>12-16</u>
	27-30

Select <sup>4</sup> six to eight hours from:	Select <sup>4</sup> six to eight hours from:
Microbiology (BIOL 3054)	Embryology (BIOL 3024-on demand)
Immunology ( <i>BIOL 4023</i> )	Parasitology ( <i>BIOL 3064</i> -spring odd years)
Cell Biology (BIOL 4033)	Applied Pathophysiology (BIOL 3803)
Molecular Genetics ( <i>BIOL 4074</i> )	Vertebrate Histology ( <i>BIOL 4054</i> )
Principles of Biochem ( <i>CHEM 3344</i> )	Cancer Biology ( <i>BIOL 4083</i> )
Metabolic Biochem ( <i>CHEM 3363</i> )	Nutrition (NUR 2303)
Undergraduate Research in Biology(BIOL 4951-4)	Undergraduate Research in Biology(BIOL 4951-4)

<sup>1</sup>See appropriate alternatives or substitutions in "General Education Requirements".

<sup>2</sup>Cellular electives include the first four courses listed in the left-hand column above.

<sup>3</sup>See advisor for alternatives.

<sup>4</sup>See catalog to assure pre-requisites are met.

~~5-11~~ <sup>5</sup> At least 40 of the total hours required for graduation must be 3000-4000 level courses.

**Arkansas Tech University**  
**DEPARTMENTAL SUPPORT FORM**

This form must be completed for every department affected by the course change.

Department Affected: Department of Physical Sciences	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: \_\_\_\_\_

*Jeff W. Rabin*

Date: 2009 Sept 30

SEP 28 2009

## Arkansas Tech University REQUEST FOR COURSE DELETION

TO: Curriculum Committee

DATE SUBMITTED: 23 September 2009

Title	Signature	Date
Person Initiating Proposal	<i>H. Mr Tom</i>	9-23-09
Department Head	<i>H. Mr Tom</i>	9-23-09
Dean	<i>Tom DeBlack</i>	9-28-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Johnny Kwock</i>	9/28/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: HIST	Course Number: 3453
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: The Era of the French Revolution and Napoleon, 1763-1815 <i>per</i>	
Effective Catalog Year: 2010	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form.	
Provide rationale for the request.  This course is being combined with HIST 3473.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.	

*app CC 10/29/09*  
*app FS 11/13/09*

SEP 28 2009

## Arkansas Tech University REQUEST FOR COURSE DELETION

TO: Curriculum Committee

DATE SUBMITTED: 23 September 2009

Title	Signature	Date
Person Initiating Proposal	<i>H. M. Tom</i>	9-23-09
Department Head	<i>H. M. Tom</i>	9-23-09
Dean	<i>Tom DeBlau</i>	9-28-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Keales</i>	9/29/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: <p style="text-align: center;">HIST</p>	Course Number: <p style="text-align: center;">3473</p>
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: <p style="text-align: center;">The Age of Enlightenment, 1688 - 1789 <i>pre</i></p>	
Effective Catalog Year: <p style="text-align: center;">2010</p>	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form.	
Provide rationale for the request.  This course is being combined with HIST 3453.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.	

*app CC 10/29/09*  
*app FS 11/13/09*



SEP 28 2009

## Arkansas Tech University REQUEST FOR COURSE DELETION

TO: Curriculum Committee

DATE SUBMITTED: 15 September 2009

Title	Signature	Date
Person Initiating Proposal	<i>H. McF...</i>	9-23-09
Department Head	<i>H. McF...</i>	9-23-09
Dean	<i>Tom DeBlack</i>	9-28-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jimmy Woods</i>	9/29/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: <b>HIST</b>	Course Number: <b>3543</b>
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: <b>History of England to 1689</b>	
Effective Catalog Year: <b>2010</b>	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form.	
Provide rationale for the request.  <b>Course is being merge with HIST 3553 and renamed/renumbered as HIST 3563: History of England</b>	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.	

*App CC 18/29/09  
App FS 11/13/09*

SEP 28 2009

## Arkansas Tech University REQUEST FOR COURSE DELETION

TO: Curriculum Committee

DATE SUBMITTED: 15 September 2009

Title	Signature	Date
Person Initiating Proposal	<i>H. McF...</i>	9-23-09
Department Head	<i>H. McF...</i>	9-23-09
Dean	<i>Tom DeBlal</i>	9-28-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Wood</i>	9/29/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: <b>HIST</b>	Course Number: <b>3553</b>
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: <b>History of England since 1689</b>	
Effective Catalog Year: <b>2010</b>	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form.	
Provide rationale for the request.  <b>Course is being merge with HIST 3543 and renamed/renumbered as HIST 3563: History of England</b>	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.	

*app CC 10/29/09*  
*app FS 11/13/09*

SEP 28 2009

## Arkansas Tech University REQUEST FOR COURSE DELETION

TO: Curriculum Committee

DATE SUBMITTED: 25 September 2009

Title	Signature	Date
Person Initiating Proposal	<i>H. Mr Tom</i>	9-25-09
Department Head	<i>H. Mr Tom</i>	9-25-09
Dean	<i>Tom DeBlau</i>	9-28-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Rhodes</i>	9/29/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: <b>POLS</b>	Course Number: <b>3113</b>
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: <b><i>Congress and the Presidency</i></b>	
Effective Catalog Year: <b>2010</b>	
<p>Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.)  <input checked="" type="checkbox"/> Elective    <input type="checkbox"/> Major    <input type="checkbox"/> Minor                  If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form.</p>	
Provide rationale for the request.  <b><i>Course is being split into two separate courses, POLS 3133 and POLS 3143, to allow for greater depth of the course content.</i></b>	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.	

*App CC 10/29/09  
App FS 11/13/09*

SEP 28 2009

## Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

DATE SUBMITTED: 23 September 2009

Title	Signature	Date
Person Initiating Proposal	<i>H. Mr. Tom</i>	09/23/09
Department Head	<i>H. Mr. Tom</i>	09/23/09
Dean	<i>Tom DeBlach</i>	09/23/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy Kodis</i>	9/29/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: <b>GEOG</b>	Course Number: <b>3803</b>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <b>Historical Geography</b>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: <b>2010</b>	How frequently will course be offered? <b>Every 2 years</b>
Is this course repeatable? <b>NO</b> How many times?	
Does this course require a fee? <b>NO</b> How much? Type of fee?	

*App CC 10/29/09*  
*App FS 11/13/09*

SEP 28 2009

Elective     Major     Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites:

**GEOG 2013**

Co-requisites:

Grading     Standard Letter     P/F     Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

**No.**

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

**No.**

How does this proposal support the University Mission?

***The proposed course will result in the opportunity for expanded student learning. By reading and discussing established works in the field of historical geography, students will begin to comprehend and better appreciate the great amount of diversity and the intense complexity of the subject. This course will appeal to a broad segment of the student population.***

What assessment information is being used to support this proposal?

***The proposed course is part of an overall effort to create courses as part of the proposed Public History program. This course proposal is in response to the overall demands of the new proposed major. This course is also in keeping with the expanded teaching interest of the Departmental faculty.***

How will the effect of the change be monitored?

***Departmental Assessment Committee will monitor the changes via standard course assessment tools.***

Please provide a rationale for the need for this new course in terms of departmental/university curricular

SEP 28 2009

needs or student demand.

**DEPARTMENTAL ASSESSMENT FOR PROPOSED COURSE ON HISTORICAL GEOGRAPHY: BENEFITS FOR THE HISTORY AND POLITICAL SCIENCE DEPARTMENT OF ADDING COURSE**

*Creating a course on historical geography will benefit the Department and University in several ways, including the following: 1) the course addition will complement existing curriculum offering; 2) the proposed course addition will strengthen the Department's curriculum by allowing existing faculty the ability to teach additional upper-level courses; 3) the proposed course addition will provide an additional curriculum step toward the implementation of a multi-faceted study in geography and public history; 4) the proposed course would not duplicate major areas of any existing courses and thus would not constitute a redundancy in departmental effort, time, money, or other faculty/departmental resources. In fact, it is anticipated to actually expand these resources.*

*Therefore, the proposed geography course will strengthen the Department's offerings and its enrollment without adding any additional operating expense, it will not interfere with existing courses but rather will simply augment those studies, and it will afford opportunities for increased student learning and improved, more thorough preparation for future academic and professional work.*

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

SEP 28 2009

**CATALOG DESCRIPTION**

**A study of how space and place is transformed through time. Though a focus on the geographies of the past throughout North America, this course examines the ways humans interact with the environment to create a material-cultural landscape. Prerequisite: GEOG 2013.**

SEP 28 2009

**Arkansas Tech University**  
**Department of History and Political Science**

**Geography 3803**  
**Historical Geography**  
**Semester Date**

Instructor: Dr. Joseph Swain  
Office Phone: 479-356-2025  
Email: jswain@atu.edu

Office Hours: TBA  
Office: Witherspoon 266

## **I. CATALOGUE DESCRIPTION**

Historical Geography studies how space and place is transformed through time. This course examines the way humans interact with the environment to create a material-cultural landscape. Of particular focus are the geographies of the past throughout North America.

## **II. REQUIRED TEXTBOOKS**

T. F. McIlwraith and E. K. Muller. *North America: The Historical Geography of a Changing Continent*. N. Y.: Rowman and Littlefield, 2001.

Supplemental Reading List (Optional):

Baker, A.R.H. 1972 *Progress in Historical Geography*. New York: Wiley.

Baker, A.R.H., and M. Billinge, eds. 1982. *Period and Place: Research Methods in Historical Geography*. Cambridge: Cambridge University Press.

Baker, A.R.H., and D. Gregory, eds. 1984. *Explorations in Historical Geography: Interpretive Essays*. Cambridge: Cambridge University Press.

Cronon, William. 1983. *Changes in the Land: Indians, Colonists, and the Ecology of New England*. New York: Hill and Wang.

Cronon, William. 1991. *Nature's Metropolis: Chicago and the Great West*. New York: W.W. Norton.

Grim, R.E. 1982. *Historical Geography of the United States: A Guide to Information Sources*. Detroit: Gale.

Harris, R.C. 1967. "Historical Geography in Canada." *Canadian Geographer* 11:235-250.

Harris, R.C. 1971. "Theory and Synthesis in Historical Geography." *Canadian Geographer* 15: 157-172.

Harris, R.C. 1978. "The Historical Geography of North American Regions." *American Behavioral Scientist* 22:115-132.

Lowenthal, D., and M.J. Bowden, eds. 1976. *Geographies of the Mind: Essays and Historical Geosophy in Honor of John Kirtland Wright*. New York: Oxford University Press.



SEP 28 2009

- Nostrand, Richard L. 1980. "The Hispano Homeland in 1900." *Annals of the Association of American Geographers*. 70:382-396.
- Nostrand, Richard L., and Lawrence Estaville (eds). 2001. *Homelands: A Geography of Culture and Place Across America*. Baltimore: John Hopkins University Press.
- Sauer, C.O. 1963. *Land and Life: A Selection from the Writings of Carl Ortwin Sauer*. Edited by J. Leighly. Berkeley and Los Angeles: University of California Press.
- Sauer, C. O. 1971. *16th-Century North America: The Land and the People as Seen by the Europeans*. Berkeley and Los Angeles
- Sauer, C.O. 1981. *Selected Essays 1963-1975*. Berkeley: Turtle Island Foundation.
- Semple, E.C. 1903. *American History and Its Geographic Conditions*. Boston: Houghton Mifflin.
- Ward, D. 1971. *Cities and Immigrants: A Geography of Change in Nineteenth-Century America*. New York: Oxford University Press.
- Ward D., ed. 1979. *Geographic Perspectives on America's Past: Readings on the Historical Geography of the United States*. New York: Oxford University Press.
- Wyckoff, William, and Lary M. Dilsaver, eds. 1995. *The Mountainous West: Explorations in Historical Geography*. Lincoln: University of Nebraska Press.

### III. COURSE JUSTIFICATION/RATIONALE

Only when one understands the geographies of the past can one begin to understand the geographies of the present. The human impact on the material landscape has not remained static; therefore, each period of Earth's history has had a different geography. It is the purpose of this course to explore the field of historical geography as an important means of learning about the past, and more specifically to develop a knowledge of the history of the United States through an examination of space relations. The course begins with a discussion of the nature of historical geography, exploration, early perceptions of north America, early settlement, land uses, and population growth. The remainder of the course will be concerned with settlement and the evolution of various regional landscapes of North America.

### IV. COURSE OBJECTIVES

- 1) Students will gain a better understanding of the relationship between history and geography.
- 2) Students will learn about the history of the United States from a geographic perspective.
- 3) Students will recognize and utilize the various methods employed by historical geographers.
- 4) Students will participate in the construction of a local historical geography.

## V. ASSESSMENT

### Course Evaluation:

Midterm Exam	25%
Final Exam	25%
Class Participation (Essays and Abstracts)	25%
Research Project	25%
Total	100%

A	90% to 100%
B	80% to 89%
C	70% to 79%
D	60% to 69%
F	0% to 59%

### Attendance Policy:

Attendance is essential to success in this course. Should a student miss a class for some reason, the student is responsible for getting all notes, announcements and assignments they might have missed. Attendance will be monitored and class participation points will be deducted when appropriate. If a student cannot submit an assignment due to illness or some other excused absence, he/she must contact the professor (with appropriate documentation) to discuss makeup options.

### Late Assignments:

All assignments are due at the beginning of class unless otherwise designated. Once the due date has passed, a late assignment will be deducted 20% for every day it is not turned in. For example, if an assignment is worth 100 points and is not turned in until 3 days after the due date, the MOST that a student could get on that assignment would be 40 points.

### Academic Misconduct:

Academic honesty is a cornerstone of higher education. If you are caught and convicted of cheating, you will receive an "F" for that assignment. You may also be subject to an F in the course or even possible dismissal from the University. Please refer to "Student Academic Conduct Policies" outlined in the student handbook.

### Students with Disabilities:

Any student in this course who has a disability that may prevent full demonstration of the student's ability should contact the instructor personally as soon as possible in order to ensure full participation in educational opportunities. Please do this by the third day of classes, and please bring appropriate documentation from the University's Disabilities Coordinator. If you fail to do either of these things, I cannot be held responsible for not making appropriate accommodations.

SEP 28 2000

## VI. SYLLABUS

### Week 1

Geography and History: What is the Relationship?  
Readings To Be Announced

### Week 2

Historical Geography: What are its Methods?  
Readings To Be Announced

### Week 3

Colonization: 1490s-1770s  
McIlwraith Chapters 2-3

### Week 4

Colonization: 1490s-1770s (cont)  
McIlwraith Chapters 4-5

### Week 5

Colonization: 1490s-1770s (cont)  
McIlwraith Chapter 6  
Expansion: 1780s-1860s  
McIlwraith Chapters 7

### Week 6

Expansion: 1780s-1860s (cont)  
McIlwraith Chapters 8-9

### Week 7

Expansion: 1780s-1860s (cont)  
McIlwraith Chapter 10  
Consolidation: 1860s-1920s  
McIlwraith Chapter 11

### Week 8

Midterm Exam/Consolidation: 1860s-1920s (cont)  
McIlwraith Chapters 12

### Week 9

Consolidation: 1860s-1920s (cont)  
McIlwraith Chapters 13-14

### Week 10

Consolidation: 1860s-1920s (cont)  
McIlwraith Chapters 15-16

SEP 28 2009

Week 11

Reorganization: 1930s and Onward  
McIlwraith Chapters 17-18

Week 12

Reorganization: 1930s and Onward (cont)  
McIlwraith Chapters 19-20

Week 13

Introduction to Collective Memory  
To Be Announced

Week 14

Introduction to Collective Memory (cont)  
To Be Announced

Week 15

Historical Landscape Production  
To Be Announced

Week 16

Research Projects  
(Presentations)

Final Exam TBA

The instructor reserves the right to change this schedule as needed.

SEP 28 2009

## Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

DATE SUBMITTED: 23 September 2009

Title	Signature	Date
Person Initiating Proposal	<i>H. M. F...</i>	09/23/09
Department Head	<i>H. M. F...</i>	09/23/09
Dean	<i>Tom DeBlack</i>	09/23/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jimmy K...</i>	9/29/09
Vice President for Academic Affairs	<i>John W...</i>	

Course Subject: <p style="text-align: center;">GEOG</p>	Course Number: <p style="text-align: center;">4203</p>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <p style="text-align: center;"><b>Place and Collective Memory</b></p>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: <p style="text-align: center;"><b>2010</b></p>	How frequently will course be offered? <p style="text-align: center;"><b>Every 2 years</b></p>
Is this course repeatable? <b>NO</b> How many times?	
Does this course require a fee? <b>NO</b> How much? Type of fee?	

*app CC 10/29/09*  
*app FS 11/13/09*

SEP 28 2009

Elective     Major     Minor  
 If major or minor course, you must complete the Request for Program Change form.

Prerequisites: **GEOG 2013**      Co-requisites:

Grading     Standard Letter     P/F     Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- Course subject, number and title
- Catalog course description
- Course goals and/or objectives
- Course outline
- Methods of student performance assessment and evaluation
- Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

**No.**

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

**No.**

How does this proposal support the University Mission?

*The proposed course will result in the opportunity for expanded student learning. By reading and discussing established works in the field of collective memory, students will begin to comprehend and better appreciate the great amount of diversity and the intense complexity of the subject. This course will appeal to a <sup>broad</sup> segment of the student population.*

What assessment information is being used to support this proposal?

*The proposed course is part of an overall effort to create courses as part of the proposed Public History program. This course proposal is in response to the overall demands of the new proposed major. This course is also in keeping with the expanded teaching interest of the Departmental faculty.*

How will the effect of the change be monitored?

*Departmental Assessment Committee will monitor the changes via standard course assessment tools.*

Please provide a rationale for the need for this new course in terms of departmental/university curricular

SEP 28 2000

needs or student demand.

**DEPARTMENTAL ASSESSMENT FOR PROPOSED COURSE ON PLACE AND COLLECTIVE MEMORY:  
BENEFITS FOR THE HISTORY AND POLITICAL SCIENCE DEPARTMENT OF ADDING COURSE**

*Creating a course on place and collective memory will benefit the Department and University in several ways, including the following: 1) the course addition will complement existing curriculum offering; 2) the proposed course addition will strengthen the Department's curriculum by allowing existing faculty the ability to teach additional upper-level courses; 3) the proposed course addition will provide an additional curriculum step toward the implementation of a multi-faceted study in geography and public history; 4) the proposed course would not duplicate major areas of any existing courses and thus would not constitute a redundancy in departmental effort, time, money, or other faculty/departmental resources. In fact, it is anticipated to actually expand these resources.*

*Therefore, the proposed geography course will strengthen the Department's offerings and its enrollment without adding any additional operating expense, it will not interfere with existing courses but rather will simply augment those studies, and it will afford opportunities for increased student learning and improved, more thorough preparation for future academic and professional work.*

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

SEP 28 2009

**CATALOG DESCRIPTION**

An examination of the way society remembers the past and portrays this collective memory through socially constructed monuments. Prerequisite: GEOG 2013.



SEP 28 2009

**Arkansas Tech University**  
**Department of History and Political Science**

**Geography 4203**  
**Place and Collective Memory**  
**Semester Date**

Instructor: Dr. Joseph Swain  
Office Phone: 479-356-2025  
Email: jswain@atu.edu

Office Hours: TBA  
Office: Witherspoon 266

## **I. CATALOGUE DESCRIPTION**

Place and Collective Memory: This seminar examines the way society remembers the past and portrays this collective memory through socially constructed monuments. In such landscapes, the material environment becomes the vehicle of history. These places are not simply factual representations of the past, but show a past that is socially relevant to the present.

## **II. REQUIRED TEXTBOOKS**

Albert Boime, The Unveiling of the National Icons: A Plea for Patriotic Iconoclasm in a Nationalist Era. New York: Cambridge University Press, 1998. ISBN 0-521-57067-0 hdbk.

Kenneth Foote, Shadowed Ground: America's Landscapes of Violence and Tragedy. Austin: University of Texas Press, 1997. ISBN 0-292-72500-0 pbk.

Dolores Hayden, The Power of Place: Urban Landscapes as Public History. Boston: MIT Press, 1997. ISBN 0-262-58152-3 pbk.

Edward Linenthal, Sacred Ground: Americans and Their Battlefields, 2d ed. Urbana: University of Illinois Press, 1993. ISBN 0-252-01783-8 pbk.

James Young, The Texture of Memory: Holocaust Memorials and meaning in Europe, Israel, and America. New Haven: Yale University Press, 1993. ISBN 0-300-05991-4 pbk.

Supplemental Readings (Optional):

Dydia DeLyser, "Authenticity on the Ground: Engaging the Past in a California Ghost Town," Annals, AAG 89/4 (1999): 602-632.

Erika Doss, Spirit Poles and Flying Pigs: Public Art and Cultural Democracy in American Communities. DC: Smithsonian, 1995. [chapter 6, "Public Art and Flying Pigs: The Cincinnati Gateway Story," only]

SEP 28 2009

Tom Finkelpearl, "The Anti-Monumental Work of Maya Lin," Public Art Review 8/1 (1996): 5-9.

Lucy Lippard, The Lure of the Local: Senses of Place in a Multicentered Society. New York: New Press, 1997. [only Part 2, "Manipulating Memory," including Chapter 1 "In Mothballs" and Chapter 2 "Marking the Spot"]

Toby Moore, "Emerging Memorial Landscapes of Labor Conflict in the Cotton Textile South," Professional Geographer 52/4 (2000): 684-696.

Kirk Savage, Standing Soldiers, Kneeling Slaves: Race, War and Monument in Nineteenth Century America. Princeton: Princeton University Press, 1999. ISBN 0-300-05991-4 pbk. Many articles below and certain selections from these books will be available through library reserve or [copy method to be determined]. Please check with instructor for a complete list.

### III. COURSE JUSTIFICATION/RATIONALE

This seminar will study monuments and memorials, places designated as repositories for collective memory of the past. Several premises will undergird our exploration, among them: monumental landscapes attempt to materialize an ideology, one that is always contested; they are always situated within regional, national, and/or international discourses about identity, place, and history; and they are as much about forgetting as they are about remembering. We will examine how such places are produced and consumed, and learn how to interpret their meanings. We'll read and talk about state icons honoring blood sacrifice and national renewal, modest regional sites steeped in local conflict, neighborhood memorials to residents previously known only to a few, and even places that are remembered locally but remain unmarked. We will focus primarily on the U.S., although we will study some sites in Europe and Japan as well.

### IV. COURSE OBJECTIVES

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

- 1) Describe the typical social, political, and economic processes by which monuments are produced and deployed at both the local and regional scale within the United States.
- 2) Explain the ways monuments maintain connections between place and history while still displaying contextual and thematic transformation over time with societal evolution.
- 3) Critically analyze the themes deployed in monuments to recognize political and cultural messages that may be challenged and redefined before and/or after monument deployment.
- 4) Construct a local or regional history based on the text, themes, and imagery of culturally-associated monuments within a given area.

### V. ASSESSMENT

SEP 28 2009

30% = 3 essays  
30% = written research paper  
20% = oral presentation of research  
20% = discussion involvement

- A 90% to 100%
- B 80% to 89%
- C 70% to 79%
- D 60% to 69%
- F 0% to 59%

#### Class Format:

Each week, students will be required to complete a limited set of readings from books or articles. All students will be asked to do a limited set of readings in common (a book, part of a book, or 2-3 articles), with one or two discussion leaders chosen to read some extra selections for the coming week. Discussion leaders will be rotated systematically to ensure fairness. This should allow some time for you to consider your research topic right from the beginning. I urge you to consult the reference lists or footnotes in the readings early on as a means to initiate your research.

#### Assignments:

Three 5-8 page essays (10% each) will be due during the first twelve weeks, one every four weeks. These reaction essays should respond thoughtfully to readings and class discussion. As the course proceeds you will have the opportunity to work on a major research paper, which should be no less than 10 pages in length. I'll ask you to make a brief 20-minute oral presentation of it the last full week of the semester. Your research should examine an appropriate place or set of places using a well-developed conceptual framework of analysis informed by assigned or other readings.

#### Attendance Policy:

Attendance is essential to success in this course. Should a student miss a class for some reason, the student is responsible for getting all notes, announcements and assignments they might have missed. Attendance will be monitored and class participation points will be deducted when appropriate. If a student cannot submit an assignment due to illness or some other excused absence, he/she must contact the professor (with appropriate documentation) to discuss makeup options.

#### Late Assignments:

All assignments are due at the beginning of class unless otherwise designated. Once the due date has passed, a late assignment will be deducted 20% for every day it is not turned in. For example, if an assignment is worth 100 points and is not turned in until 3 days after the due date, the MOST that a student could get on that assignment would be 40 points.

#### Academic Misconduct:

SEP 28 2009

Academic honesty is a cornerstone of higher education. If you are caught and convicted of cheating, you will receive an "F" for that assignment. You may also be subject to an F in the course or even possible dismissal from the University. Please refer to "Student Academic Conduct Policies" outlined in the student handbook.

Students with Disabilities:

Any student in this course who has a disability that may prevent full demonstration of the student's ability should contact the instructor personally as soon as possible in order to ensure full participation in educational opportunities. Please do this by the third day of classes, and please bring appropriate documentation from the University's Disabilities Coordinator. If you fail to do either of these things, I cannot be held responsible for not making appropriate accommodations.

## VI. SYLLABUS

### I. General Considerations

Week 1:

James Loewen, Lies Across America: What Our Historical Sites Get Wrong. New York: Touchstone Books, 1999. ISBN 0-684-87067-3 pbk.

(Skim Loewen's book if you think monuments exist to teach essential truths, and for a sense of the range of sites available for study in the U.S.)

Kenneth Foote, Shadowed Ground: America's Landscapes of Violence and Tragedy. Austin: University of Texas Press, 1997.

### II. U.S. Regional and Local Discourses

Week 2:

Kenneth Foote, Shadowed Ground: America's Landscapes of Violence and Tragedy. Austin: University of Texas Press, 1997.

Week 3:

Dolores Hayden, The Power of Place: Urban Landscapes as Public History. Boston: MIT Press, 1997.

Week 4:

John Bodnar, "Public Memory in an American City: Commemoration in Cleveland," in J. Gillis, ed., Commemorations: The Politics of National Identity, pp.74-89. Princeton: Princeton University Press, 1994.

Victoria White, "Whose Memorial is This?" Public Art Review 7/2 (1996): 14-17.

Week 5:

SEP 28 2000

Richard Peet, "A Sign Taken for History: Daniel Shays' Memorial in Petersham, Massachusetts," Annals, AAG 86/1 (1996): 21-43.

Cynthia Abramson, "Hero Among Confederates," Public Art Review 8/1 (1996): 23, 25. [about the Arthur Ashe monument in Richmond]

Owen Dwyer, "Interpreting the Civil Rights Movement: Place, Memory, and Conflict," Professional Geographer 52/4 (2000): 660-671.

### III. National Icons Dealing With Military Conflict

Week 6:

U.S. Civil War

Linenthal chapter on Gettysburg

Kirk Savage, "The Politics of Memory: Black Emancipation and the Civil War Monument," in J. Gillis, ed., Commemorations: The Politics of National Identity, pp.127-149. Princeton: Princeton University Press, 1994.

Week 7:

The Alamo

Boime chapter on The Alamo

Linenthal chapter on The Alamo

Miguel De Oliver, "Historical Preservation and Identity: The Alamo and the Production of a Consumer Landscape," Antipode 28/1 (1996): 1-23.

Week 8:

Mt. Rushmore

Boime chapter on Mt. Rushmore

Simon Schama, Landscape and Memory. New York: Vintage Books, 1995. [only pp. 385-422 of Chapter 7, "Dinocrates and the Shaman: Altitude, Beatitude, Magnitude," including the essay "The Woman on Mount Rushmore"]

Week 9:

The Wars with American Indians

Drex Brooks, Sweet Medicine: Sites of Indian Massacres, Battlefields, and Treaties. Albuquerque: University of New Mexico Press, 1995.

SEP 28 2009

Linenthal chapter on Little Bighorn.

Week 10:

World War I (The Great War)

Antoine Prost, "Monuments to the Dead," chapter 9 in Pierre Nora, Realms of Memory: The Construction of the French Past, Vol. 2 "Traditions," pp. 307-330, 531-535. New York: Columbia University Press, 1997

Daniel Sherman, "Bodies and Names: The Emergence of Commemoration in Interwar France," The American Historical Review 103/2 (1998): 443-466.

Jay Winter, Sites of Memory, Sites of Mourning: The Great War in European Cultural History. Cambridge: Cambridge University Press, 1995. [Introduction and Chapter 4 only]

Week 11:

World War II (March 27 and April 3)

Boime chapter on the Marine Corps Memorial

Linenthal chapter on Pearl Harbor

Barbara Pulleyblank, "The Proposed World War II Memorial in Washington, DC., in Memorial Spaces: Changing Approaches to the Design of Public Monuments, MLA Thesis, Cornell University, January 1999.

Week 12:

Karen Till, "Staging the Past: Landscape Designs, Cultural Identity and Erinerungspolitik at Berlin's Neue Wache," Ecumene 6/3 (1999): 251-283.

Lisa Yoneyama, "Taming the Memoryscape: Hiroshima's Urban Renewal," in J. Boyarin, ed. Remapping Memory: The Politics of TimeSpace, pp. 99-135. Minneapolis: University of Minnesota Press, 1994.

James Young, The Texture of Memory: Holocaust Memorials and Meaning in Europe, Israel, and America. New Haven: Yale University Press, 1993.

Week 13:

Vietnam War (April 10):

Boime chapter on the Vietnam Veterans Memorial

Charles Griswold, "The Vietnam Veterans Memorial and the Washington Mall: Philosophical Thoughts on Political Iconography," in W.J.T. Mitchell, ed. Art and the Public Sphere, pp. 79-112.

SEP 28 2009

Chicago: University of Chicago Press, 1992.

Marita Sturken, Tangled Memories: The Vietnam War, The AIDS Epidemic, and the Politics of Remembering. Berkeley: University of California Press, 1997. ["Introduction" and Chapter 2 "The Wall and the Screen Memory: The Vietnam Veterans Memorial" only]

Week 14:

The American West:

Readings to be provided.

Week 15&16: Research Presentations and Wrap Up – Final Paper due during final exam period.

SEP 28 2009

Arkansas Tech University  
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

DATE SUBMITTED: 22 September 2009

Title	Signature	Date
Person Initiating Proposal	<i>H. M. Tom</i>	9-23-09
Department Head	<i>H. M. Tom</i>	9-23-09
Dean	<i>Tom DeBlack</i>	9-28-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Rhodes</i>	9/29/09
Vice President for Academic Affairs	<i>John Waters</i>	

Course Subject: HIST	Course Number: 2203
Cross-listed with Subject:	Course Number:
Official Title (limited to 30 characters including spaces): Introduction to Public History	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010-2011	How frequently will course be offered? Yearly
Is this course repeatable? NO	How many times?
Does this course require a fee? NO	How much? Type of fee?

*app cc 10/29/09*  
*app FS 11/13/09*



SEP 28 2009

<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites:	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Catalog course description</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> <li>Course bibliography, reading list, and /or listing of other instructional media</li> </ol>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.	
How does this proposal support the University Mission? The course supports the creation of a bachelor's degree in Public History, which furthers the university mission by providing Arkansans with the skills and concepts needed for a successful career in this growing field.	
What assessment information is being used to support this proposal? Because this course will be a required part of the new Public History major, course embedded artifacts will be used for the purposes of assessment for the major.	
How will the effect of the change be monitored?  See New Program Proposal for Public History	
Please provide a rationale for the need for this new course in terms of departmental/ university curricular needs or student demand.  See New Program Proposal for Public History	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.	

SEP 28 2009

### **Catalogue Description**

**An introduction to the theory and disciplines of public history, including museum studies, historic preservation, archive and manuscript management, and historical editing. The course also explores the current theoretical and practical issues confronting public historians.**

SEP 28 2009

**Arkansas Tech University**  
**HIST2203: Introduction to Public History**

Instructor:  
Office Information:  
Office Hours:

**I. Catalogue Description**

This course is an introduction to the theory and disciplines of public history, including museum studies, historic preservation, archive and manuscript management, and historical editing, and it will introduce students to the theoretical and practical issues confronting public historians today. Readings will address questions of audience and authority in collecting and presenting history; the relationship between history and national, communal, and personal memory; the politics of public history; and the production and dissemination of history in diverse formats and media. These critical, methodological, and theoretical readings will provide the basis for the hands-on section of the course in which students will develop proposals for a public history project--a museum exhibit, an oral history, or a website.

**II. Required Textbooks**

Barnhart, Terry A. *On Doing Local History (American Association for State and Local History Book Series)*. Lanham, MD: Altamira Press, 2003.

Gardener, James P., and Lapaglia, Peter, eds. *Public History: Essays from the Field (Public History Series)*. Revised edition. Malabar, FL: Krieger Publishing Co., 2004.

Rosenzweig, Roy; Benson, Susan Porter; Brier, Stephen, eds. *Presenting the Past: Essays on History and the Public*. Philadelphia: Temple University Press, 1986.

Rosenzweig, Roy; Thelen, David. *The Presence of the Past*. New York: Columbia University Press, 2000.

**III. Course Justification/Rationale**

To investigate and analyze the means by which history is communicated to the public through museums, monuments, locations, and other media beyond the classroom and outside academia.

**IV. Course Objectives**

By the end of the semester, the student will have gained an understanding of the main elements of public history and will be prepared for further coursework toward the public history degree.

SEP 28 2009

## V. Assessment

Requirements and Grades -- There are five main requirements for this course:

1. Active Participation in discussions, both online and in class.
2. A 10-minute practice interview.
3. An analysis of a material culture object.
4. A Review Essay, in which you will assess the coverage of a particular historical topic in several Public History forms and media.
5. A Public History Project Proposal--one of three options: a) a plan for a museum exhibit; b) an oral history project; or c) a digital history project.

These major requirements will make up your final grade with the different items roughly weighed as follows: participation (15%); practice interview (10%); material object analysis (10%); review essay (30%); project proposal (35%).

## VI. Syllabus -- Semester Schedule

- Week 1: What Is Public History? Introduction, Requirements, and Themes
- Week 2: Oral History Workshop
- Week 3: Oral History, Community, and Memory
- Week 4: Museum Exhibit Production Workshop
- Week 5: Museums and Collective Memories
- Week 6: Digital History Workshop
- Week 7: Scholarship and Public History Online
- Week 8: Review Essay Presentations
- Week 9: The Politics of Archiving and Historic Preservation
- Week 10: Individual Meetings to Discuss Projects
- Week 11: Public History and Storytelling
- Week 12: Public Memory and Popular History
- Week 13: From Vernacular History to Shared Authority
- Week 14: Presentation of Final Projects
- Week 15: Presentations of Final Projects -- *Final Projects Due*

SEP 23 2000

VII. Additional Bibliography

Mike Wallace, *Mickey Mouse History and Other Essays on American Memory* (Philadelphia: Temple University Press, 1996).

Michael Frisch, *A Shared Authority: Essays on the Craft and Meaning of Oral and Public History* (Albany: State University of New York Press, 1990).

Roy Rosenzweig and David Thelen, *The Presence of the Past: Popular Uses of History in American Life* (New York: Columbia University Press, 1998).

Tony Horwitz, *Confederates in the Attic : Dispatches from the Unfinished Civil War* (New York: Pantheon Books, 1998).

Richard White, *Remembering Ahanagan: A History of Stories* (Seattle: University of Washington Press, 2004).

SEP 28 2009

## Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

DATE SUBMITTED: 21 September 2009

Title	Signature	Date
Person Initiating Proposal	<i>W. Lee Coleman</i>	09/21/09
Department Head	<i>H. Mc In</i>	09/21/09
Dean	<i>Tom D. Blad</i>	09/21/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yammye Lewis</i>	9/29/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: <b>HIST</b>	Course Number: <b>3223</b>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <b>Local and Oral History</b>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: <b>2010</b>	How frequently will course be offered? <b>Every 2 years</b>
Is this course repeatable? <b>NO</b> How many times?	
Does this course require a fee? <b>NO</b> How much? Type of fee?	

*app CC 10/29/09*  
*app FS 11/13/09*

SEP 28 2009

Elective     Major     Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites:

Co-requisites:

Grading     Standard Letter     P/F     Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

**No.**

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

**No.**

How does this proposal support the University Mission?

*By introducing the student to a specialty area of local history and training students in the fundamentals of oral history, this proposed course furthers student knowledge and accessibility to professional employment. As such, the proposed course will result in the opportunity for expanded student learning. This course will appeal to a <sup>board</sup> segment of the student population.*

What assessment information is being used to support this proposal?

*The proposed course is part of an overall effort to address several departmental goals. The proposed course addresses the specific goals of 1) expanding content knowledge; 2) improve methodological skills used in historical research and data gathering; and 3) preparing students for continued meaningful endeavors using their history education.*

How will the effect of the change be monitored?

*Departmental Assessment Committee will monitor the changes via standard course assessment tools and post-graduation employment in public history fields.*

SEP 28 2009

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

**DEPARTMENTAL ASSESSMENT FOR PROPOSED COURSE IN LOCAL AND ORAL HISTORY: BENEFITS FOR THE HISTORY AND POLITICAL SCIENCE DEPARTMENT OF ADDING COURSE**

*This proposed course, as part of a new professional development major in public history, will further student knowledge and skills in gathering historical data and evidence methodology. By expanding these student skills, the Department furthers its graduates' employment options while simultaneously serving the historical profession through improved and expanded student preparation.*

*Adding a course in Local and Oral History will benefit the Department of History and Political Science in several ways: 1) the proposed course addition will complement existing curriculum offerings; 2) the proposed course addition will strengthen the Department's curriculum by creating a course in the specific sub-fields of local and oral history; 3) the proposed course addition will provide an additional curriculum step toward the implementation of a multi-faceted study in both public history and local historical studies; 4) the proposed course would not duplicate major areas of any existing courses and thus would not constitute a redundancy in departmental effort, time, money, or other faculty/departmental resources. In fact, as noted in the first point articulated above, it is anticipated to actually expand department enrollments; 5) the addition of the proposed course will strengthen and update the Department's curriculum; and 6) the addition of the proposed course will result in the opportunity for expanded student learning.*

*Therefore, a course in local and oral history will strengthen the Department's offerings and its enrollment without adding any additional operating expense, it will not interfere with existing courses but rather will simply augment those studies, and it will afford opportunities for increased student learning and improved, more thorough preparation for future academic and professional work.*

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.



SEP 28 2009

### **CATALOG DESCRIPTION**

The course has two main, inter-related themes, local history and oral history. This course examines the nature and practice of local history and explores the various methods and approaches central to local history research. In addition, this course introduces students to the literature and theory of oral history and trains them in related fieldwork methodologies.

SEP 28 2008

**Arkansas Tech University**  
**Department of History and Political Science**

**History Course Number**  
**Local and Oral History**  
**Semester Date**

**Instructor's Name**                      **Instructor's Office, Phone, and email Information**  
**Instructor's Office Hours**

## **I. CATALOGUE DESCRIPTION**

Local and Oral History is a study of the process by which historians reconstruct the past of a particular area, community, or organization by using oral testimony. Students learn how to conduct interviews, transcribe testimony, verify information through various written sources, analyze the meaning and implications of the data, and construct an accurate narrative.

## **II. REQUIRED TEXTBOOKS**

Barnes, Virginia Lee and Janice Boddy. Aman: The Story of a Somali Girl. New York: Vintage Books, 1995.

Davidson, James West and Mark Hamilton Lytle. After the Fact: The Art of Historical Detection. 5<sup>th</sup>. Edition. Vol. 1. New York: McGraw-Hill, Inc. 2005.

Hampton, Henry and Steve Fayer. Voices of Freedom: An Oral History of the Civil Rights Movement From the 1950s Through the 1980s. New York: Bantam Books, 1990.

Hoopes, James. Oral History: An Introduction for Students. Chapel Hill: University of North Carolina Press, 1979.

Marius, Richard and Melvin E. Page. A Short Guide to Writing About History. 5<sup>th</sup>. Edition. New York: Pearson Longman, 2005.

## **III. COURSE JUSTIFICATION/RATIONALE**

The primary purpose of this course is to introduce the student to the specialty area of local history and to train the student in the fundamental methods of gathering information known as oral history. Within the area of Public History both local and oral history are significant sources of historical evidence. Understanding how to competently perform the skills involved in and required by the areas of local and oral history is essential for persons entering the field of Public History.

SEP 28 2009

**IV. COURSE OBJECTIVES**

Upon completion of this course, the student will be able to analyze change and continuity over time, evaluate local histories and their applications, gather historical data from oral sources and prepare it for use, organize historical evidence, and pose critical questions about the historical data and the context from which it developed.

The student should be able to upon the completion of this course:

- \* define the basic concepts and techniques used in oral history;
- \* develop a research plans for oral interviews as historical research;
- \* conduct an interview and transcribe the materials;
- \* identify materials for local historical study;
- \* be familiar with local sources of historical data and how to use these; and,
- \* complete a finished paper on a local history subject and utilizing oral research techniques.

**V. ASSESSMENT**

The course will consist of two exams, a field work presentation, and a final research paper.

Exams (two hundred points each)	400
Field Work Review	300
Research Paper	200
Research Paper Oral Presentation	100
 Total Points	 1,000

The standard grading scale will apply.

A	100-90%
B	89-80%
C	79-70%
D	69-0%
F	59-00%

**VI. SYLLABUS**

Week One	Introduction and overview of local history and oral history; Discussion of Readings (Chapters 1 through 5 Hoopes)
Week Two	Discussion of Readings (Chapters 12 and 13 Hoopes) Discussion of Reminiscences and Historical Context/Verification; Lecture of the Mechanics of oral history (Chapters 6 through 11, Hoopes)

SEP 28 2009

Week Three	Writing proposals and Questionnaires, Discussion and Group Work; Reading and Discussion: Barnes Book
Week Four	Read, Lecture and discuss (Chapters 1 through 5 Davidson)
Week Five	Review and Exam One
Week Six	Lecture and discuss (Chapter 1 through 4 Marius)
Week Seven	Lecture and discuss (Chapters 5, 6, 7, and 8 Marius)
Week Eight	Lecture and discuss (Hampton book)
Week Nine	Review and Exam Two
Week Ten	Field Work and Consultations
Week Eleven	Field Work and Presentation of preliminary annotated bibliography
Week Twelve	Field Work, (Research Performed)
Week Thirteen	Field Work Continued, Consultations
Week Fourteen	Rough Draft of Paper Due
Week Fifteen	Field Work Review Due; Continued work on Final Draft of Paper
Week Sixteen	Continued work on Final Draft of Paper
Week Seventeen	Final Paper Due, Brief Oral Presentation of Paper's Findings
Week Eighteen	Discussion and Debriefing

## VII. BIBLIOGRAPHY (SELECTED)

Barber, Russell J. *Doing Historical Archaeology: Exercises Using Documentary, Oral, and Material Evidence*. 1994.

Bingham, Barry and Samuel W. Thomas (Editors). *Barry Bingham : A Man of His Word* (Kentucky Remembered : An Oral History Series). 1993

Blaeser, Kimberly M. *Gerald Vizenor : Writing in Oral Tradition* 1996.

Brown, Cynthia Stokes. *Like It Was: A Complete Guide to Writing Oral History*. New York: Teachers & Writers Collaborative, 1988 ISBN 0915924129

SEP 28 2009

- Brown, Milli, et al. *How to Interview a Sleeping Man*
- Duffey, Barbara. *Banshees, Bugles and Belles : True Ghost Stories of Georgia*. 1997
- Evans, George Ewart and David Gentleman (Editor). *Crooked Scythe: An Anthology of Oral History* . 1995
- Geldof, Lynn. *Cubans : Voices of Change*. 1992.
- Gioglio, Gerald R. *Days of Decision : An Oral History of Conscientious Objectors in the Military During the Vietnam War*. 1989 .
- Honey, Michael Keith. *Black Workers Remember : An Oral History of Segregation, Unionism, and the Freedom Struggle* (George Gund Foundation Book in African American Studies). 1999.
- Hoopes, James. *Oral History: An Introduction for Students*. Chapel Hill, NC: University of North Carolina Press, 1979. ISBN 0-8078-1344-3
- Howarth, Ken. *Oral History: A Handbook*. UK: Sutton Publishing, 1998. ISBN 0-7509-1756-3
- Ives, Edward D. *The Tape-Recorded Interview: A Manual for Fieldworkers in Folklore and Oral History*
- Jacobson, Kenneth. *Embattled Selves : An Investigation into the Nature of Identity Through Oral Histories of Holocaust Survivors*. 1994 .
- Lawrence, Kenneth R. (Compiler) *Oral History the Complete Guide to Interviewing and Transcription*. Shreveport, LA: Archival Services, 1996. ISBN0-910653-30-5
- McMahan, Eva M. and Ronald J. Grele (Designer) *Elite Oral History Discourse : A Study of Cooperation and Coherence* (Studies in Rhetoric and Communication). 1989.
- Patai, Daphne and Sherna B. Gluck, (Editors) *Women's Words: The Feminist Practice of Oral History*
- Perkes, Robert and Alistair Thomson (Editors). *The Oral History Reader*
- Richard, Paul and Thompson. *The Voice of the Past: Oral History*
- Ritchie, Donald A. *Doing Oral History* (Twayne's Oral History, No. 15). 1994
- Rosenbluth, Vera. *Keeping Family Stories Alive: Discovering and Recording the Stories and Reflections of a Lifetime*
- Seligman, Marc A. *Preserving Family Memories: A Guide to Creating Oral Histories*. 1997
- Stave, Bruce M. et al. *From the Old Country : An Oral History of European Migration to America*. 1999

SEP 28 2009

**Arkansas Tech University  
REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee

DATE SUBMITTED: 22 September 2009

Title	Signature	Date
Person Initiating Proposal	<i>H. Mc Inn</i>	9-23-09
Department Head	<i>H. Mc Inn</i>	9-23-09
Dean	<i>Tom DeBlau</i>	9-28-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammy Lewis</i>	9/29/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: HIST	Course Number: 3243
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Archive and Manuscript Management	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010-2011	How frequently will course be offered? Bi-annually
Is this course repeatable? No How many times?	
Does this course require a fee? No How much? Type of fee?	

*app CC 10/29/09  
app FS 11/13/09*

SEP 28 2009

<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites:  HIST 2203 or permission of Department Head	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Catalog course description</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> <li>Course bibliography, reading list, and /or listing of other instructional media</li> </ol>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. NO	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. NO	
How does this proposal support the University Mission? The course supports the creation of a bachelor's degree in Public History, which furthers the university mission by providing Arkansans with the skills and concepts needed for a successful career in this growing field.	
What assessment information is being used to support this proposal? Because this course will be a required part of the new Public History major, course embedded artifacts will be used for the purposes of assessment for the major.	
How will the effect of the change be monitored?  See New Program Proposal for Public History	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.  See New Program Proposal for Public History	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.	

SEP 28 2009

### Catalogue Description

An introduction to the administration of archival and manuscript collections in various types of institutions. This course explores the basic theoretical principles and archival practices of appraisal, acquisition, accessioning, arrangement, description, preservation, and user services. Topics will include: records management programs, collecting archives programs, legal and ethical issues, public programming and advocacy, and the impact of the new information technologies for preservation and access.

Prerequisites: HIST 2203 or permission of department head.

pac



SEP 28 2003

**Arkansas Tech University**  
**HIST 3243: Archive and Manuscript Management**

Instructor:  
Office Information:  
Office Hours:

**I. Catalogue Description**

This course provides an introduction to the administration of archival and manuscript collections in various types of institutions. This course is an introduction to the basic theoretical principles and archival practices of appraisal, acquisition, accessioning, arrangement, description, preservation, and user services. Topics will include: records management programs, collecting archives programs, legal and ethical issues, public programming and advocacy, and the impact of the new information technologies for preservation and access.

**II. Required Textbooks**

Randall C. Jimerson, ed., *American Archival Studies: Readings in Theory and Practice* (Chicago: Society of American Archivists, 2000).  
Deborah Wythe, ed., *Museum Archives, An Introduction*, 2nd ed. (Chicago: Society of American Archivists, 2003).  
Hunter, Gregory S. *Developing and Maintaining Practical Archives: A How-To-Do-It Manual*, 2nd ed. Neal-Schuman Publishers, Inc., 2003.

**III. Course Justification/Rationale**

Students will be introduced to the theoretical principles and practices of administering archives and manuscript collections. The course will introduce students to the historical development of the archival profession and its relationship to allied fields of librarianship, records management, and museums. Through lectures, discussions, and an in-depth review of both 'classic' and current literature, students will gain an understanding of the basic archival functions of appraisal, arrangement and description, reference, and preservation of archival materials. Case studies and exercises will provide students with the opportunity to apply the theoretical principles to archival practices. This is an introductory course designed to provide students with information on the basic theories and practices of archives administration.

**IV. Course Objectives**

Students successfully completing this course will gain a basic understanding of the administration of archives and manuscripts collections, be able to identify key concepts and issues, and relate them to the literature in the field: • What are archives and manuscripts, and why are they important? • What principles and concepts guide the work of archivists and

SEP 28 2009

manuscript curators? • What are the basic components of an archival program? • How are archival records and manuscripts appraised, arranged and described, and made available for use? • What are the basic elements of a records management program? • What has been the impact of the new information technologies on archives and records management theory and practice?

#### V. Assessment

Evaluation for the final grade is as follows:

Article Reviews/Reports	15%
Appraisal Exercise	15%
Arrangement & Description Exercise	15%
Grant Writing Exercise	15%
Mid-Term Exam	20%
Literature Review Paper	20%

#### VI. Syllabus

- Week 1 - Course Objectives and Assignments
- Week 2 - Archival and Records Terminology/Archivist's Code of Ethics
- Week 3 - History of Archives
- Week 4 - Archival Concepts/Starting an Archive
- Week 5 - Introduction to Documentation and Appraisal
- Week 6 - Development of Appraisal Theory
- Week 7 - Introduction to Arrangement and Description/Mid-Term Exam
- Week 8 - Advanced Description of Archives and Manuscripts
- Week 9 - Preservation of Archival Materials
- Week 10 - Access, Reference, and Outreach
- Week 11 - Electronic Records
- Week 12 - Law and Ethics in Archival Administration
- Week 13 - Audiovisual Materials and Other Non-Textual Formats
- Week 14 - Managing Archives and Manuscript Repositories
- Week 15 – Submit Grant-Writing Exercise & Presentations

SEP 28 2009

**Arkansas Tech University  
REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee

DATE SUBMITTED: 22 September 2009

Title	Signature	Date
Person Initiating Proposal	<i>H. M. Tom</i>	9-24-09
Department Head	<i>H. M. Tom</i>	9-24-09
Dean	<i>Tom DeBlad</i>	9-28-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jenny Kuo</i>	9/29/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: HIST	Course Number: 3281
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Grant Writing for Historians	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010-2011	How frequently will course be offered? Every 2 years
Is this course repeatable? No How many times?	
Does this course require a fee? No How much? Type of fee?	

*app CC 10/29/09  
app FS 11/13/09*

SEP 28 2009

<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites:  HIST 2203 or permission of Department Head	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Catalog course description</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> <li>Course bibliography, reading list, and /or listing of other instructional media</li> </ol>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. NO	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. NO	
How does this proposal support the University Mission? The course supports the creation of a bachelor's degree in Public History, which furthers the university mission by providing Arkansans with the skills and concepts needed for a successful career in this growing field.	
What assessment information is being used to support this proposal? Because this course will be a required part of the new Public History major, course embedded artifacts will be used for the purposes of assessment for the major.	
How will the effect of the change be monitored?  See New Program Proposal for Public History	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.  See New Program Proposal for Public History	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.	

SEP 28 2008

**CATALOG DESCRIPTION: Grant Writing for Historians.** An introductory course designed to provide students with the basic tools necessary to successfully compete for external grant funds. The focus of the course is public history grants, although the skills and knowledge presented will also benefit historians who propose professional development proposals on research and study plans.

Prerequisite: HIST 2203 or permission of  
department head.  
per

SEP 28 2009

**ARKANSAS TECH UNIVERSITY**  
**Department of History and Political Science**

**Dr. H. Micheal Tarver**  
**Witherspoon 255**  
**Fall 2007**

**HIST 3281 – Grant Writing for Historians**  
**Phone: 968-0265 (Secretary)**  
**E-Mail: mtarver@atu.edu**

**Syllabus:** This syllabus is intended to provide you with the information necessary to successfully keep up with the course. Unless expressly modified via your official Tech e-mail account, the guidelines established herein are final.

**Course Overview:** This one-credit course is designed to acquaint history majors with the knowledge and skills involved in grant writing for federal, state, and private competitive funding. The course will engage participants in examining sample funded grant proposals as well as in the development, planning, and writing of original grant proposals. There is no prerequisite for this class.

**Course Objectives:** Upon completion of this course, students should be able to:

1. identify the common elements of a grant proposal;
2. write an effective problem statement
3. link elements of a grant proposal;
4. read and analyze professional sample funded grant proposals;
5. search and access Request for Proposals from various federal, state, and private sources;
6. develop budgets and timelines appropriate for specific grant proposals;
7. simulate the process for submitting grant proposals to various types of funding sources;
8. create and plan programs for varying types of grant competitions;
9. discuss the process involved in grant proposal writing and reviewing.

**Required Text:** Mim Carson, *Winning Grants: Step by Step*, latest edition. San Francisco: Jossey-Bass. In addition, web-based materials and additional items will be utilized.

**Assessment:** You will have several projects during the course of the semester.

1. Proposal Process Shadowing Project: Interview and/or observe someone preparing a proposal in the humanities. Prepare a detailed portrait of their process, including an account of the genres they engage and how these are coordinated. Present your results in a written report as well as a short oral presentation to the class. This project will equal 15% of your final grade.
2. Internal, Unsolicited Proposal: Draft a short proposal in response to one of optional scenarios presented in class. Keep a record of the interactions you undertake - oral and written - to make the proposal a success. When you finish, write a brief analysis of the rhetorical strategies you used, the genres you engaged, and the things you might have done differently. This project will equal 15% of your final grade.

SEP 28 2009

3. Large project proposal: Plan, research, draft, and polish a proposal for a large project, grant, or other initiative. You may choose to work on a project of your own design or to undertake this project on behalf of an organization with which you make arrangements. This multi-component project will include both process and final product deliverables in order to provide maximum opportunity to receive feedback on your progress. All components will total 40% of Final Grade

4. Exercises: From time to time you will be asked to complete exercises in and out of class in order to illustrate important concepts or to allow the group to practice a strategy we are studying. Some of these may include locating and analyzing an RFP, as well as reviewing sample proposals. You will receive full points for each project you complete. At the end of the semester, these exercises will comprise 15% of Final Grade

5. Competent participation in classroom discussions will constitute the final; 15% of your final grade.

**Grading Scale:** On all assignments the grading scale is as follows: A (90.0 to 100.0), B (80.0 to 89.9), C (70.0 to 79.9), D (60.0 to 69.9), and F (59.9 and below). If at any time you have questions about the grading on an assignment and/or wish to dispute a grade you should come see me during office hours. I will only consider serious and well-reasoned arguments for changing a grade.

**Late Assignment/Paper Policy:** Unless due to illness or some other reason deemed appropriate by the Department Head, late assignments and/or papers will lose one letter grade per calendar day. Materials not submitted in class on their due date will be considered late.

**Plagiarism and Cheating:** When you use the words or ideas of others, you must document your source with the proper method of citation. For this course, you will be expected to use footnotes to indicate your sources. Evidence of plagiarism or cheating — in violation of University policy — will result in an F on the assignment and expulsion for the graduate program in history.

**Classroom/Course Accommodations:** If you have any special learning needs please let me know and I will see about making the course and/or classroom more accommodating (typically you must have documentation from Disability Services).

**Course Topics:** Among the topics to be discussed this semester are:

1. The World of Competitive Grant Writing
2. What are the components of a grant proposal?
4. How to begin the proposal?
5. Writing the Proposal
6. How to align content to the RFP?
7. What content is appropriate?
8. Outlining effective proposals
9. Outlining management plans
10. Outlining evaluation plans
11. Developing budgets
12. When and where does submission occur?

SEP 28 2009

13. Who is responsible and associated with the proposal writing?
14. What is the order and procedures for completing the writing of the proposal?
15. Reviewing and Submitting the Proposal
16. How does the submission process work?
17. Who submits and who provides approval?
18. What do reviewers look for in the proposal?
19. When is notification of acceptance or rejection?
20. What constitutes a "clean" proposal?
21. Researching agencies/foundations for good fits
22. Scrutinizing Requests for Proposals (RFPs) and Grant Application Packets
23. Writing effective proposal letters
24. Revising proposals and grant applications

**Bibliography:** For more information, the following works are recommended:

- Allison, Michael. *Strategic Planning for Nonprofit Organizations: A Practical Guide and Workbook*.
- Annual Register of Grant Support: *A Directory of Funding Sources*.
- Bader, Barbara and Steven Carr. *Successful Grantseeking: A Comprehensive Guide to Developing Proposals, Finding Funders, and Managing the Grantseeking Process*.
- Barbato, Joseph and Danielle S. Furlich. *Writing For a Good Cause: The Complete Guide to Crafting Proposals and Other Persuasive Pieces for Nonprofits*.
- Barber, Daniel M. *Finding Funding: The Comprehensive Guide to Grant Writing*.
- Brown, Larissa Golden, Martin John Brown and Judith E. Nichols. *Demystifying Grant Seeking: What You REALLY Need to Do To Get the Grants*.
- Browning, Beverly A. *Grant Writing for Dummies*.
- Burke, Jim and Carol Ann Prater. *I'll Grant You That: A Step-By-Step Guide To Finding Funds, Designing Winning Projects, and Writing Powerful Proposals*.
- Ferguson, Jacqueline and Michael V. Gershowitz. *The Grantseeker's Answer Book: Grants Experts Respond to the Most Commonly Asked Questions*.
- Geller, Robert E. *Plain Talk About Grants: A Basic Handbook*.
- Hale, Phale D. Jr. *Writing Grant Proposals That Win!*
- Hoffman, Don, Denise Lamoreaux and Lisa Hayes. *Winning Strategies for Developing Grant Proposals*.
- Locke, Lawrence F., Waneen Wyrick Spirduso and Stephen J. Silverman. *Proposals That Work: A Guide for Planning Dissertations and Grant Proposals*.
- Martorana, Janet and Sherry DeDecker. *RFP and Grant Writing Resources*.
- Miller, Patrick W. *Grant Writing: Strategies for Developing Winning Proposals*.
- Miner, Lynn E., Jeremy T. Miner and Jerry Griffith. *Proposal Planning and Writing*.
- Nauffts, Mitchell F. *Foundation Fundamentals: A Guide for Grantseekers*.
- New, Cheryl Carter and James Aaron Quick. *Grantseeker's Toolkit: A Comprehensive Guide to Finding Funding*.
- Robinson, Andy and Kim Klein. *Grassroots Grants*.

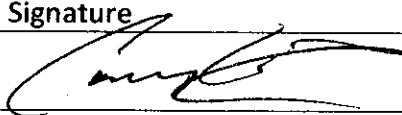
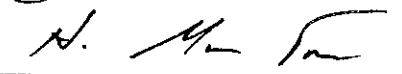
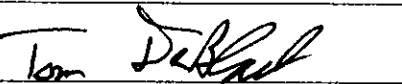
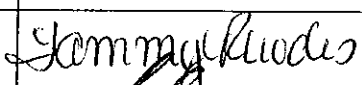
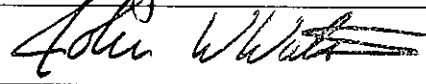


SEP 28 2009

Arkansas Tech University  
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

DATE SUBMITTED: 22 September 2009

Title	Signature	Date
Person Initiating Proposal Carey M. Roberts		9-25-09
Department Head Micheal Tarver		9-27-09
Dean Thomas DeBlack		9-28-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		9/29/09
Vice President for Academic Affairs		

Course Subject: HIST	Course Number: 3283
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Historical Editing	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010-2011	How frequently will course be offered? Bi-annually
Is this course repeatable? No How many times?	
Does this course require a fee? No How much? Type of fee?	

app CC 10/29/09  
app FS 4/13/09

SEP 28 2009

 Elective     Major     Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites:

HIST 2203 or permission of Department Head

Co-requisites:

Grading     Standard Letter     P/F     Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

Yes, students will be required to purchase or use optical character recognition software.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

It will require a computer lab for two weeks of class time.

How does this proposal support the University Mission?

The course supports the creation of a bachelor's degree in Public History, which furthers the university mission by providing Arkansans with the skills and concepts needed for a successful career in this growing field.

What assessment information is being used to support this proposal?

Because this course will be a required part of the new Public History major, course embedded artifacts will be used for the purposes of assessment for the major.

How will the effect of the change be monitored?

See the program proposal

SEP 28 2009

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

See New Program Proposal for Public History

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

SEP 28 2009

### Catalogue Description

An introduction to historical editing in both print and electronic applications. Students will gain practical experience by editing documents and surveying the relevant literature.

Prerequisites: HIST 2203 or permission of the  
department head  
pcc

SEP 28 2009

**Proposed Syllabus  
Historical Editing  
HIST 3283**

Instructor:  
Office Information:  
Office Hours:

**I. Catalogue Description**

An introduction to historical editing in both print and electronic applications. Students will gain practical experience by editing documents and surveying the relevant literature.

**II. Required Textbooks**

Michael E. Stevens and Steven B. Burg, *Editing Historical Documents: A Handbook of Practice* (Walnut Creek: Altamira Press, 1997).  
Kate Turbian, *A Manual for Writers* (Chicago: University of Chicago Press, 1996).  
William Strunk, Jr. and E.B. White, *The Elements of Style* (New York: Allyn and Bacon).  
Mark Smith, *Writing the American Past* (Wiley, 2008)

Students will be required to purchase or use optical character recognition software compatible with Windows XP or higher.

**III. Course Justification/Rationale**

Historical editing serves as a key component in public history both for publishing, archival management, and preservation. Students will learn important skills related to: document research, transcription, methods and principles of editing, publishing, and public presentation (including digital formats).

**IV. Course Objectives**

Students successfully completing this course will gain a basic understanding of historical editing including the following skills:

- Archival research
- Transcription
- Grammatical editing
- Publishing requirements and proofing galleys
- Digital publication

**V. Assessment**

**Evaluation for the final grade is as follows:**

Exams                      40%

SEP 28 2009

Transcriptions	25%
Web Exercises	25%
Discussion	10%

## VI. Syllabus

- Week 1 - Course Objectives and Assignments
- Week 2 – Archival Research
- Week 3 - Transcription
- Week 4 - Transcription
- Week 5 – Using OCR software
- Week 6 – Introduction to editing
- Week 7 – Editorial commentary
- Week 8 – Publishing guidelines
- Week 9 – Text issues
- Week 10 – Web editing lab
- Week 11 – Web editing lab
- Week 12 – Assembling and editing images
- Week 13 – Assembling a book
- Week 14 – Galley proofs and proof-reading
- Week 15 – Indexing

## VII. Bibliography:

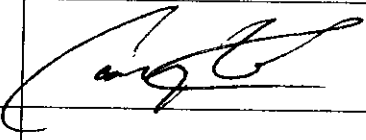
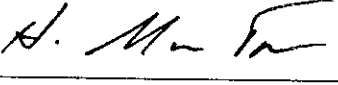

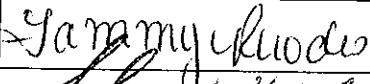
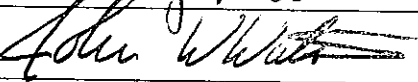
- Kline, Mary-Jo. *A Guide to Documentary Editing*, 2nd Edition (Johns Hopkins University Press, 1998). The standard guide in the historical profession for preparing and publishing historical documents.
- Stevens, Michael E., and Steven B. Burg. *Editing Historical Documents: A Handbook of Practice* (Altamira Press, 1997). A handbook which presents many examples of what modern editors consider as the "best practices" in preparing and publishing historical documents.
- Luey, Beth. *Editing Documents and Texts: An Annotated Bibliography* (Madison House Publishers, 1990). The author presents an extensive bibliography of reviews of, and commentaries on, published editions of historical documents.
- Chesnutt, David R., Susan Hockey and C.M. Sperberg-McQueen. *Markup Guidelines for Documentary Editions* (Model Editions Partnership, 1999). The guidelines are based on an international standard and designed to present historical documents on the World Wide Web. <http://adh.sc.edu/MepGuide.html>
- "Care and Editing of Manuscripts," *Harvard Guide to American History*, ed. Frank Freidel (Harvard University Press, 1974). This essay provides an interesting historical perspective on the preparation and publication of documents.
- Tanselle, G. Thomas. "The Editing of Historical Documents," *Studies in Bibliography* 31 (1978), 1-56. This essay is primarily a critique of the textual practices used in preparing historical documents and raises many thoughtful issues.

SEP 28 2009

## Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

DATE SUBMITTED: 22 September 2009

Title	Signature	Date
Person Initiating Proposal Carey M. Roberts		9-25-09
Department Head Micheal Tarver		9-23-09
Dean Thomas DeBlack		9-28-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		9/29/09
Vice President for Academic Affairs		

Course Subject: HIST	Course Number: 3291
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces):  Practicum in Public History	
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input checked="" type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010-2011	How frequently will course be offered? Every spring semester
Is this course repeatable? No How many times?	

app CC 10/29/09  
app FS 11/13/09

SEP 28 2009

Does this course require a fee?	<i>No</i>	How much?	Type of fee?
<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.			
Prerequisites: HIST 2203 Introduction to Public History		Co-requisites:	
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (if other, please specify below)			
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Catalog course description</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> <li>Course bibliography, reading list, and /or listing of other instructional media</li> </ol>			
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.  None			
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.  None			
How does this proposal support the University Mission? The course supports the creation of a bachelor's degree in Public History, which furthers the university mission by providing Arkansans with the skills and concepts needed for a successful career in this growing field.			
This course will be conducted in cooperation with the Arkansas Tech Museum and will further its mission as part of the university (see Mission Statement: Arkansas Tech Museum)			
What assessment information is being used to support this proposal? Because this course will be a required part of the new Public History major, course embedded artifacts will be used for the purposes of assessment for the major.			
How will the effect of the change be monitored? See New Program Proposal for Public History			



SEP 28 2009

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

This course will serve as the initial assessment course for majors in Public History.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

SEP 28 2009

**Catalogue Description**

**Practicum facilitating the integration, synthesis, and application of theories, concepts, and skills associated with public history. Course requires 75 clock hours of supervision in the museum. Prerequisite: HIST 2203.**

SEP 28 2009

**Proposed Syllabus  
Practicum in Public History  
HIST 3291**

**Instructor:**

**Office Information:**

**Office Hours:**

**I. Catalogue Description**

Practicum facilitating the integration, synthesis, and application of theories, concepts, and skills associated with public history. Course requires 75 clock hours of supervision in the museum.

**II. Required Textbooks**

None

**III. Course Justification/Rationale**

This course will serve as the initial assessment course for majors in Public History by providing students with first-hand experience to key aspects of public history, particularly in a museum setting.

**IV. Course Objectives**

Students successfully completing this course will practice a basic understanding of the essential skills of public history, including:

- Document/artifact management
- Interpersonal communication
- Historic preservation and conservation
- Museum management

**V. Assessment**

Students are assessed by way of mentoring evaluations as well as evaluation of portfolios by the supervising instructor of record.

**VI. Syllabus**

4 museum hours per week equals 1 credit hour.

SEP 28 2009

## VII. Bibliography

- Achenbaum, Andrew W. "Public History's Past, Present, and Prospects," *American Historical Review*, 92 (December 1987): 21-46.
- Benson, Susan P., Stephen Brier, and Roy Rosenweig (eds.) *Presenting the Past: Essays on History and the Public*. Philadelphia: Temple University Press, 1986.
- Fishel, Leslie H., Jr. "Public History and the Academy." In Barbara J. Howe, and Emory L. Kemp (eds.) *Public History: An Introduction*. Melbourne, Fl.: Krieger Publishing Co., 1986, 8-19.
- Frisch, Michael. *A Shared Authority: Essays on the Craft and Meaning of Oral and Public History* (Albany: State University of New York Press, 1990).
- George, Gerald. "The Perils of 'Public' History: An Imaginary Excursion into the Real World." In Barbara J. Howe, and Emory L. Kemp (eds.) *Public History: An Introduction*. Melbourne, Fl.: Krieger Publishing Co., 1986, 20-28.
- Hayden, Delores. *The Power of Place: Urban Landscapes as Public History*. Cambridge: MIT Press, 1995.
- Howe, Barbara J., and Emory L. Kemp (eds.) *Public History: An Introduction*. Melbourne, Fl.: Krieger Publishing Co., 1986.
- Kammen, Michael. *In the Past Lane: Historical Perspectives on American Culture*. New York: Oxford University Press, 1997.
- Karamanski, Theodore J. "Making History Whole: Public Service, Public History, and the Profession." *The Public Historian* 12 (Summer 1990): 91-101.
- Leffler, Phyllis K. and Joseph Brent. *Public and Academic History: A Philosophy and a Paradigm*. Malabar, Fl.: Krieger Publishing Company, 1990.
- Leffler, Phyllis K., and Joseph Brent. *Public History Readings*. Malabar, Fl.: Krieger Publishing Company, 1992.
- Minow, Martha. *Between Vengeance and Forgiveness: Facing History after Genocide and Mass Violence*. Boston: Beacon Press, 1998.
- Mooney-Melvin, Patricia. "Professional Historians and 'Destiny's Gate'." *The Public Historian* 17 (Summer 1995): 9-24.
- O'Donnell, Terence. "Pitfalls along the Path of Public History." In Benson, Susan P., Stephen Brier, and Roy Rosenweig (eds.) *Presenting the Past: Essays on History and the Public*. Philadelphia: Temple University Press, 1986, 239-244.
- Scarpino, Philip V. "Some Thoughts on Defining, Evaluating, and Rewarding Public Scholarship." *The Public Historian* 15 (Spring 1993): 55-61.

SEP 28 2009

Storey, Brit Allan. "Hanging by Four Pine Needles (Or, Confessions of a Public Historian)." *The Public Historian* 14 (Summer 1992): 11-22.

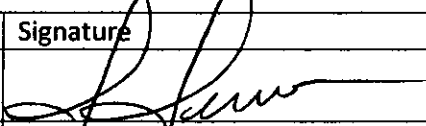


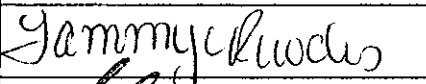

Vaughn, Stephen. (ed.) *The Vital Past: Writings on the Uses of History*. Athens: University of Georgia Press, 1985.

SEP 28 2009

## Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Dr. Jan Jenkins		09/22/09
Department Head Dr. Micheal Tarver		9-23-09
Dean Dr. Thomas DeBlack		9-28-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes		9/29/09
Vice President for Academic Affairs Dr. John Watson		

Course Subject: History	Course Number: 3463
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): The Enlightenment, French Revolution, and Napoleonic Eras	
Enlighten/French/Rev/Napoleon <small>30 char</small>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010-2011	How frequently will course be offered? Every other year
Is this course repeatable? Y / N    How many times? No	
Does this course require a fee? No	How much?                      Type of fee?

app CC 10/29/09  
app FS 11/13/09

SEP 28 2009

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites:  Hist 1503 and 1513.	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
<b>Standard Letter</b> For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Catalog course description</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> <li>Course bibliography, reading list, and /or listing of other instructional media</li> </ol>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.  No	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.  Standard classroom with computer, projector, and screen.	
How does this proposal support the University Mission?  This course fulfills requirements towards the Bachelor of Arts degree in History, Political Science, Social Studies Education, and other fields as itemized in the undergraduate catalogue of Arkansas Tech University. Course goals include the following: To enable the student to acquire knowledge of the history of cultures and recognize the interdependent nature of the global economic, political, and social institutions and systems.  To provide an immersion in historical reasoning and knowledge of the past that includes an understanding of the development of human society and culture, as well as the interrelationships between causation and change.  To provide historical context for world events and to encourage the student to develop his individual interests in history.	
What assessment information is being used to support this proposal? Students will take three exams, five readings quizzes, and will write two short essays.	
How will the effect of the change be monitored? By departmental assessment committee.	

SEP 28 2009

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

This course will consolidate two other courses—Hist 3473 “The Age of Enlightenment 1688-1789” and Hist 3453 “The Era of the French Revolution and Napoleon, 1763-1815”—to provide a more comprehensive and balanced coverage of the period and to complete the context for this important epoch in European, American, and World History.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.



SEP 28 2009

History 3463  
**The Enlightenment, French Revolution, and Napoleonic Eras**

**Information**

Professor: Dr. Jan Jenkins

Office: WPN 239B

Office Phone: 479-968-0456

Office Hours: MWF, 10:00-11:00 A.M.;

MW, 2:00-3:00 P.M. (after Sept. 25, 1:00-3:00 P.M.)

TR 10:00-11:00 A.M.; 2:30-3:00 P.M.

Or by appointment

Office e-mail: [ejenkins@atu.edu](mailto:ejenkins@atu.edu) (please do not use for absentee excuses)

**Course Description**

This upper-division course will address the intellectual, social, and political events of the turbulent eighteenth century in Europe, a period known for the Enlightenment, as well as for the French Revolution and the rise and fall of Napoleon's Empire. Historians often argue that this period ushered in many of the hallmarks of the modern world, including nationalism, open class conflict, and popular democracy. The intent of this course is to examine the period in the context of its long-lasting influence upon world events.

Prerequisites: HIST 1503 and 1513.  
Joe

**Goals of the Course:**

This course fulfills requirements towards the Bachelor of Arts degrees in History, Political Science, History Education, and other fields as itemized in the undergraduate catalogue of Arkansas Tech University.

Course goals include the following:

To enable you to acquire knowledge of the history of cultures and recognize the interdependent nature of the global economic, political, and social institutions and systems.

To provide an immersion in historical reasoning and knowledge of the past that includes an understanding of the development of human society and culture, as well as the interrelationships between causation and change.

To provide historical context for world events and to encourage you to develop your individual interests in history.

**Required Reading Materials**

Roy Porter, *The Enlightenment* 2<sup>nd</sup> edition, Palgrave Macmillan, 2001.

Simon Schama, *Citizens: A Chronicle of the French Revolution*, Knopf, 1991.

John Lockhart, *The History of Napoleon Bonaparte*, CreateSpace, 2009.

**Optional Reading Materials (Supplemental)**

Jack R. Censer and Lynn Hunt, eds., *Liberty, Equality, Fraternity. Exploring the French Revolution*, 2001.

Margaret C. Jacob, ed., *The Enlightenment. A Brief History with Documents*, 2000.

Jeremy Popkin, *A Short History of the French Revolution*, 5<sup>th</sup> ed., 2009.

Edmund Burke, *Reflections on the Revolution in France*, Oxford's World Classics, 2009.

Thomas Paine, *Rights of Man*, any edition.

Mary Shelley, *Frankenstein, or the Modern Prometheus*, Penguin Classic, 2003.

SEP 28 2009

**Assignments**

Quizzes (5 @ 25 points)	=	125
Short Essay Assignments (2 @ 50)	=	100
Exam 1 (100 points)	=	100
Exam 2 (100 points)	=	100
Exam 3 (100 points)	=	100
Total possible	=	525

**Class Schedule**

Week One - Introduction; Europe in 1700

Week Two - The Legacy of the Scientific Revolution to the Enlightenment

Week Three - The Enlightenment in France, England, and Scotland

Week Four - The Enlightenment in Prussia, Russia, and America

Week Five - France in 1789

Week Six - The Tennis Court Oath and The Storming of the Bastille: Two Phases of Revolution

Week Seven - The End of the Ancien Regime; Citizens of France

Week Eight - The Reign of Terror; Thermidorian Reaction

Week Nine - Napoleon Bonaparte

Week Ten - Rise to Power

Week Eleven - Napoleonic Wars

Week Twelve - Domestic Reforms

Week Thirteen - Fall of Napoleon

Week Fourteen - Congress of Vienna

SEP 28 2009

## Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

DATE SUBMITTED: 21 September 2009

Title	Signature	Date
Person Initiating Proposal	<i>H. M. ...</i>	09/21/09
Department Head	<i>H. M. ...</i>	09/21/09
Dean	<i>Tom DeBlasi</i>	09/21/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammye ...</i>	9/29/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: <b>HIST</b>	Course Number: <b>3563</b>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <b>History of England</b>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: <b>2010</b>	How frequently will course be offered? <b>Every 2 years</b>
Is this course repeatable? <b>NO</b> How many times?	
Does this course require a fee? <b>NO</b> How much? Type of fee?	

*app CC 10/29/09*  
*app FS 11/13/09*

SEP 28 2009

Elective       Major       Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites:

Co-requisites:

Grading       Standard Letter       P/F       Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

**No.**

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

**No.**

How does this proposal support the University Mission?

*The proposed course will result in the opportunity for expanded student learning. By reading and discussing established works in the field of English history students will begin to comprehend and better appreciate the great amount of diversity and the intense complexity of the subject. This course will appeal to a broad segment of the student population.*

What assessment information is being used to support this proposal?

*The proposed course is part of an overall effort to combine the two-semester sequence of English history into one semester, in an effort to better utilize departmental resources. This course proposal is partly in response to the overall demands of our major. This course is also in keeping with the expanded teaching interest of the Departmental faculty.*

How will the effect of the change be monitored?

*Departmental Assessment Committee will monitor the changes via standard course assessment tools.*

SEP 28 2009

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

**DEPARTMENTAL ASSESSMENT FOR PROPOSED ONE-SEMESTER COURSE IN ENGLISH HISTORY:  
BENEFITS FOR THE HISTORY AND POLITICAL SCIENCE DEPARTMENT OF ADDING COURSE**

*Combining the two-semester sequence into one course will benefit the Department and University in several ways, including the following: 1) the course addition will complement existing curriculum offering; 2) the proposed course addition will strengthen the Department's curriculum by allowing existing faculty the ability to teach additional upper-level courses; 3) the proposed course addition will provide an additional curriculum step toward the implementation of a multi-faceted study in European history; 4) the proposed course would not duplicate major areas of any existing courses and thus would not constitute a redundancy in departmental effort, time, money, or other faculty/departmental resources. In fact, it is anticipated to actually expand these resources.*

*Therefore, a one-semester course in English History will strengthen the Department's offerings and its enrollment without adding any additional operating expense, it will not interfere with existing courses but rather will simply augment those studies, and it will afford opportunities for increased student learning and improved, more thorough preparation for future academic and professional work.*

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

SEP 28 2009

**CATALOG DESCRIPTION**

A study of the history of England from national origins to modern times.

SEP 28 2009

## History of England Syllabus

### **Course Description:**

A study of the history of England from national origins to modern times. This course fulfills requirements towards the Bachelor of Arts degrees in History/Political Science, History Education, and other fields as itemized in the undergraduate catalogue of Arkansas Tech University.

### **Goals of the Course:**

Course goals include the following:

To enable you to acquire knowledge of the history of cultures and recognize the interdependent nature of the global economic, political, and social institutions and systems.

To provide an immersion in historical reasoning and knowledge of the past that includes an understanding of the development of human society and culture, as well as the interrelationships between causation and change.

To provide historical context for world events and to encourage you to develop your individual interests in history.

### **Required Texts:**

Davies, Norman. *The Isles: A History*. Oxford University Press, 2000.

Colley, Linda. *Britons: Forging the Nation, 1707-1837*. Yale University Press, 2005.

Two individual book reviews. Book lists will be provided.

### **Optional Supplemental Readings:**

Brigden, Susan. *New Worlds, Lost Worlds: The Rule of the Tudors, 1485-1603*. Penguin, 2003.

Coward, Barry. *The Stuart Age: England, 1603-1714*. Longman, 2003.

Black, Jeremy. *George III: America's Last King*. Yale, 2009.

Porter, Bernard. *The Lion's Share*. Longman, 2004.

Porter, Roy. *English Society in the Eighteenth Century*. Penguin, 1990.

### **Assignments and Grading:**

Assignments will comprise three 100-point exams and two book reviews. Grading will follow a ten-point scale (90% = A, etc.), based upon your percentage of total possible points for the semester. Each book review and each exam will be worth 100 points. Attendance is worth 100 points. In addition, you may occasionally be given a short classroom assignment (10-50 points each) based upon lecture notes or assigned readings.

### **Course Outline:**

Week 1—Ancient Britain

Week 2—Roman Britain

Week 3—Alfred the Great and the Anglo-Saxons

Week 4—Norman Invasion

Week 5—The Angevins

Week 6—Henry II, Richard, John, and the Magna Carta

Week 7—The Origins of Parliament

Week 8—The Middle Ages

Week 9—Henry VIII and the English Reformation

SEP 28 2009

Week 10—The Elizabethans

Week 11—The Stuarts and the Revolutions

Week 12—Hanoverians, George III, and the Americans

Week 13—Victorian England

Week 14—England in World War I and World War II

Week 15—Modern England



SEP 28 2009

## Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

DATE SUBMITTED: 22 September 2009

Title	Signature	Date
Person Initiating Proposal Dr. Alexander Mirkovic	<i>Alexander Mirkovic</i>	9-15-09
Department Head Dr. Micheal Tarver	<i>H. M. Tarver</i>	9-23-09
Dean Dr. Tom DeBlack	<i>Tom DeBlack</i>	9-28-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	9/29/09
Vice President for Academic Affairs Dr. John Watson	<i>John Watson</i>	

Course Subject: HIST	Course Number: 3573
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): History of Eastern Europe	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010/11	How frequently will course be offered? Two or three year rotation
Is this course repeatable? NO How many times?	
Does this course require a fee? No	How much? Type of fee?

*app CC 10/29/09  
app FS 11/13/09*

SEP 28 2009

Elective     Major     Minor  
 If major or minor course, you must complete the Request for Program Change form.

Prerequisites: HIST 1503 and HIST 1513      Co-requisites:

Grading  Standard Letter     P/F     Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

Yes – Library Resources. The Department will address this with allotted library funds.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

No

How does this proposal support the University Mission?

The course will contribute especially to Goal One in our strategic planning (Enhance the creation and delivery of first-quality education services). Eastern European countries (often called the "New Europe") play an ever larger role in the modern world, especially with regard to energy resources. Tech also accepts now an every growing number of students from Eastern Europe. Cultural knowledge and understanding, brought about with this course, will improve the quality of our majors and tech students in general and increase their employment opportunities.

What assessment information is being used to support this proposal?

Regular departmental assessment activities indicate increased student interest in Eastern Europe. Furthermore, assessment test indicate the world history area as one of the weaker points of our graduates.

How will the effect of the change be monitored?

SEP 28 2009

Regularly scheduled department's assessment activities, especially our surveys and assessment exams.

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

Our department has already a strong curriculum in European and US history, but the course offerings in the area of World History are still being developed. This course will considerably strengthen the offering in World History, while also adding an area of European history that has not been previously covered. This course, as an upper level elective will enhance the opportunities for all Tech students who look for courses in international and world cultures.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

SEP 28 2003

## **CATALOG DESCRIPTION**

**A study of the cultural and political history of eastern Europe from the Napoleonic Wars to the present. Prerequisites: HIST 1503 and HIST 1513.**

SEP 28 2009

Arkansas Tech University  
**HIST 3573 Eastern Europe****Instructor:**

Dr. Alexander Mirkovic  
Assistant Professor of History  
Witherspoon 255  
(479)-968-0455  
[amirkovic@atu.edu](mailto:amirkovic@atu.edu)

**Office Hours:**

M, W, F, 12-1pm and 2:30-4:30pm, T, R 11am-1pm and by appointment

**Course Description:**

History of Eastern Europe from the Napoleonic Wars, through the creation of new nation states in Eastern Europe after World War I, the fall of the Berlin Wall in 1989, the Balkan Wars of the 1990s, and the emergence of Post-Communist societies

**Course Objectives:**

The course looks at society and culture of Eastern Europe in the nineteenth and twentieth century as a unified cultural space. It gives students the historical account of the "other" Europe, from World War I, which saw the creation of a dozen of national states in Eastern Europe, to the era of Soviet domination of the area, especially after World War II, to the Fall of the Berlin Wall, and the break-up of the Soviet Union, the creation of an even greater number of national states in the Post-Communist era, and the process of European integration that dominates the politics of the area at the end of the twentieth century.

- To introduce students to the ethnic diversity of Eastern Europe and to raise the question of the cultural unity of Eastern Europe
- To make comparison between Eastern and Western Europe in light of the concept of Western Civilization
- To make students aware of main political developments, namely, the creation of nation states at the end of World War I, the creation of first socialist society in the Soviet Union, imposition of the socialist system on Eastern Europe after WW II, and the Velvet Revolution of 1989.
- Understanding of the multi-ethnic nature of Eastern Europe.
- To foster a deeper understanding of the Cold War, and raise the issue whether Communism collapse for internal reasons, or because of the pressures from the West
- To give students a better idea of life under Communism, how did Communist society operate, did government control everything, how strong were the dissent movement, what were their strengths and weaknesses
- To look at the issue of nationalism, which certainly contributed to the dissolution of the Soviet Union, the fall of the Berlin Wall, and the related issue of European integration

SEP 28 2009

### **The Justification for the Course:**

Because of the dual nature of Eastern Europe, this course belongs to both European and World history. It fosters student cultural understanding of a culture that resembles the West but is also quite different. It also helps students understand one of the major issues of the twentieth century, the Cold War.

### **Assessment:**

1. Two blue-book exams (mid-term and final) carrying 20 % and 20% of your grade
2. Three review essays (4-5 pages each) each carries 15% Instructions will be given in class, but the review included reading of primary sources from the time, including movies, and should be analytical, not just re-telling of the story. In other words, the review should answer the question on what points do you agree or disagree with the author.
3. Weekly Reading questions will be given in class. You will be able to answer them on less than one written page within 10 minutes or less. They will account for 15% of your grade cumulatively and will also count as the evidence of your attendance.

Plagiarized work receives 0 points on the first offence. The second offense is punished with an F as a final grade. In addition the case will be reported to the university disciplinary committee.

### **Required Texts:**

Dennis Hupshick, *Balkans from Constantinople to Communism* (Palgrave MacMillan 2004)

R. J. Crampton, *Eastern Europe in the Twentieth Century* (Routledge, 1997)

Gale Stokes, *From Stalinism to Pluralism: A Documentary History* (Oxford University Press, 1996)

Steven Kotkin, *Armageddon Averted: The Soviet Collapse 1970-2000* (Oxford: Oxford University Press, 2008)

### **Attendance:**

Regular attendance is expected and necessary for the successful completion of the course. Attendance will be checked regularly. Absences can be justified and unjustified. Participation in regularly scheduled university events also justifies an absence. In case of a missed exam (justified only!), a make-up will be organized. There will be no make-up exams for an unjustified absence. Possible absence from the exam should be announced to me before the exam. All excuses after the exam has passed will be considered unjustified.

SEP 28 2009

**Schedule of Readings and Assignments:**

Week One August 19-24	Introduction	Read Hupchick parts 1 and 2 Before the Nineteenth Century
Week Two August 26-31	Romantic Nationalism	Read Hupchick part 3 Readings from the source book, Gale Stokes, will be assigned every week.
Week Three September 2-9	Creation of Nation States in Eastern Europe	Read Hupchick part 4
Week Four September 11-16	Versailles Settlement and the Creation of Soviet Union	Read Hupchick part 4
Week Five September 18-23	Eastern European Reaction to the Soviet Union	Read Crampton Part 1: The Inter-War Period
Week Six September 25-30	Stalin and the Revolution from Above	<b>Review</b> of a movie from the times of Stalin due.
Week Seven October 2-7	World War II in Eastern Europe	Read Hupchick part 5
Week Eight October 9-14	World War II in Eastern Europe	Read Crampton Part 2: The Second World War in Eastern Europe <b>Midterm Exam</b>
Week Nine October 16-21	Eastern Europe after Stalin	<b>Review Papers</b> on the movies, The Unbearable Lightness of Being due.
Week Ten October 23-28	De-Stalinization in Eastern Europe	Read Crampton Part 3: Revisionism
Week Eleven October 30-Nov. 4	The Brezhnev Era	Read Crampton Part 4: The Decline of Socialism
Week Twelve November 6-11	The Brezhnev Era	Read Hupchick part 5
Week Thirteen November 13-18	The Decline and Fall	Read Hupchick part 5
Week Fourteen November 20-30	The Decline and Fall	Read Crampton Part 5: The Death of Socialism
Week Fifteen December 2-7	The Post-Communist Eastern Europe: European or Not?	<b>Review Papers</b> on Steven Kotkin, Armageddon Averted due this week
Final Exam Week December 9-15		<b>Final Exam</b>
Graduation December 19		

**Bibliography:**

David Crowley and Susan E. Reid, eds., *Socialist Spaces: Sites of Everyday Life in the Eastern Bloc* (Berg Publishers, 2002)

Norman Davies, *Heart of Europe: The Past in Poland's Present* (Oxford: Oxford University Press, 2001)

Milovan Djilas, *New Class: An Analysis Of Communist System* (Mariner Books, 1982)

Slavenka Drakulic, *How We Survived Communism & Even Laughed* (Harper Collins, 1993)

Orlando Figes, *The Whisperers: Private Life in Stalin's Russia* (Picador, reprint 2008)

Sheila Fitzpatrick, *Russian Revolution* (Oxford: Oxford University Press, 2004)

Sheila Fitzpatrick, *Everyday Stalinism: Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s* (Oxford: Oxford University Press, 1999)

Abbott Gleason, *Totalitarianism: The Inner History of the Cold War* (Oxford: Oxford University Press, 1995)

Misha Glenny, *The Balkans: Nationalism, War, and the Great Powers 1804-1999* (London: Penguin Books, 1999)

Emma Goldman, *My Two Years in Russia: An American Anarchist's Disillusionment, and Betrayal of the Russian Revolution by Lenin's Soviet Union* (Red and Black Publishers, 2009)

Geoffrey Hosking, *Rulers and Victims: The Russian in the Soviet Union* (Cambridge, MA: Harvard University Press, 2006)

Adam Michnik, *Letters from Prison and Other Essays: Society and Culture in East-Central Europe* (San Francisco: University of California Press, 1987)

Richard Pipes, *Communism: A History* (Modern Library, 2003)

Robert Service, *Stalin: A Biography* (Cambridge, MA: Belknap Press, 2004)

Gale Stokes, *From Stalinism to Pluralism: A Documentary History of Eastern Europe since 1945* (Oxford: Oxford University Press, 2003)

Gale Stokes, *The Walls Came Tumbling Down: The Collapse of Communism in Eastern Europe* (Oxford: Oxford University Press, 1993)

Leon Trotsky, *The History of the Russian Revolution* (Evergreen Review, 2007)



SEP 28 2009

**Arkansas Tech University**  
**REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee

DATE SUBMITTED: 18 September 2009

Title	Signature	Date
Person Initiating Proposal	<i>H. M. Tom</i>	09/18/09
Department Head	<i>H. M. Tom</i>	09/18/09
Dean	<i>Tom DeBlau</i>	09/18/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Ruedes</i>	9/29/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: <b>HIST</b>	Course Number: <b>4193</b>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <b>American Labor History</b>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: <b>2010</b>	How frequently will course be offered? <b>Every 2 years</b>
Is this course repeatable? <b>NO</b> How many times?	
Does this course require a fee? <b>NO</b> How much?	Type of fee?

*app CC 18/29/09*  
*app FS 11/13/09*

SEP 28 2009

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites:	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Catalog course description</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> <li>Course bibliography, reading list, and /or listing of other instructional media</li> </ol>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.  <b>Yes. Department will allot funds from annual pool for library acquisitions in the topic.</b>	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.  <b>No.</b>	
How does this proposal support the University Mission?  <b>The addition of the proposed course will result in the opportunity for expanded student learning. By reading and discussing established works in the field of labor history students will begin to comprehend and better appreciate the great amount of diversity and the intense complexity of the subject. This course will appeal to a broad segment of the student population.</b>	
What assessment information is being used to support this proposal?  <b>For the past several years, History and Political Science and Social Studies Education majors have expressed the desire to have additional upper-level courses in history. This course proposal is partly in response to that demand. This course is also in keeping with the expanded teaching interest of the Departmental faculty.</b>	
How will the effect of the change be monitored?  <b>Departmental Assessment Committee will monitor the changes via standard course assessment tools.</b>	

SEP 28 2009

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

**DEPARTMENTAL ASSESSMENT FOR PROPOSED NEW COURSE IN AMERICAN LABOR HISTORY:  
BENEFITS FOR THE HISTORY AND POLITICAL SCIENCE DEPARTMENT OF ADDING COURSE**

*Adding a course in American Labor History will benefit the Department and University in several ways, including the following: 1) the proposed course addition will complement existing curriculum offering; 2) the proposed course addition will strengthen the Department's curriculum by creating the only course dealing specifically with labor history; 3) the proposed course addition will provide an additional curriculum step toward the implementation of a multi-faceted study in American history; 4) the proposed course would not duplicate major areas of any existing courses and thus would not constitute a redundancy in departmental effort, time, money, or other faculty/departmental resources. In fact, it is anticipated to actually expand department enrollments; 5) the addition of the proposed course will result in the opportunity for expanded student learning. By reading and discussing established works in the field of labor history, students will begin to comprehend and better appreciate the great amount of diversity and the intense complexity of the subject.*

*Therefore, a course in American Labor History will strengthen the Department's offerings and its enrollment without adding any additional operating expense, it will not interfere with existing courses but rather will simply augment those studies, and it will afford opportunities for increased student learning and improved, more thorough preparation for future academic and professional work.*

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

SEP 28 2009

**PROPOSED COURSE SYLLABUS SAMPLE****Arkansas Tech University  
History and Political; Science Department****History 4XX3  
American Labor History  
Stated Semester Course Is Offered****Time/Place of Class****Dr. Mildred Diane Gleason****Witherspoon 253  
479-968-0448,  
[mgleason@atu.edu](mailto:mgleason@atu.edu)  
Office Hours: (Stated For  
That Semester)****I. CATALOGUE DESCRIPTION**

This course examines the history of working people – men and women, paid and unpaid, of various racial and ethnic groups, in diverse geographic regions – primarily from the Early Republic to the present. This study will include a review of changes in work environments due to industrialization, unionization, and legal decisions.

**II. REQUIRED TEXTBOOKS**

Arnesen, Eric, et al, eds. Labor Histories: Class, Politics, and the Working-Class Experience.

Boyle, Kevin. The UAW and the Heyday of American Liberalism.

Jameson, Elizabeth. All That Glitters: Class, Conflict, and Community in Cripple Creek.

Jones, Jacqueline. A Social History of the Laboring Classes.

Larcom, Lucy. A New England Girlhood.

Lumpkin, Lucy. To Make My Bread.

**III. COURSE JUSTIFICATION/RATIONALE**

By offering a study in a specialized area of American History, this course will explore the ways in which the nature of work changed as a result of the market revolution and the rise of industrialization. Particular attention will be paid to the labor movement and its

SEP 28 2009

struggle for better wages, hours, working conditions, and benefits from its earliest manifestations in the Nineteenth century through its peak and subsequent decline in the decades following World War II. Various issues regarding the workplace culture, the relationship of the state to labor, and the diversity of work and workers will be explored and discussed. Therefore, this course will afford the student an opportunity to study and develop a deeper and more sophisticated level of historical understanding of the role of labor as a part of the American experience.

#### IV. COURSE OBJECTIVES

The primary objectives of this course include:

- expanding and enhancing the student's knowledge of the role played by laboring Americans from the Early Republic to the present;
- increasing the student's awareness of the diversity and complexity associated with working people in the American historical context;
- expanding the student's comprehension of the role played by race, class, gender, and region in the development of American labor history;
- analyzing the effects of industrialization and unionization on the American working environment;
- broadening the student's understanding of the diversity of working environments in American history; and,
- improving students' critical thinking, discussion, and writing skills.

#### V. COURSE ASSESSMENT

All students will be responsible for the following assignments.

Book Review Paper	100 points
Oral Presentation of Paper	50 points
Mid-term Exam	100 points
Three Reading Reviews (50 points each)	150 points
Class Participation	100 points
Final Exam	200 points
Total Points	700 points

#### Grading Scale:

100% - 90%	A
89% - 80%	B
79% - 70%	C
69% - 60%	D
59% - 0%	F

SEP 28 2009

All students will read a monograph from the labor history bibliography provided for them and prepare an original critical essay and review of 5 to 7 pages, typed, and double spaced. This Book Review Paper will state and analyze the primary themes and thesis of the work. Additionally each student will present an oral summary of this paper of from 3 to 5 minutes to the class and answer questions from the students. The due dates of these activities are noted on the Syllabus. Late paper and reports will not be considered for credit.

All students complete three in class reading reviews. These will be one to two page essays which address a question devised by the professor and which in answering this question articulates the major points of that day's reading selections. These in class reading reviews may occur on any class meeting and will not be announced in advance. Make-up of these materials for credit is not possible.

A Mid-term Exam comprised of essay and various short answer questions will be administered. A Final Exam will be also be administered which will be comprehensive in scope and which will include primarily require essay answers.

Since this course involves extensive reading, some class lecture of materials and events, and a fair amount of class discussion a Class Participation grade is also included. The student will receive points for contributing insightful and meaningful information about the readings, for interacting with other students and the professor regarding the material, and for being an intellectual presence in the classroom.

## VI. COURSE POLICIES

**ABSENCES:** The student's responsibility is to be in class every time class meets. The only exception is an excused absence due to participation in a University event. Documentation of this is required. All other absences will be considered unexcused and make-up work for the assignments missed will not be available. Furthermore, in this primarily lecture/seminar styled course it is absolutely essential that every student read thoroughly the assigned materials and prepare for class. Being present but mute is not an option in this course. Come to class prepared to discuss and participate, please.

**ACADEMIC MISCONDUCT:** University policy will be followed. At minimum, the student (as well as any students assisting in the incident) will be given an automatic "F" for the assignment and possibly an "F" for the entire course. Students are expected to do their own work in their own words and to work as individuals.

**CLASSROOM CONDUCT:** Students are expected to maintain certain standards of conduct and manners while in the classroom. These include being on time to class, staying for the entire class, not sleeping or eating in class, not creating a disruption to the classroom environment, turning off all cell phones and other electronic devices prior to entering class and not using them during class, not bringing children or other guests to

SEP 28 2009

class without prior professor's permission, bringing only screw top drink containers to class, and avoiding creating any disruption that compromises the learning environment of the classroom. Additionally it is expected that students treat everyone in the classroom with respect and that students listen respectfully to one another's ideas whether they agree with these are not. Also, it is expected that ALL students participate in classroom discussions of the readings to the best of their abilities. Students are expected to conduct themselves in a civil manner, engage in meaningful discourse, and respect the learning environment.

## VII. SYLLABUS\*

Week One	Course Introduction; Historians and the New Labor History; Reading: Arnesen, Introduction
Week Two	The Labor Systems of Early America Reading: Jones, Chapters 1 and 2
Week Three	Artisans Into Workers: American Transitions Readings: Jones, Chapter 4; Arnesen: Huston's "Land and Freedom: The New York Anti Rent Wars and the Construction of Free Labor in the Antebellum North".
Week Four	From Slavery to Free Labor Reading: Jones, Chapter 3; Arnesen: Laurie's "The 'Fair Field' of the 'Middle Ground' ".
Week Five	From Farm to City Reading: Larcom's <u>A New England Girlhood</u>
Week Six	Early Organizing Reading: Arnesen: Devault's "To Sit Amont Men: Skill, Gender, and Craft Unionism in the Early American Federation of Labor".
Week Seven	Workplace Culture Readings: Jones, Chapters 5 and 6; Arnesen: Hunter's "Work That Body: African-American Women, Work, and Leisure in Atlanta and the New South".
Week Eight	Mid-Term Review, Practice Exam, and Exam
Week Nine	Obstacles to Organizing: Employers, Reformers, and Politics in the Progressive Era

SEP 28 2009

Readings: Arnesen: Greene's "Dinner-Pail Politics: Employers, Workers, and Partisan Culture in the progressive Era"; Arnesen: Stromquist's "Class Wars: Frank Walsh, the Reformers, and the Crisis of Progressivism".

- Week Ten                      Western Class Conflict  
Reading: Jameson, All That Glitters: Class, Conflict, and Community in Cripple Creek; Arnesen: Peck' "Mobilizing Community: Migrant Workers and the Politics of Labor Mobility in the North American West, 1900-1920".
- Week Eleven                  Southern and Laboring  
Reading: To Make My Bread
- Week Twelve                Industrial Unionism: From the IWW to the Depression  
Jones: Chapter 7; Arnesen: Arnesen's "Charting An Independent Course: African-American Railroad Workers in the World War I Era". Arnesen: Barrett's "Boring From Within and Without: William Z. Foster, "The Trade Union Educational League, and American Communism in the 1920s".
- Week Thirteen              Book Reviews Due; Oral Presentations and Discussions
- Week Fourteen              Race, Gender, and Industrial Unionism During World War II and Beyond
- Week Fifteen                Postwar Labor Movements and the New Working Class  
Reading: Boyle, The UAW and the Heyday of American Liberalism
- Week Sixteen                Workers and unions in Troubled Times  
Reading: Jones, Chapter 8
- Week Seventeen              The Future of Work

**Final Exam To Be Announced in Accordance with the University's Exam Schedule**

\*The professor reserves the right to alter or adjust this schedule as deemed most appropriate in order to maximize student learning.



**VIII. SELECTED BIBLIOGRAPHY\***

- Baird, Charles. "Labor Law Reform: Lessons from History," *Cato Journal* 10 Spring/Summer 1990: 175-209.
- Benson, Susan Porter. Counter Cultures: Saleswomen, Managers, and Customers in American Department Stores, 1890-1940. Urbana: University of Illinois Press, 1986.
- Bernstein, Irving. The Lean Years: A History of the American Worker, 1920-1933. Baltimore: Penguin Books, 1960.
- Bernstein, Irving. Turbulent Years: A History of the American Worker, 1933-1941. Boston: Houghton-Mifflin Company, 1971.
- Blewett, Mary H. Men, Women, and Work: Class, Gender and protest in the New England Shoe Industry, 1780-1910. Urbana: University of Illinois Press, 1988.
- Bodnar, John. Workers' World: Kinship, Community, and Protest in an Industrial Society, 1900-1940. Baltimore: Johns Hopkins University Press, 1982.
- Boyle, Kevin. The UAW and the Heyday of American Liberalism, 1945-1968. Ithaca: Cornell University Press, 1995.
- Brody, David. "The Old Labor History and the New: In Search of the American Working Class," *Labor History* 20, Winter, 1979: 111-126.
- Chinoy, Ely. Automobile Workers and the American Dream. Urbana: University of Illinois Press, 1992.
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SEP 28 2009

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SEP 28 2009

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\* This bibliography is a selected list of works and as such is not an inclusive listing of all major works pertaining to various subjects in the field of labor history. These listings, however, represent outstanding scholarship within the field.

SEP 28 2009

## Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

DATE SUBMITTED: 15 September 2009

Title	Signature	Date
Person Initiating Proposal	<i>H. M. Funn</i>	09/15/09
Department Head	<i>H. M. Funn</i>	09/15/09
Dean	<i>Tom DeBlack</i>	09/15/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Ruedes</i>	9/29/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: <b>HIST</b>	Course Number: <b>4213</b>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <b>Southern Women's History</b>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: <b>2010</b>	How frequently will course be offered? <b>Every 2 years</b>
Is this course repeatable? <b>NO</b> How many times?	
Does this course require a fee? <b>NO</b> How much? Type of fee?	

*app CC 10/29/09*  
*app FS 11/13/09*

SEP 28 2009

Elective       Major       Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites:

Co-requisites:

Grading       Standard Letter       P/F       Other (if other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

**Yes. Department will allot funds from annual pool for library acquisitions in the topic.**

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

**No.**

How does this proposal support the University Mission?

*The addition of the proposed course will result in the opportunity for expanded student learning. By reading and discussing established works in the field of Southern women's history students will begin to comprehend and better appreciate the great amount of diversity and the intense complexity of the subject. The faces of Southern women's history are many and varied, and thus the subject appeals to a ~~broad~~ <sup>broad</sup> segment of the student population.*

What assessment information is being used to support this proposal?

*For the past several years, History and Political Science and Social Studies Education majors have expressed the desire to have additional courses on both Southern and Women's topics. This course proposal is partly in response to that demand.*

How will the effect of the change be monitored?

*Departmental Assessment Committee will monitor the changes.*

SEP 28 2009

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

**DEPARTMENTAL ASSESSMENT FOR PROPOSED NEW COURSE IN SOUTHERN WOMEN'S HISTORY:  
BENEFITS FOR THE HISTORY AND POLITICAL SCIENCE DEPARTMENT OF ADDING COURSE**

*Adding a course in Southern Women's History will benefit the Department of History and Political Science in several ways. Six particular benefits can be offered. First, the proposed course addition will compliment existing curriculum offerings. Specifically the following existing courses would be enhanced by the addition of this course which would augment but not interfere with or duplicate the materials of the following courses: History of Arkansas (History 4153); African-American History (4123); History of the New South (History 3123); History of the Old South (History 3103); and, Introduction to the History of Arkansas (History 2153). Anticipated "spin-off" enrollments from these courses to the Southern Women's History course and from the Southern Women's History course to these existing courses is expected. Second, the proposed course addition will strengthen the Department's curriculum by doubling the number of women's history course offerings. The existing course, Women in American History (History 4203), is a well received course which traditional has full enrollments. Numerous students from this course have voiced during the last six years a desire for additional offerings in women's history. It is anticipated that if these two courses were offered on alternate years, both courses would do well enrollment wise and each course would assist the other's future enrollment. Third, the proposed course addition will provide an additional curriculum step toward the implementation of a multi-faceted study in Arkansas and regional history studies. While the proposed course will not limit itself to the study of Arkansas women exclusively, it will certainly include the study of Arkansas women as an element of the study. The Department could in time develop a niche for Arkansas and regional studies which would draw additional students to the program. Thus, the proposed course would be a part of that long range curriculum development process. Fourth, the proposed course would not duplicate major areas of any existing courses and thus would not constitute a redundancy in departmental effort, time, money, or other faculty/departmental resources. In fact, as noted in the first point articulated above, it is anticipated to actually expand department enrollments. Additional graduate course offerings can also be achieved by offering Southern Women's History as both a graduate AND undergraduate course (with additional requirements for the graduate course). The proposed course Syllabus addresses this point in greater detail. Fifth, addition of the proposed course will strengthen and update the Department's curriculum. Southern women's studies is not a particularly "new", radical, or novel course concept. Courses in Southern Women's History of Southern Women's Studies are currently offered by many departments of history at many universities throughout the country and especially those located in the South. Sixth, addition of the proposed course will result in the opportunity for expanded student learning. By reading and discussing established works in the field of Southern women's history students will begin to comprehend and better appreciate the great amount of diversity and the intense complexity of the subject. Whether a student is most interested in the dynamic of slave versus free, black versus white, mulatto or brown, wealthy versus middle class or poor, rural versus urban, educated versus uneducated, farmer versus non-farmer,*

SEP 28 2009

*healthy versus unhealthy, unionized versus non-unionized, or political players versus the political unseen and unheard the study of Southern women's history addresses subjects and issues most students want to study. The faces of Southern women's history are many and varied, and thus the subject appeals to a board segment of the student population. This proposed course will afford students the opportunity to delve into that potent rue of Southern history which combines a gumbo of race, class and gender and results in a hearty, spicy study featuring varied emphases. This course can lead the student to a realistic, analytical understanding of what it was and what it is to be a woman of the American South. Therefore, a course in Southern Women's History will strengthen the Department's offerings and its enrollment without adding any additional operating expense, it will not interfere with existing courses but rather will simply augment those studies, and it will afford opportunities for increased student learning and improved, more thorough preparation for future academic and professional work.*

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.



SEP 28 2009

**COURSE CATALOGUE DESCRIPTION FOR PROPOSED NEW COURSE**

HIST 4213

*Southern Women's History:* (Course Number To Be Assigned If Approved)

A social history of the lives of women in the American South from approximately 1700 to the present which examines their lifestyles, economic, and family roles. This study includes, but is not limited to, experiences of Arkansas women.

SEP 28 2009

## JUSTIFICATION FOR ADDING A NEW COURSE IN SOUTHERN WOMEN'S HISTORY

The proposed course "Southern Women's History" offers the student an opportunity to better understand and appreciate the complexities of Southern women's lives. This course will be divided into three basic time frames for presentation. The first will include the period from approximately 1700 to 1861 (late colonial and antebellum eras) and will allow an exploration of women's experiences primarily as slaves, plantation mistresses, and wives and daughters of yeoman farmers. The course's second study time frame will span the period from 1861 to approximately 1920 and will allow for a review of the women's experiences related to the lives of sharecroppers, tenant farmers (black and white), landowners, as well as the lives of women living in urban areas and of differing socio-economic classes. The final study time frame of the course will include the period from 1920 to the present and will review women's experiences during the 1920s, the Great Depression, World War II, the Civil Rights struggle, and the Second Feminist Movement to the present including what is sometimes referred to as the Third Wave of feminism (1980s forward).

Given the above proposed outline, it is safe to conclude that this course in Southern Women's History will basically be a survey of the experiences of women living in the American South. The conceptualization of this course is based on the three primary cornerstones of all women's history studies: race, class, and gender. The chronological approach will be used because organizationally most students find it fairly easy to follow. The course will examine differences and similarities in women's experiences based on a comparison and contrast of these experiences by race and class and thus the resulting variations of social norms regarding gender. This study and its methodical approach will allow the student to develop a thematic understanding of the experiences of Southern women. Furthermore, this study and methodical approach as outlined will afford the student a more analytical comprehension of the roles played by race, class and gender norms in the history of the South.

This course is needed and should be added to the curriculum. Three reasons justify its development and addition to existing course offerings.

First, currently there is no existing course offered at Arkansas Tech University that fully and separately studies the lives of women in the American South. The void of this as a thorough study within the current course offerings negatively affects students' understanding of both American and Southern history. It is imperative that fundamental "pieces of the puzzle" of history are included in academic offerings in order to enrich the curriculum and adequately educate and prepare our students for additional academic study and future professional success.

Second, the Department of History and Political Science does currently offer and teach on a two year rotation a course entitled "Women in American History", History 4203. This course offers a social history perspective from Colonial times to the present and is an excellent "introductory" course to the field of women's history. The proposed

SEP 28 2009

Southern Women's History course will add another layer of historical understanding of and insight into women's history. As such, this course will offer the student a new opportunity to further his or her knowledge of women's history and to develop therefore a more solid comprehension of this subfield of American history. Southern Women's History could also be offered in a standard two year course rotation, thus allowing a student to have access to both women's history courses, one in even numbered years and one in odd numbered years. While not every student will enroll in both courses, some will wish to do so, and thus department enrollment will be expanded.

Third, the Southern Women's History course will enhance and re-enforce the work of several existing courses within the Department of History and Political Science. As proposed this new course will augment, but interfere with or detract from, the following existing courses: History of Arkansas (History 4153), African American History (History 4123), Economic History of the United States (History 4053), History of the New South (History 3123), History of the Old South (History 3103), and Introduction to Arkansas History (History 2053). While no duplication of materials with existing courses will occur, the Southern Women's History course will allow for a more thorough and complete study of subjects which are peripheral and not of primary study focus to these and perhaps other existing courses.

In short, the proposed course, Women in Southern History, would: 1) increase student learning opportunities; 2) expand the scope of current course offerings without damaging the curriculum of existing courses; 3) further student understanding of the Southern historical experience; 4) develop enhanced student capability to think critically and use thematic analysis to study complex historical layering; and, 5) enhance student intellectual basis for future academic and professional work.

As conceptualized this course **would not be** fluffy propaganda disguised as study; it **would be** an academic experience emphasizing the complexity of various historical themes acting in concert with serious analytical study of these themes to develop true and objective historical understanding of Southern women's narratives. The accompanying Syllabus and other materials attest to this. Therefore, I respectfully submit this course proposal and request its approval.

SEP 28 2009

## PROPOSED COURSE SYLLABUS SAMPLE

Arkansas Tech University  
History and Political Science Department

History 4983 (Graduate 5983)  
Southern Women's History  
Stated Semester Course Is Offered

Time/Place of Class

Dr. Mildred Diane Gleason

Witherspoon 253  
479-968-0448, [mgleason@atu.edu](mailto:mgleason@atu.edu)  
Office Hours: (Stated For That  
Semester)

### I. CATALOGUE DESCRIPTION

This course presents a social history of the lives of women in the American South from approximately 1750 to the present. Specifically this course examines southern women's lifestyles as well as their economic, political, and family roles. This study includes, but is not limited to, the experiences of Arkansas women.

### II. REQUIRED TEXTBOOKS

Nancy Bercaw, Editor. *Gender and the Southern Body Politic*. Jackson, Mississippi: University Press of Mississippi, 2000.

Katharine Du Pre Lumpkin. *The Making of a Southerner*. Athens, Georgia: University of Georgia Press, 1991.

Anne Firor Scott. *The Southern Lady: From Pedestal to Politics, 1830-1930*. Charlottesville, Virginia: University Press of Virginia, 1995.

Deborah Gray White. *Ar'n't I A Woman?* New York: W. W. Norton and Company, 1995.

### III. COURSE JUSTIFICATION/RATIONALE

By offering a study in a specialized area of American History, this course affords the student an opportunity to expand his or her understanding of the complexity, variety of themes and issues, the role played by key personalities, and the interplay of socio-economic forces which have culminated in the history of women in the South. Therefore,

SEP 28 2009

this course allows for the study and development of a deeper and more sophisticated level of historical understanding of this part of the American experience.

#### IV. COURSE OBJECTIVES

The primary objectives of this course include:

- expanding and enhancing the student's knowledge of the scope of women's experiences in the South from approximately 1700 to the present;
- increasing student's awareness of the diversity and complexity of Southern women's history;
- expanding student's comprehension of the role played by race, class, and gender as agents of historical development;
- presenting Arkansas women as a part of the larger narrative of Southern Women's History; and,
- improving students' critical thinking, discussion, and writing skills.

#### V. COURSE ASSESSMENT

All students will be responsible for the following assignments.

In Class Oral Presentation	50 points
Six Papers – Reading Summaries (100 points each)	600 points
Six In Class Thematic Review Papers (25 points each)	150 points
Two Written and Oral Article Reviews (50 points each)	100 points

**OR**

One Written and Oral Book Review (100 points)	
Final Exam	100 points
<b>Total Points Possible (History 4983)</b>	<b>1,000 points</b>

One ten page research paper (History 5983)	200 points
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<b>Total Points Possible (History 5983)</b>	<b>1,200 points</b>
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**Grading Scale:**

100% - 90%	A
89% - 80%	B
79% - 70%	C
69% - 60%	D
59% - 0%	F

SEP 28 2009

All students will select six of the specified readings from the Syllabus and prepare a three to five page paper. This paper will offer a study of the major themes of the specified readings and will demonstrate how these relate to the larger themes of the course. Papers are due at the beginning of class on the date those readings will be discussed. Late papers will NOT be accepted for credit. Each of these Reading Summary Papers will be assessed at a value of 100 possible points.

In addition to the above requirement all students will write six short one to two page papers in class regarding that day's readings. These papers will articulate the themes of the readings in response to specific questions posed. Each of these In Class Thematic Review Papers will be assessed at a value of 25 possible points.

Also, all students will present an original three to five minute in class oral presentation. This presentation is designed to incorporate the student's individual and/or family history into the study. Further discussion of this requirement will be presented by the professor in class. This In Class Oral Presentation will be assessed at a value of 50 possible points.

All students will be responsible for selecting and reading two articles from scholarly journals OR one book from the supplied Bibliography and preparing a short two to three page summary of the work's thesis and key points. Additionally each student will present an in class oral review of these findings of three to five minutes in length. Discussion will follow. Each journal review will be assessed at a value of 50 possible points (30 points for the written portion and 20 points for the oral presentation). Each book review will be assessed at a value of 100 possible points (60 points for the written portion and 40 points for the oral presentation). The professor will discuss the details and present a style sheet for these reviews in class.

Students enrolled for graduate credit (History 5983) will also select a topic from the study, research, and prepare a ten page paper in accordance with University of Chicago style, with one inch margins on all four sides, and using a font of 12 or 14. This paper in addition to having ten pages of actual paper body will also include a title page, end note page(s), and a bibliography. Additional information for graduate students will be provided by the professor regarding this course requirement. The research paper will be assessed at a value of 200 possible points.

The Final Exam will be in essay form and will afford an opportunity for the student to address the recurring situations, problems, challenges, opportunities, and themes women have historically encountered in Southern History. The Final Exam should be considered comprehensive in scope and will be assessed at a value of 100 possible points.

It is essential that each student understand that this course can only learning power IF the student seriously reads all assigned readings and prepares for every class. Participation in class discussion of the assigned readings is essential for understanding the materials and learning from the course. While this course will incorporate some lecture materials, a great deal of this course will occur in seminar form.

SEP 28 2009

## VI. COURSE POLICIES

**ABSENCES:** The student's responsibility is to be in class every time class meets. The only exception is an excused absence due to participation in a University event. Documentation of this is required. All other absences will be considered unexcused and make-up work for the assignments missed will not be available. Furthermore, in this primarily seminar styled course it is absolutely essential that every student read thoroughly the assigned materials and prepare for class. Being present but mute is not an option in this course. Come to class prepared to discuss and participate, please.

**ACADEMIC MISCONDUCT:** University policy will be followed. At minimum, the student (as well as any students assisting in the incident) will be given an automatic "F" for the assignment and possibly an "F" for the entire course. Students are expected to do their own work in their own words and to work as individuals.

**CLASSROOM CONDUCT:** Students are expected to maintain certain standards of conduct and manners while in the classroom. These include being on time to class, staying for the entire class, not sleeping or eating in class, not creating a disruption to the classroom environment, turning off all cell phones and other electronic devices prior to entering class and not using them during class, not bringing children or others guests to class without prior professor's permission, bringing only screw top drink containers to class, and avoiding creating any disruption that compromises the learning environment of the classroom. Additionally it is expected that students treat everyone in the classroom with respect and that students listen respectfully to one another's ideas whether they agree with these are not. Also, it is expected that ALL students participate in classroom discussions of the readings to the best of their abilities. Students are expected to conduct themselves in a civil manner, engage in meaningful discourse, and respect the learning environment.

## VII. SYLLABUS\* \*\*

Note: This Syllabus is based on a Tuesday/Thursday class rotation. If the course is approved specific dates would, of course, replace the numbers used here.

- 1 Introduction to Course
- 2 1-28 Hall (B) Autobiography as Social Critique
- 3 29-61 Brown (B) The Dilemma of Colonial Masculinity
- 4 63-93 Edwards (B) Law, Domestic Violence and the Limits of Patriarchal Authority in the Antebellum South
- 5 95-129 McCurry (B) Political Obligation in the Civil War South
- 6 1-25 (W) Slavery and Gender Roles, An Introduction
- 7 27-61 (W) Jezebel and Mammy: The Mythology of Female Slavery
- 8 62-90 (W); In Class Paper # 1; The Nature of Female Slavery
- 9 91-118 (W); In Class Paper # 2; The Life Cycle of the Female Slave

SEP 28 2009

- 10 119-141 (W) The Female Slave Network
- 11 142-160 (W); In Class Paper # 3; Men, Women and Families in the Slave South
- 12 161-190 (W) From Slavery to Freedom
- 13 vii-46 (L) Bondage and Slavery: Race Relations in the Antebellum South
- 14 47-110 (L) The Life of the Uprooted
- 15 111-150 (L) The Lost Cause and Women's Participation
- 16 151-176 (L) Plantation Life in the Post Reconstruction Era
- 17 177-196 (L) Southern Women, 1912-1920
- 18 197-232 (L) Southern Women, 1920-1929
- 19 233-254 (L); In Class Paper # 4; Southern Women 1929-1968
- 20 131-160 Simon (B) The CCC, Political Transformation, and Women
- 21 ix-21 (S) The Antebellum Lady
- 22 22-44 (S) Southern Female Reality: Love, Marriage, Work, and Family Life
- 23 45-79 (S) Discontent Among Southern Women
- 24 80-104 (S) Civil War Effects on South Women
- 25 105-133 (S) Post Civil War Opportunities
- 26 134-163 (S) The Work of Southern Churches and Reform Groups
- 27 164-184 (S) The Right to Vote Fight
- 28 185-211 (S) Voting Women
- 29 212-232 (S); In Class Paper # 5; The New Women: 1920s and 1930s
- 30 239-288 (S) Retrospective on The Revisited Southern Lady
- 31 239-288 (S) Continued
- 32 161-198 MaClean (B); In Class Paper # 6; Race, Gender and Desegregation in Southern Textile Mills and Affirmative Action
- 33 Directed Library Research
- 34 Directed Library Research
- 35 Oral Article Reviews and Discussion; Written Reviews Due
- 36 Oral Article Reviews and Discussion; Written Reviews Due
- 37 Oral Article Reviews and Discussion; Written Reviews Due
- 38 Lecture: Women in the Arkansas Delta
- 39 Lecture: Economic Disparity and Its Effects on Arkansas Women
- 40 Lecture: Racial Disparity in Arkansas and Its Effects on Women; Graduate Research Papers Due
- 41 Lecture: Differences Between Arkansas Women in Urban and Rural Settings
- 42 In Class Presentations
- 43 In Class Presentations
- 44 In Class Presentations
- 45 Conclusion to Course: Review of Major Themes; Course Evaluation Administered; and Final Exam Discussed

FINAL EXAM – Date To Be Announced In Accordance With University's Exam Schedule

\*Professor reserves to the right to revise and alter this Syllabus as deemed necessary.



SEP 28 2009

\*\* (B) refers to Bercaw work. (L) refers to Lumpkin book. (S) refers to Scott book.  
(W) refers to White work.

### VIII. SELECTED BIBLIOGRAPHY

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SEP 28 2009

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- McNeilly, Donald P. *The Old South Frontier: Cotton Plantations and the Formation of Arkansas Society, 1819-1861*. 2000.
- Miles, Kay. *This Little Light of Mine: The Life of Fannie Lou Hamer*. 1993.
- Moneyhon, Carl H. *Arkansas and the New South, 1874-1929*. 1997.
- Moody, Anne. *Coming of Age in Mississippi*. 1968.
- Morgan, Elizabeth. *Uncertain Seasons*. 1994.
- Muhlenfeld, Elisabeth. *Mary Boykin Chesnut: A Biography*. 1981.

SEP 28 2009

Neverdon, Morton. *Afro-American Women of the South and the Advancement of the Race, 1895-1925*. 1989.

Rable, George C. *Civil Wars: Women and the Crisis of Southern Nationalism*. 1989.

Robinson, Jo Ann Gibson. *The Montgomery Boycott and the Women Who Started It*. 1987.

Sims, Anastatia. *The Power of Femininity in the New South*. 1994.

Tucker, Susan. *Telling Memories Among Southern Women: Domestic Workers and Their Employers in the Segregated South*. 1988.

Walker, Melissa. *Rural Southern Women, The Family Economy, and Economic Change*. 2001.

Whayne, Jeannie and Gatewood, Willard B., Eds. *The Arkansas Delta: Land of Paradox*. 1993.

Wiley, Bell. *Confederate Women*. 1975.

SEP 28 2009

**Arkansas Tech University  
REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee

DATE SUBMITTED: 22 September 2009

Title	Signature	Date
Person Initiating Proposal	<i>H. M. Van</i>	9-25-09
Department Head	<i>H. M. Van</i>	9-25-09
Dean	<i>Tom DeBlasi</i>	9-28-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammy Cheadle</i>	9/29/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: HIST	Course Number: 4293
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Historic Preservation	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010-2011	How frequently will course be offered? Every 2 years
Is this course repeatable? No How many times?	
Does this course require a fee? No How much? Type of fee?	

*app CC 10/29/09*  
*app FS 11/13/09*

SEP 28 2009

<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites:  HIST 2203 or permission of Department Head	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Catalog course description</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> <li>Course bibliography, reading list, and /or listing of other instructional media</li> </ol>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. NO	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. NO	
How does this proposal support the University Mission? The course supports the creation of a bachelor's degree in Public History, which furthers the university mission by providing Arkansans with the skills and concepts needed for a successful career in this growing field.	
What assessment information is being used to support this proposal? Because this course will be a required part of the new Public History major, course embedded artifacts will be used for the purposes of assessment for the major.	
How will the effect of the change be monitored?  See New Program Proposal for Public History	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.  See New Program Proposal for Public History	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.	

SEP 28 2009

**CATALOG DESCRIPTION:** Upper-level survey of historic preservation in the United States. Course examines the theory, philosophy, and methods of maintaining the culture of the past. An introduction to the wide range of ideas underpinning the practice of preservation is covered through readings, discussions, presentations, class projects and field trips.

Prerequisites: HIST 2203 or permission of department  
head  
per

SEP 28 2009

Arkansas Tech University  
Department of History and Political Science

**HIST 4293 – Historic Preservation**

**COURSE OVERVIEW**

This course is a senior-level course on historic preservation. The first part of the course develops the relation between historic preservation and the fields of museum studies and preservation law and planning, while the second half of the semester focuses on the history and process of historic preservation.

**COURSE OBJECTIVES**

1. To foster an understanding of how preservation works at the local, state, and national levels;
2. To create an awareness of the current and common social, political, and economic issues affecting preservation in the public realm;
3. Through assignments, to have students interact with the "real world" of preservation, such as physical (cultural) resources, text sources, community activities, and people;
4. To develop an understanding of the goals and methods for museum studies and preservation law and planning in relation to the broader field of historic preservation.

**COURSE REQUIREMENTS**

**Text and Readings:** Robert E. Stipe, editor. *A Richer Heritage: Preservation in the Twenty-First Century*. Chapel Hill and London: University of North Carolina Press, 2003. Additional readings for the course will be made available through Internet links or within the course's Blackboard webpage. The Blackboard webpage also will contain lecture outlines and assignment and test guidelines.

**Exams:** There will be two tests and a final examination. All three tests must be completed to pass the class.

**Writing Assignments:** While each of the course's three writing assignments will be addressed specifically in class and through guidelines, please review the following information for general guidelines pertaining to all the assignments. You are responsible for fulfilling these requirements and grade reductions will be applied for either partial or non-completion. As necessary, I strongly encourage students to discuss these assignments with me.

**ASSIGNMENT GUIDELINES:** All assignments are to be submitted at the beginning of the class period on the scheduled due date. Each assignment will be double-spaced with one-inch margins at the sides, top, and bottom of the page. Pages will be numbered. You do not need to include a separate bibliography

SEP 28 2009

for these assignments, but should provide citations for used sources. Please take note that the three assignments are out-of-class projects, requiring time and effort beyond the classroom, and in two instances, time off campus, in downtown Russellville. Please budget time for "fieldwork" and for drafting the paper's text.

No Late Papers Will be Accepted Without Penalty (One letter grade per day). All Class Assignments Must be Completed to Pass the Class. On Your Honor, Each Paper is Your Own Work. No Collaborative Work is Allowed.

**Grading Scale:** A: 94-100; A-: 90-93; B+: 87-89; B: 83-86; B-: 80-82; C+: 77-79; C: 73-76; C-: 70-72; D+: 67-69; D: 60-66; F: 0-59. Your final grade will be calculated as follows: Test 1: 15%; Test 2: 15%; Assignment 1: 15%; Assignment 2: 15%; Assignment 3: 15%; Final examination: 20%; Participation (5%).

**Assignment 1, Block Survey:** You will be provided a copy of a map for a Russellville city block, a document showing how the buildings in the block appeared at a certain date in the past. The overall goal of this project is to compare architecture and functions of the block in the past with those same aspects in the present. This assignment requires that you personally survey the same block and assess its buildings, landscape, and activities; and then compare and contrast the two time periods along these lines, noting reasons for the observed changes in a three-page paper. You will be provided access to other research materials, such as historic maps and photographs, to assist your analysis.

**Assignment 2, Architectural Oral History:** In this task you'll interpret a building's social use through oral history, that is, a personal interview. In a three-page paper you will discuss a building that you have never seen before, by having that building described by an older relative or friend, preferably the house (or apartment, mobile home, etc.) in which that person grew up as a child. The project's goal is not to simply gain an architectural description of the building, but to understand how it was used and by whom. Conducting a proper oral history (one in which you take notes, describe your relation to the interviewed person, and provide context for the building) is another project goal. Finally, you will assess how interpreting architecture through oral history differs from that of physical observation.

**Assignment 3, TBA**



## COURSE OUTLINE

### I. Introduction to Preservation

1. Introduction to class: overview of preservation whys and hows
2. Ideals, Players, and Structures (A Richer Heritage pp.1-20 and 23-34)
3. Background for First Assignment: Documentary Sources for Preservation Research

### II. The Development of Preservation: the Role of Museums

1. Case Study: Mount Vernon, Gender and Politics
2. The Society for the Preservation of New England Antiquities vs the Metropolitan Museum
3. Williamsburg and Greenfield Village: Preserving an Ideal America
4. The Uncertain Fate of America's House Museums

### III. Threats and Reactions: Theft, Urban Renewal, and Suburban Sprawl

1. Archaeology and the National Park Service, from the Antiquities Act to NAGPRA
2. Building Modern America: Urban Renewal and the Destruction of the Past
3. The Call to Arms: the National Historic Preservation Act of 1966 and its Impact
4. The Threat Continues: Suburban Sprawl

### IV. Preservation on the Ground

1. How it Works: the Federal Government and Section
2. How it Works: the Responsibilities of the State Historic Preservation Office(r)
3. Challenges and Controversies: Preservation Law and Public Policy
4. Archaeology: the Historic Preservation Stepchild?

### V. At the Heart of the Matter: Local Preservation

1. Case Study: Old Salem, a Community Effort
2. Planning and Historic Districts
3. Preservation in the Russellville Area
4. Restoration, Rehabilitation, Reconstruction
5. Background for Third Assignment

### VI. Preservation in a Broader Context

1. Preserving the Rural Landscape
2. Preserving the "Forgotten" Stories: Issues of Race and Ethnicity
3. Preserving Folklife and Intangible Culture
4. Perspectives on International Preservation

### VII. HISTORIC PRESERVATION

1. The history of Historic Preservation
2. Preservation's Ideals, Goals, and Fundamentals.

### VIII. FIELD-BASED RESEARCH METHODS

1. The Role of Survey in the Built Environment: Architectural Elements & Styles
2. Cultural Landscape (power of context); Survey Methods.
3. Research Sources: Public Documents and Maps.

SEP 28 2009

IX. HISTORIC PRESERVATION HISTORY & MUSEUM APPROACHES

1. Museum History & Patterns of Practice: Mount Vernon
2. History and House Museums: Methods, Goals, and Issues

X. THREAT & REACTIONS: LEGAL & GOVERNMENT-BASED RESPONSES AS HISTORIC PRESERVATION COMES OF AGE

1. "Gutting Urban America": Highways, HUD, Dams – and the Historic District as Initial Response
2. Preservation and Politics: Ethnicity, Class, & Racism
3. Legal Concepts and Precedents. The Federal Government gets Involved: Early Archaeology Laws
4. The National Historic Preservation Act of 1966: the National Register.
5. Section 106 & Cultural Resource Management Practices
6. Cultural Resource Management & American Archaeology
7. The Federal Preservation Program and the National Trust

XI. PRESERVATION AT THE LOCAL LEVEL: GOVERNMENT, PLANNING, NONPROFITS, & COMMUNITY INVOLVEMENT.

1. Local Preservation: Planning & the Historic District
2. Nonprofit Organizations in American Historic Preservation
3. Local Preservation & Restoration, Rehabilitation, and Reconstruction
4. Local Preservation and the Secretary of Interior Standards

XII. PRESERVATION BEYOND BUILDINGS & IN OTHER CONTEXTS.

1. Rural Preservation and Rural Landscapes, Historic Districts
2. Rural Preservation and Development: The Rural to Urban Continuum
3. Folklife & Intangible Culture
4. International and Global Preservation

**BIBLIOGRAPHY:**

- Fitch, James Marston. *Historic Preservation*, University of Virginia, Charlottesville, 1990.
- Garvey, Robert R., and Terry B. Morton. *The United States Government in Historic Preservation: A Brief History of the 1966 National Historic Preservation Act and Others*, National Trust for Historic Preservation, Washington D. C., 1973.
- Hosmer, Charles B. *Presence of the Past: A History of the Preservation Movement in the United States Before Williamsburg*, The Preservation Press, Washington D. C., 1974.
- National Trust for Historic Preservation and Colonial Williamsburg Foundation. *Historic Preservation Tomorrow*, University Press of Virginia, Charlottesville, 1967.
- Rains, Albert C., and Laurence C. Henderson. *With Heritage So Rich*, The Preservation Press, Washington D. C., 1966, 1983.
- Thurber, Pamela. *Controversies in Preservation: Understanding the Movement Today*, National Trust for Historic Preservation, Washington D. C., 1985.

SEP 28 2009

## Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

DATE SUBMITTED: 21 September 2009

Title	Signature	Date
Person Initiating Proposal	<i>H. M. Tom</i>	09/21/09
Department Head	<i>H. M. Tom</i>	09/21/09
Dean	<i>Tom DeBlau</i>	09/21/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yammy Keedes</i>	9/29/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: <b>HIST</b>	Course Number: <b>4823</b>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <b>Nationalism</b>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: <b>2010</b>	How frequently will course be offered? <b>Every 2 years</b>
Is this course repeatable? <b>NO</b> How many times?	
Does this course require a fee? <b>NO</b> How much? Type of fee?	

*app CC 18/29/09  
app FS 11/13/09*

SEP 28 2009

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: HIST 1503 and HIST 1513	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Catalog course description</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> <li>Course bibliography, reading list, and /or listing of other instructional media</li> </ol>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. No	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. No	
How does this proposal support the University Mission?  The course will contribute especially to Goal One in our strategic planning (Enhance the creation and delivery of first quality education services). For the last two centuries Nationalism played a large role in the modern world and there is no indication that, as a phenomenon, it is going away. Understanding nationalism means understanding how the modern world of nation states came about and why it functions in the way it does today. Cultural knowledge and understanding, brought about with this course, will improve the quality of our majors and tech students in general and increase their employment opportunities.	
What assessment information is being used to support this proposal?  Regular department's assessment activities indicated increased student interest in World History and the thematic approach envisioned by this course. Furthermore, assessment tests indicated the world history area as one of the weaker points of our graduates.	
How will the effect of the change be monitored?  Regularly scheduled department's assessment activities, especially our surveys and assessment exams.	

SEP 28 2009

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

Our department has already a strong curriculum in European and US history, but the course offerings in the area of World History are still being developed. This course will considerably strengthen the offering in World History, while also adding an area of European history that has not been previously covered. This course, as an upper level elective will enhance the opportunities for all Tech students who look for courses in international and world cultures. Also, most of our department's courses are structured chronologically. Courses that cover larger themes in history, such as this one, are missing and needed.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

SEP 28 2009

## Arkansas Tech University Nationalism

**Instructor:** Dr. Alexander Mirkovic  
Assistant Professor of History  
Witherspoon 255  
(479)-968-0455  
amirkovic@atu.edu

**Office Hours:**

M, W, F, 12-1pm and 2:30-4:30pm, T, R 11am-1pm and by appointment

**Course Description:**

The course looks at the development of the idea of nation in European and World history in the last two centuries. By using historical examples the course will introduce the students to the current theoretical debate on ethnicity and nationalism. The special attention will be placed on the relationship between state power and the nation. The course will look at ethnicity in history before and after the emergence of effective means of communication, such as the printing press, radio, and television. It will also look at the role culture plays in the formation of national consciousness and how the past was used and abused to drum-up political support.

*Prerequisites: HIST 1503 and 1513.*

**Course Objectives:**

- To introduce the students to when and how the concept of nationhood came about in European history, to briefly outline its development, paying special attention on the birth of the nation state during the Late Medieval and Early Modern Period and the transformation of the nation state during the industrial revolution
- To look at how state and social structures affect the mentality of people and influence where their loyalties are. To look at this process through history.
- To make students aware of the idea of public memory, to make them examine what it means today and what it meant in the past, especially to underline the role of culture and politics in the formation of public memory
- To analyze the notion of invented tradition, those ideas and rituals that were "always a part of our culture", which were in fact not always a part of who we are/were.
- To emphasize the inter-dependence between political and social structures on the one hand and culture on the other
- To look at the attempts of modern men and women to recreate the past in order that it can fit contemporary political interests and point at the dangers of this exercise as well as to its popularity in political circles
- To emphasize the connection between the concept of the nation and political power. To show how was the concept used for good and bad in European history
- To examine the relationship between super-national systems of thought and ideologies, such as religion, communism or globalization, and the concept of a nation. How have Europeans dealt with the universal demands of a religion (theoretically valid for all men and women) and quite particular demands of a nation state
- To explain the political and theoretical divisions that exist today regarding nationalism and to introduce the student to main theories of ethnicity and nationalism.

SEP 28 2009

**Justification for the Course:**

Nationalism marked the last two centuries and created more enthusiasm and more resentment than any other political movement. We live in a world of nation states. It is essential for the student to understand the historical roots of national consciousness in order to be able to evaluate nationalist claims.

**Attendance:** Class attendance is mandatory. Please turn off your mobile phones and beepers. The sale of class notes and tapes is not permitted.

**Required Texts:**

1. Patrick J. Geary, *The Myth of Nations: The Medieval Origins of Europe* (Princeton: Princeton University Press, 2003) ISBN: 0691114811
2. Anthony W. Marx, *Faith in Nation: Exclusionary Origins of Nationalism* (Oxford: Oxford University Press, 2003) ISBN: 0195154827
3. Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, paperback, Verso Books; ISBN: 0860915468; Revised edition (July 1991).
4. Terence Ranger, *The Invention of Tradition*. Paperback, Cambridge University Press; ISBN: 0521437733; Reprint edition (September 1992)
5. Daniel Kevles, *In the Name of Eugenics: Genetics and the Uses of Human Heredity* (Cambridge, MA: Harvard University Press, 1998) ISBN: 0674445570
6. Timothy Judah, *The Serbs: History, Myth and the Destruction of Yugoslavia* (New Haven and London: Yale University Press, 2000), ISBN: 0300085079

**Assessment:**

Final Exam 12.5%  
Book Reviews 75%  
Class participation 12.5%

I will use plus-minus grading system distributed the following way:

93-100=A 73-76=C	90-93=A- 70-72=C-	87-89=B+ 67-69=D+	83-86=B 63-67=D	80-82=B- 60-62=D-
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Incompletes shall not be granted in this class except in extraordinary exceptional circumstances. Students cannot take this class on the pass/fail basis.

**Examinations:** There will be one final exam to be written in a blue book. There might be an occasional multiple-choice test during the semester, just to check whether or not you were reading your assignments carefully. Except in the rarest of circumstances no make-up exams will be given and excuses for missing one of the exams will not be accepted.

**Book Reviews:** All students will be expected to complete six book reviews each about 2-3 pages long. Your critique will come after the discussion of the book and your paper should emphasize one point in the book that you either agree or disagree with. Focus on that point and pursue the critique further. Please have in mind that we already know what the book is about. No need to repeat and summarize again. Make sure that you have a clear thesis. My recommendation is that you write at least two drafts for these papers. The one immediately after you have finished reading, the other at least a few days later. Late papers will be subject to a substantial reduction of grade.

Students should be aware that plagiarism, or any other kind of academic dishonesty, is a serious offense and can result in penalties, including failure in the course and dismissal from the University. All work in this course must be your own. Student papers will be checked to determine whether or not a whole or a part has been copied from the internet. Such an offence shall be considered plagiarism.

SEP 28 2009

## Class Outline and Assignments

- **Week 1 (January 9) – Introduction: What is a nation, ethnicity?**

Definition of main terms, nation, ethnicity, state, culture, language, region, religion

- **Week 2 (January 16) – European Feudalism and the Rise of National Monarchies**

Read Geary, *The Myth of Nations* first part

All nations must have history, but how accurate that history is? Were the nations always around or some other forms of loyalty dominated?

Video: Life in the Anglo-Saxon and Norman village

- **Week 3 (January 23) – Medieval “Nations”**

Read Geary, *The Myth of Nations* second part

- **Week 4 (January 30) – Was There a Time When There Were No Nations?**

Read Anderson, *Imagined Communities* first part

Video: Interview with Benedict Anderson

- **Week 5 (February 6) – How Nations Came into Existence?**

Read Anderson, *Imagined Communities* second part

- **Week 6 (February 13) – Renaissance and Reformation State**

Read Marx, *Faith in Nation* first part

Video: Simon Schama, History of Britain, Burning Convictions (Henry VIII).

- **Week 7 (February 20) – Renaissance and Reformation State**

Read Marx, *Faith in Nation* second part

Elections in Georgian Britain – Black Adder Video how the society looked like when just a few percent of the population had a right to vote.

- **Week 8 (February 27) – Review of the Ancient Regime – The Old Europe**

Video: Napoleon, PBS 1<sup>st</sup> part – the youth of Napoleon.

- **Week 9 (March 5) – Nation as an Invented Tradition**

Read Ranger, *The Invention of Tradition* first part

- **Week 10 (March 12) – Spring Break**

No Classes!

- **Week 11 (March 19) – (Classical) Liberals and Conservatives: Nation as an Invented Tradition**

Read Ranger, *The Invention of Tradition* second part



SEP 28 2009

Video: Films for the Humanities and Sciences: The Europeans – The Nationalists

- **Week 12 (March 26) – Nationalism, Racism, Imperialism**

Read Kelves, *Eugenics*

Video: Leaders of the 20<sup>th</sup> Century: Hitler (2 parts) – Learning Corporation of America

- **Week 13 (April 2) – Eugenics, Social Engineering, Totalitarianism**

Read Kelves, *Eugenics*

Video: Death Camps – CAI video production. This is a video ordered by general Eisenhower, few days after the liberation of the camps. Focus on the detail when the local Nazis were forcefully taken to see the dead and their denial that the camps ever existed.

- **Week 14 (April 9) – Nationalism and the Cold War**

Read Judah, *The Serbs*

Video: Stalin: The Red God – BBC Video published by Films for the Humanities and Sciences. Directed by Frederick Baker.

- **Week 15 – (April 16) – Communism, Internationalism, and Nationalism**

Read Judah, *The Serbs*

Video: PBS Fall of the Dictator

- **Week 16 – (April 23) – The End of Communism: Did Nationalism Win?**

Movie: *Children of the Revolution*

- **Exam Week (April 30)**

You final assignment will be several essay questions to be answered in a blue book. All the readings and videos presented in this class are a fair game.

SEP 28 2009

**Bibliography:**

- Gotz Aly, *Cleansing the Fatherland: Nazi Medicine and Racial Hygiene* (1994)
- Ernst Cassirer, *Myth of the State* (New Haven, CT: Yale University Press, 1961)
- Daniel J. Goldhagen, *Hitler's Willing Executioners: Ordinary Germans and the Holocaust* (Vintage, 1997)
- Adrian Hastings, *The Construction of Nationhood: Ethnicity, Religion and Nationalism* (Cambridge: Cambridge University Press, 1998)
- Eric Hobsbawm, *Nations and Nationalism Since 1780: Programme, Myth, Reality*, second revised edition (Cambridge: Cambridge University Press, 1993),
- John Hutchinson, *Nationalism: Oxford Reader* (Oxford: Oxford University Press, 1995)
- Michel Foucault, *Discipline and Punish: The Birth of the Prison* (reprint, New York: Vintage Books, 1995)
- Edwin Jones, *The English Nation: The Great Myth* (Thrupp, Gloucestershire: Sutton Publishing, 2000)
- Ian Kershaw, *The Hitler Myth: Image and Reality in the Third Reich* (Oxford: Oxford University Press, 2001)
- Josep R. Llobera, *The God of Modernity: The Development of Nationalism in Western Europe* (Berg European Studies Series, Berg Pub Ltd, 1994)
- Mark Mazower, *Dark Continent: Europe's Twentieth Century* (Vintage, 1999)
- Stanley G. Payne, *A History of Fascism 1919-1945* (Routledge 1996)
- Aviel Roshwald, *The Endurance of Nationalism* (Cambridge: Cambridge University Press, 2006)
- Eugene Weber, *Peasants into Frenchmen: The Modernization of Rural France, 1870-1914* (Stanford University Press, 1976)
- Eugene Weber, *The Varieties of Fascism* (Van Nostrand Co., 1964)

SEP 28 2009

## Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

DATE SUBMITTED: 18 September 2009

Title	Signature	Date
Person Initiating Proposal	<i>H. M. Funn</i>	9/18/2009
Department Head	<i>H. M. Funn</i>	9-18-09
Dean	<i>Tom DeBlack</i>	9-28-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yammy Rhodes</i>	9/29/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: POLS	Course Number: 3133
Cross-listed with Subject: None	Course Number: None
Official Title (Limited to 30 characters including spaces): United States Congress	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010	How frequently will course be offered? Every 2 years
Is this course repeatable? NO How many times?	
Does this course require a fee? NO How much? Type of fee?	

*app CC 10/29/09*  
*app FS 11/13/09*

SEP 28 2009

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: None	Co-requisites: None
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Catalog course description</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> <li>Course bibliography, reading list, and /or listing of other instructional media</li> </ol>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. <b>NO</b>	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. <b>NO</b>	
How does this proposal support the University Mission?  <i>The addition of the proposed course will result in the opportunity for expanded student learning. By reading and discussing established works in the field of political science, students will begin to comprehend and better appreciate the great amount of diversity and the intense complexity of the subject. This course will appeal to a broad segment of the student population. This course also nurtures scholastic development as it develops the critical thinking capacities of students, as well as provides in-depth knowledge of the U.S. Congress. Thus, this course is also beneficial for all U.S. citizens interested in life-long learning that develops their civic literacy.</i>	
What assessment information is being used to support this proposal?  <i>For the past several years, History and Political Science and Social Studies Education majors have expressed the desire to have additional upper-level courses in political science. This course proposal is partly in response to that demand. This course is also in keeping with the expanded teaching interest of the Departmental faculty. This course will meet the History/Political Science goal of providing students knowledge of a central institution—the U.S. Congress—in the American political system.</i>	
How will the effect of the change be monitored?  <i>Departmental Assessment Committee will monitor the changes via standard course assessment tools.</i>	

SEP 28 2009

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

**DEPARTMENTAL ASSESSMENT FOR PROPOSED NEW COURSE ON UNITED STATES CONGRESS:  
BENEFITS FOR THE HISTORY AND POLITICAL SCIENCE DEPARTMENT OF ADDING COURSE**

*Senior History/Political Science majors have been requesting more offerings in political science in the exit survey. This is a staple course of political science programs across the nation and will expand our current course offerings by splitting Congress and the Presidency into two separate courses.*

*Separating the current POLS 3113 (Congress and the Presidency) into two separate courses will benefit the Department and University in several ways, including the following: 1) the proposed course additions will expand and complement existing curriculum offering; 2) the proposed course addition will strengthen the Department's curriculum by creating the only course dealing specifically with Congress; 3) the proposed course addition will provide an additional curriculum step toward the implementation of a multi-faceted study in American politics; 4) the proposed course would not duplicate major areas of any existing courses and thus would not constitute a redundancy in departmental effort, time, money, or other faculty/departmental resources. In fact, it is anticipated to actually expand department enrollments; 5) the addition of the proposed course will result in the opportunity for expanded student learning. By reading and discussing established works in the field of congressional studies, students will begin to comprehend and better appreciate the intense complexity of the subject.*

*Therefore, a course on the United States Congress will strengthen the Department's offerings and its enrollment without adding any additional operating expense, it will not interfere with existing courses but rather will simply augment those studies, and it will afford opportunities for increased student learning and improved, more thorough preparation for future academic and professional work.*

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

N/A

SEP 28 2009

**COURSE DESCRIPTION:** Examination of the U.S. Congress in terms of its functions as both a lawmaking institution and a representative institution. Attention to the legislative process, congressional elections, party leadership, and executive-legislative relations.

SEP 28 2009

**The CONGRESS**  
 ARKANSAS TECH UNIVERSITY  
[www.atu.edu](http://www.atu.edu)




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INSTRUCTOR INFORMATION

Name: Donald M. Gooch  
 E-mail: [dgooch1@atu.edu](mailto:dgooch1@atu.edu)  
 Alt E-mail: [GOOCH1701@hotmail.com](mailto:GOOCH1701@hotmail.com)  
 Office: Witherspoon 257  
 Office Hours: M 1pm – 5pm, W 1pm – 5pm, T& TR 10am – 11am  
 Web Address: [www.donaldgooch.com](http://www.donaldgooch.com)

COURSE INFORMATION

Course Title: THE CONGRESS

Section:

POLS 2003

Prerequisites: None

Semester Credit Hours: 3



**COURSE DESCRIPTION:** This course focuses on the United States Congress ... a unique, important, oft vilified, and usually mis-understood institution.

**Class Meeting Days & Times:** MWF 11:00pm – 11:50pm

**Room:** Witherspoon 273

REQUIRED TEXTS

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Dodd, Lawrence C. and Bruce I. Oppenheimer. 2005. *Congress Reconsidered*. Washington: CQ Press. 8<sup>th</sup> edition.

Mayhew, David R. 1974. *Congress: The Electoral Connection*. New Haven: Yale University Press.

Sinclair, Barbara. 2000. *Unorthodox Lawmaking: New Legislative Processes in the U.S. Congress*. Washington: CQ Press. 3<sup>rd</sup> edition.

Cox, Gary W. and Matthew D. McCubbins. 1993. *Legislative Leviathan: Party*

SEP 28 2009

*Government in the House.* Los Angeles: University of California Press.

Fiorina, Morris P. 1989. *Congress: Keystone of the Washington Establishment.* New Haven: Yale University Press.

### **COURSE OBJECTIVES:**

In attempting to understand why the modern Congress acts (or, often, fails to act) as it does, we will explore a series of related topics. After taking an overview of the contemporary institution and placing it in both theoretical and historical context, we will examine the dynamics and implications of congressional elections, internal congressional organization and operations (focusing on committees and party leaders), congressional policy making, the implications of bicameralism, and the interaction of the Congress with other national political actors and institutions. You should end the semester with both a better understanding of and appreciation for this uniquely American legislature.

- This course satisfies ATU requirements as an upper-level elective for a history and political science major, a history education major, or a political science minor.
- This course will contribute to students gaining an immersion in American political and economic systems, political processes, and foreign relations practices. In addition, students will gain an understanding of American political institutions, as well as mass and elite political behavior.
- Students will develop skills as critical thinkers, the ability to analyze and process information, as well as draw reasoned conclusions based on the subject-matter information presented in the course and present those conclusions in an organized and effective manner.

### **EVALUATION**

- 1) EXAMS (40%): There will be 2 exams, a midterm and a final. The final is comprehensive.
  - a. MIDTERM (20%)
  - b. FINAL (20%)
- 2) QUIZZES (15%): We will have regular quizzes on the weekly material taken through blackboard. While there will not be a quiz every week, you should prepare each week as if there will be.
- 3) ESSAY (20%):
- 4) COMMITTEE SIMULATION (25%) (details TBA)



SEP 28 2009

**COURSE DESCRIPTION:**

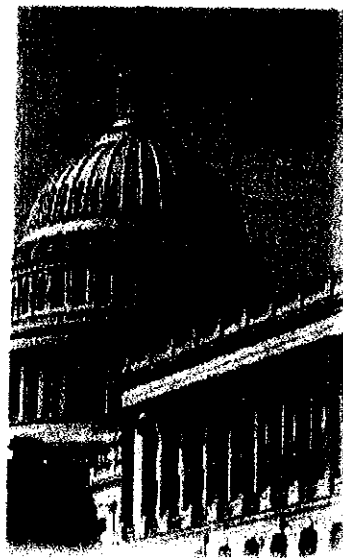
Unless otherwise noted, the quizzes will be made available on Friday; you will be responsible for all course materials covered that week (in readings, in lectures, in discussions). You must complete the quiz in the time allotted. **NO QUIZ MAKUPS.** The quizzes are designed to give you an added incentive to stay current with the readings, to pay close attention in class, and to aid you in preparation for the examinations. I will drop your two lowest quiz grades before computing your quiz average. Missed quizzes will be graded as a 0 unless you have a valid (and documented) excuse; missed quizzes may not be made up. Each quiz will contain an extra credit question drawn from current events.

The essay assignment will address a topic assigned in class. It will be due by the beginning of class on Monday, November 14th (the assignment will be made, and posted on the Blackboard site, the previous week). Papers should be approximately five pages in length. They must be typed, double-spaced, and use reasonable (e.g., one inch) margins. Since you will be graded on both style and substance, you should pay close attention to matters of composition, and your papers should be free of grammatical, spelling, and punctuation errors. Papers submitted after the assigned deadline will be reduced one letter grade for each day (or partial day) they are late. (N.B. Things get lost. You are required to keep copies of your papers in case there is any question concerning whether or not an assignment has been turned in.)

The two examinations will consist primarily of essay and identification questions. The final will be comprehensive. The final will be held from during the FINAL EXAMS period. You must bring blank blue books for both examinations.

**WEIGHTING SCALE**

MIDTERM	100 points
FINAL	100 points
ESSAY	100 points
QUIZZ	80 points
COM. SIM	125 points



SEP 28 2009

**ADDITIONAL INFORMATION / INSTRUCTIONS**

Attendance IS MANDATORY. Beyond that, you will get much more out of this course (including, I would wager, a higher grade) if you attend class regularly, do the week's reading in advance of class, participate in class discussions, and pay attention to both the instructor and your classmates.

Since this class is being coordinated through Blackboard, you should check the class website regularly (*i.e.*, at least once a week) for announcements. You should feel free to use the discussion board feature in Blackboard to post any questions you may have about what we have covered in the course, or to make comments about course-related topics.

Turn off your cell phones and/or pagers *before* class begins. Do not come to my class late. Do not leave my class early unless you have discussed with me a valid reason for your departure prior to class.

**ACADEMIC HONESTY:**

Few things make me as unhappy as does cheating. Don't cheat. If you cheat and get caught, you risk an F in the class and might even get tossed out of the University. Collusion, as among Major League Baseball owners, is forbidden. Do your own work. Academic misconduct — defined as appropriating the words, ideas, or work of others and using them as your own through cheating or plagiarism — is something that I will not tolerate. I will prosecute cases of suspected academic misconduct to the fullest extent of University policy, and that can mean expulsion from the University.

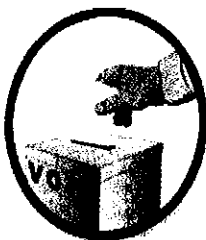
**AMERICANS WITH DISABILITIES ACT:**

If you have particular needs that must be met to complete this course successfully, please see me. Every reasonable effort will be made to accommodate you.

**STUDENT CONDUCT:**

Students must conduct themselves so other students are not distracted from the pursuit of learning. Discourteous or unseemly behavior will not be tolerated. Faculty members, staff and other students are to be treated with courtesy and respect. If unacceptable behavior occurs, the student may be asked to leave the classroom and may be subject to disciplinary action up to and including being dropped from the class with a grade of "F."

SEP 28 2009



SCHEDULE OF ACTIVITES ASSIGNMENTS / EXAMINATIONS

- Week 1 — Administrivia and Introduction  
Themes: Theoretical background  
Readings: Dodd and Oppenheimer, pp. 23-75
- Week 2 — Introduction, continued  
Themes: Historical overview  
The “two Congresses”  
Readings: HANDOUT  
**N.B.: First quiz given at end of class on Friday, August 31<sup>st</sup>.**
- Week 3 — Congressional Elections I  
Themes: Social and political contexts  
Recruitment and emergence  
Readings: Dodd and Oppenheimer, pp. 77-134  
**N.B. No class on Monday, September 3<sup>rd</sup> – Labor Day Holiday.**
- Week 4 — Congressional Elections II  
Themes: Campaigns, voters, and “mother’s milk”  
Readings: Dodd and Oppenheimer, pp. 77-134
- Week 5 — Congressional Elections III  
Themes: Local politics, national pulses  
Readings: Dodd and Oppenheimer, pp. 135-157
- Week 6 — Electoral Connection I  
Themes: Electoral politics and representative government  
Individual rewards v. collective responsibilities  
Readings: Mayhew, all
- Week 7 — Electoral Connection II  
Themes: Mayhew revisited  
Readings: Dodd and Oppenheimer, pp. 159-179
- Week 8 — Inside Congress I  
Themes: Committees and subcommittees in Congress  
Readings: Dodd and Oppenheimer, pp. 249-295; Cox & McCubbins 1-79

SEP 28 2009

**Week 9 — Midterm Examination**

Monday: Catch-up

Wednesday: Review

**Friday: Midterm Examination (bring blue books)****N. B.: No quiz during week 9.****Week 10 — Inside Congress II**

Themes: Parties in Congress

Congressional leadership

Readings: Dodd and Oppenheimer, pp. 181-248; Cox &amp; McCubbins 83-228

**Week 11 — Dance of Legislation I**

Themes: How a bill become a law ... in theory

Readings: HANDOUT

**N. B.: Essay assignment posted on blackboard by Monday, October 29<sup>th</sup>.****Week 12 — Dance of Legislation II**

Themes: How a bill becomes a law ... in practice

Readings: Sinclair, all

Class: COMMITTEE SIMULATION

**N. B.: Essay assignment due at beginning of class on Monday, November 5<sup>th</sup>.****Week 13 — Congress in the Political System I**Themes: Congress and organized interests  
Influence or access

Readings: HANDOUT

Class: COMMITTEE SIMULATION

**Week 14 — No class — Thanksgiving Recess****Week 15 — Congress in the Political System II**

Themes: Congress and bureaucracy

Readings: Fiorina, all

Class: COMMITTEE SIMULATION

**Week 16 — Congress in the Political System III**

Themes: Congress, presidents, and the presidency

Readings: Dodd and Oppenheimer, pp. 319-393

Class: COMMITTEE SIMULATION

**Final Examination — FINAL EXAMS PERIOD. (bring blue books)****THIS IS A PRELIMINARY SCHEDULE ONLY. THE INSTRUCTOR RESERVES  
THE RIGHT TO MAKE CHANGES TO THIS SCHEDULE AS NEEDED.**

SEP 28 2009

## Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal	<i>H. M. Fu</i>	9/18/2009
Department Head	<i>H. M. Fu</i>	9-23-09
Dean	<i>Tom DeBlau</i>	9-28-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammye Rhodes</i>	9/29/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: <b>POLS</b>	Course Number: <b>3143</b>
Cross-listed with Subject: <b>None</b>	Course Number: <b>None</b>
Official Title (Limited to 30 characters including spaces): <b>The United States Presidency</b>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: <b>2010-2011</b>	How frequently will course be offered? <b>Every 2 Years</b>
Is this course repeatable? <b>NO</b> How many times?	
Does this course require a fee? <b>NO</b>	How much? Type of fee?

*app CC 10/29/09*  
*app FS 11/13/09*

SEP 28 2009

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: <b>None</b>	Co-requisites: <b>None</b>
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (if other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Catalog course description</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> <li>Course bibliography, reading list, and /or listing of other instructional media</li> </ol>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.	
<b>NO</b>	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.	
<b>NO</b>	
How does this proposal support the University Mission? <i>The addition of the proposed course will result in the opportunity for expanded student learning. By reading and discussing established works in the field of political science, students will begin to comprehend and better appreciate the great amount of diversity and the intense complexity of the subject. This course will appeal to a broad segment of the student population. This course also nurtures scholastic development as it develops the critical thinking capacities of students, as well as provides in-depth knowledge of the U.S. Presidency. Thus, this course is also beneficial for all U.S. citizens interested in life-long learning that develops their civic literacy.</i>	
What assessment information is being used to support this proposal? <i>For the past several years, History and Political Science and Social Studies Education majors have expressed the desire to have additional upper-level courses in political science. This course proposal is partly in response to that demand. This course is also in keeping with the expanded teaching interest of the Departmental faculty. This course will meet the History/Political Science goal of providing students knowledge of a central institution—the U.S. Presidency—in the American political system.</i>	
How will the effect of the change be monitored? <i>Departmental Assessment Committee will monitor the changes via standard course assessment tools.</i>	

SEP 28 2009

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

**DEPARTMENTAL ASSESSMENT FOR PROPOSED NEW COURSE ON UNITED STATES PRESIDENCY:  
BENEFITS FOR THE HISTORY AND POLITICAL SCIENCE DEPARTMENT OF ADDING COURSE**

*Senior History/Political Science majors have been requesting more offerings in political science in the exit survey. This is a staple course of political science programs across the nation and will expand our current course offerings by splitting Congress and the Presidency into two separate courses.*

*Separating the current POLS 3113 (Congress and the Presidency) into two separate courses will benefit the Department and University in several ways, including the following: 1) the proposed course additions will expand and complement existing curriculum offering; 2) the proposed course addition will strengthen the Department's curriculum by creating the only course dealing specifically with the Presidency; 3) the proposed course addition will provide an additional curriculum step toward the implementation of a multi-faceted study in American politics; 4) the proposed course would not duplicate major areas of any existing courses and thus would not constitute a redundancy in departmental effort, time, money, or other faculty/departmental resources. In fact, it is anticipated to actually expand department enrollments; 5) the addition of the proposed course will result in the opportunity for expanded student learning. By reading and discussing established works in the field of presidential studies, students will begin to comprehend and better appreciate the intense complexity of the subject.*

*Therefore, a course on the United States Presidency will strengthen the Department's offerings and its enrollment without adding any additional operating expense, it will not interfere with existing courses but rather will simply augment those studies, and it will afford opportunities for increased student learning and improved, more thorough preparation for future academic and professional work.*

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

N/A

SEP 28 2009

**CATALOG DESCRIPTION:** Analysis of the role of the presidency in the American political system. Topics include the theoretical and constitutional foundations of the president, the growth of the presidency as an institution, the evolving constitutional, political, and environmental restraints to presidential action, presidential leadership, and historical trends in the relationship between the presidency and the legislative and judicial branches of government.



SEP 28 2009

**The Presidency**

Dr. Michael Rogers  
Assistant Professor of Political Science  
Social Science & Philosophy Department  
Office: Witherspoon 267  
Office Phone: 356-2009

Class: M/W/F 10-10:50 AM  
Witherspoon 241  
Office Hours: M/W/F 11-Noon  
M/W 1-2; T/R 10-11 AM & 2:30-4  
E-mail: [mrogers6@atu.edu](mailto:mrogers6@atu.edu)

**Course Catalog**

A directed seminar in an area of the social sciences. The specific focus will depend upon research underway, community or student need, and the unique educational opportunity available. This course may be repeated for credit if course content differs.

**Course Description**

In this seminar, students explore the American presidency from a variety of facets. First, the theoretical and constitutional foundations of the president are examined. Then, students examine the growth of the presidency as an institution over time, as well as the evolving constitutional, political, and environmental restraints to presidential action that have developed within the American political system. Finally, students will engage scholarship that relies on using past presidents to construct models for evaluating presidential leadership.

**Course Goals**

- a) To provide an in-depth knowledge of the American presidency as an institution.
- b) To develop the student's skills as critical thinkers. By the end of this course, students should be able to:
  - 1) articulate what are the qualities and skills necessary to leadership and
  - 2) to use this criteria to critically evaluate a current or past political leader.
- c) Academically, this course:
  - 1) meets an upper level elective requirement for a history/political science or social studies education major.
  - 2) meets an elective requirement for a political science minor.

**Required Readings**

- 1) Milkis, Sidney & Michael Nelson. *The American Presidency: Origins and Development, 1776-2007* (5<sup>th</sup> Edition). CQ Press, 2007.
- 2) Pfiffner, James & Roger Davidson. *Understanding the Presidency*. Longman, 2008.
- 3) Neustadt, Richard. *Presidential Power and the Modern Presidents: The Politics of Leadership from Roosevelt to Reagan*. Free Press, 1990.

**Recommended Readings**

- 1) Nelson, Michael (Editor). *The Evolving Presidency: Landmark Documents, 1787-2008*. CQ Press, 2008.
- 2) Barber, James. *The Presidential Character: Predicting Performance in the White House*. Prentice Hall, 1992.

SEP 28 2009

- 3) Skowronek, Stephen. *The Politics Presidents Make: Leadership from John Adams to Bill Clinton*. Belknap Press, 1997.
- 4) Skowronek, Stephen. *Presidential Leadership in Political Time: Reprise and Reappraisal*. University Press of Kansas, 2008.
- 5) Rockman, Bert. *The Leadership Question: The Presidency and the American System*. Praeger, publishers, 1985.
- 6) Rockman, Bert & Richard Waterman (Editors). *Presidential Leadership: The Vortex of Power*. Oxford University Press, 2007.

### Course Requirements

- 1) **Attendance (15%)**: Politics depends on involvement and participation. Therefore, every student is expected to attend class. 15% of the student's grade is based on attendance. Students are allowed 4 unexcused absences. Any additional absences without a documented excuse will result in a deduction of the student's attendance grade.
- 2) **Participation (20%)**: Every class is built on critical evaluation and debated of the readings. Therefore, daily participation in class discussions is required of every student. Failure to participate at least once a day will result in a reduction of the student's participation grade.
- 3) **Class Leader (15%)**: Throughout the semester, each student will be assigned responsibility to lead discussion for a class. The student is meet with the professor before the assigned class to go over 4-5 questions the student intends to use to drive discussion. Students are encouraged to use whatever tools (powerpoints, handouts, etc.) needed to assist in leading the discussion and class.
- 4) **Research Paper (30%)**: Each student is to choose a president to do an in-depth research paper on applying course concepts and expectations. The paper is to be 12-15 pp., Times New Roman font, and double-spaced with a title page, citations throughout the body of the paper, and a works cited page. The culmination of this research paper will be a class presentation during finals week.
- 5) **Quizzes (20%)**: Pop quizzes will be given throughout the semester to ensure students are reading the assigned material. The student will be allowed to drop one quiz.

### Grading Scale

Arkansas Tech University uses the four-point system of computing grade points:

A	4	(90-100)
B	3	(80-89)
C	2	(70-79)
D	1	(60-69)
F	0	(0-59)

### STUDENT ACADEMIC CONDUCT

Arkansas Tech University requires certain standards of academic integrity and conduct from all students. Arkansas Tech University expects an academic atmosphere to be maintained in all classes. This atmosphere is created by both the professor and the class to enable all students enrolled to reach their academic potential. Students are expected to attend class, conduct themselves in a non-disruptive manner in class, and refrain from cheating, plagiarism, or other unfair and dishonest practices. Students should also realize that the classroom is under the

SEP 28 2009

control of the professor. For explanations of academic dishonesty and academic misconduct, see the "Student Handbook," p. 11 (<http://stuserv.atu.edu/files/currenthandbook.pdf>).

### **Student Academic Conduct Policy**

Behavior in violation of the Student Academic Conduct Policy will be dealt with by the professor. In the area of academic dishonesty, the penalty is failure of the assignment for a first-time offense to failure of the course for 2 or more offenses. For academic misconduct, penalties include but are not excluded to expulsion from the class to penalization of the student's grade.

### **Cell Phone Policy**

Student cell phones *will be off* during class time unless prior arrangement is made with the instructor. Students violating this policy are subject to the penalties for academic misconduct penalties discussed in the previous section.

### **Makeup Work Policy**

If student needs to make up an assignment (quiz, exam, paper, etc.) due to an emergency, illness, or school function (sports competition, academic function, etc.), the student has the following responsibilities.

- 1) It is the student's responsibility to notify the professor in advance of the class (if possible) or immediately following the class of the reason for missing class and not completing the assigned work.
- 2) The student is responsible for providing documentation in order to be eligible to makeup the missed work.
- 3) The student is responsible for scheduling a time to makeup the work with the professor. The assignment must be made-up within a week of the original due date of the assignment.

*If the student fails to comply with any or all of these responsibilities, the student will receive an F (0) for the missed assignment.*

### **DISABILITY SERVICES**

Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals who are disabled. Students with disabilities attending TECH will be integrated as completely as possible into the University community. TECH does not offer a specialized curriculum for students with disabilities nor does it assume the role of a rehabilitation center, but does assume responsibility for modifying campus facilities and procedures to accommodate individual needs where feasible.

Services include consideration of classroom and building accessibility, planning for adequate travel time between classes, arranging for interpreters, note-taking assistance, alternative testing, and similar types of accommodations. Per individual needs, students who may require academic support are encouraged to utilize tutoring and study skills assistance available to all students through the individual departmental labs. Students must register their disabilities with the director for Disability Services two weeks prior to enrollment each semester to discuss any special arrangements that may be needed.

SEP 28 2009

**STUDENT RIGHTS**

If a student feels unfairly treated in regard to grades, grading, or treatment by the professor or other students within the classroom, the student should address these concerns in the following manner.

**Informal Process**

1. Make an appointment to speak with the professor of the class to discuss the problem. Students must begin with the professor of the class, as many problems can be worked out satisfactorily with a simple discussion.
2. If the student is still dissatisfied after discussing his or her problem with the professor of the class, an appointment should be made with the head of the department in which the course is taught. The department head will seek satisfactory resolution of the problem with both the student and professor.
3. If the student is still dissatisfied, an appointment should be made with the dean of the school. The dean will again seek resolution, and failing satisfactory resolution, will point out to the student the appropriate appeals process for the student's complaint.

**Formal Process**

1. If the student complaint involves an assigned grade, the student will follow the Appeal of Academic Grade procedure as outlined in the Student Handbook.
2. If the student wishes to pursue an appeal based on a grade associated with a charge of academic dishonesty further than the dean of the school, the student may file an appeal within three working days according to the outlined procedure for the Academic Appeals Committee.
3. Final appeals, whether informal or formal, will be passed by the dean of the school to the Vice President for Academic Affairs for final decision, if necessary.

**Course Outline****Section I: The Constitution & Founding**

Aug. 20	Introduction
Aug. 22	Constitution <i>Understanding the Presidency (UP)</i> , Section 1 (Readings 1 & 2) pp. 1-7 <b>[Handout]</b> <i>The Evolving Presidency</i> , Chapter 1 pp. 1-9
Aug. 25	Constitutional Convention <i>The American Presidency (AP)</i> , Chapter 1 Recommended: <i>AP</i> , Chapter 2
Aug. 27	Ratification: Anti-Federalist Critique Cato, Letters 4 & 5 <b>[Handout]</b> <i>The Evolving Presidency</i> , Chapter 2 pp. 10-14 <i>UP</i> , Section 1 (Reading 4) pp. 14-18
Aug. 29	Ratification: The Federalist Defense Hamilton, <i>Federalist Papers</i> Nos. 67-77 <a href="http://www.constitution.org/fed/federa00.htm">http://www.constitution.org/fed/federa00.htm</a>

SEP 28 2009

- Sept. 1      The Electoral College  
Hamilton, *Federalist Paper No. 68*  
*UP*, Section 1 (Reading 5) pp. 19-31
- Sept. 3      Constitutional Presidency  
*AP*, Chapter 3 pp. 69-78
- Sept. 5      Constitutional Presidency  
*AP*, Chapter 3 pp. 78-93

**[In future add or recommend Washington's Inaugural Addresses in future.]**

**Student submits top 3 choices for research project by midnight (e-mail or typed copy).**

**Section II: The Presidency in the 19<sup>th</sup> Century**

- Sept. 8      Jeffersonianism  
*AP*, Chapter 4 pp. 97-117
- Sept. 10     The Jacksonian Era  
*AP*, Chapter 5 pp. 121-133
- Sept. 12     The Jacksonian Era (continued)  
*AP*, Chapter 5 pp. 133-147
- Sept. 15     The Lincoln Presidency  
*AP*, Chapter 6 pp. 151-170  
*UP*, Chapter 2 (Reading 9) pp. 49-51
- Sept. 17     Reaction Against Presidential Power  
*AP*, Chapter 7 pp. 173-185
- Sept. 19     Reaction Against Presidential Power (continued)  
*AP*, Chapter 7 pp. 185-203.

**Section III: The Presidency in the 20<sup>th</sup> Century**

- Sept. 22     Theodore Roosevelt  
*AP*, Chapter 8 pp. 208-225  
*UP*, Section II (Reading 7) pp. 44-46
- Sept. 24     William Howard Taft  
*AP*, Chapter 8 pp. 226-233  
*UP*, Section II (Reading 6) pp. 35-44
- Sept. 26     Woodrow Wilson  
*AP*, Chapter 9 pp. 237-255  
*UP*, Section II (Reading 8) pp. 46-49
- Sept. 29     Conservative Republicanism  
*AP*, Chapter 10 pp. 258-277
- Oct. 1      The Modern Presidency- FDR  
*AP*, Chapter 11 pp. 280-298
- Oct. 3      *AP*, Chapter 11 pp. 298-317

**Student submits annotated bibliography of 10-12 resources, 6 of which are text-based.**

SEP 28 2009

- Oct. 6        The Personalized Presidency  
              *AP*, Chapter 12 pp. 323-340
- Oct. 8        *AP*, Chapter 12 pp. 340-360
- Oct. 10       Reagan  
              *AP*, Chapter 13 pp. 366-379 393
- Oct. 13       The Elder Bush  
              *AP*, Chapter 13 pp. 379-393
- Oct. 15       Bill Clinton  
              *AP*, Chapter 14 pp. 398-419
- Oct. 17       George H.W. Bush  
              *AP*, Chapter 15 pp. 423-441

#### Section IV: The Presidency in the 21<sup>st</sup> Century

- Oct. 20       Pres. Bush (continued)  
              *AP*, Chapter 15 pp. 441-447

#### Modeling Presidential Leadership

- Oct. 22       The Modern Presidency  
              *UP*, Section 2 (Readings 10 & 11) pp. 61-64  
              [Handout] Barber. *The Presidential Character*, pp. 1-11
- Oct. 24       Barber. *The Presidential Character*, pp. 12-47
- Oct. 27       The Personal Presidency  
              Neustadt. *Presidential Power & the Modern Presidents*, (Chapters 1-3) pp. 3-49.
- Oct. 29       Neustadt. (Chapter 4) pp. 50-72
- Oct. 31       Neustadt. (Chapter 5) pp. 73-90
- Nov. 3        Neustadt. (Chapter 6) pp. 91-127
- Nov. 5        Neustadt. (Chapter 7) pp. 128-151
- Nov. 7        Neustadt. (Chapter 8-9) pp. 152-1182
- Nov. 10       Neustadt. (Chapters 10) pp. 183-229
- Student outline of research paper with thesis statement do by midnight.**

#### Section V: The Presidency and the American Political System

##### Presidential Selection

- Nov. 12       *UP*, Section 3 (Reading 12) pp. 65-87
- Nov. 14       *UP*, Section 3 (Reading 13) pp. 88-110
- Nov. 17       *UP*, Section 3 (Readings 15-17) pp. 111-140
- ##### The Public Presidency
- Nov. 19       *UP*, Section 4 (Readings 19-20) pp. 167-189
- Nov. 21       *UP*, Section 4 (Readings 21-23) pp. 190-228

SEP 28 2009

**The Executive Office**

Nov. 24 *UP*, Section 5 (Readings 24-25) pp. 229-250  
Nov. 26-30 **No Classes—Thanksgiving Break!!!**

**Sections 5-9**

Dec. 1 Student selected readings  
Dec. 3 Student selected readings  
Dec. 5 Student selected readings

Dec. 8 Student selected readings

Dec. 10-16 **Student presentations and research papers due during final exam period.**

SEP 28 2009

**Arkansas Tech University  
REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee

DATE SUBMITTED: 16 September 2009

Title	Signature	Date
Person Initiating Proposal	<i>H. McTear</i>	9-16-09
Department Head	<i>H. McTear</i>	9-16-09
Dean	<i>Tom DeHart</i>	9-28-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammye Kwoch</i>	9/29/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: <b>GEOG</b>	Course Number: <b>2833</b>
Cross-listed with Subject:	Course Number:
Official Title <b><i>Introduction to Geographic Information Systems</i></b>	
Request to change: (check appropriate box) <input checked="" type="checkbox"/> Course Number <input checked="" type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input checked="" type="checkbox"/> Other: <b><i>This request is to change Course Number and Title for GEOG 4833. Course description and content remain unchanged.</i></b>	
Effective Catalog Year: <b>2010</b>	

*app CC 10/29/09  
app FS 11/13/09*



SEP 28 2009

<p>Course Name (Limited to 30 characters including spaces):  <b><i>Intro Geographic Info Systems</i></b></p>		
<p>Course Description:  <b><i>USE CURRENT DESCRIPTION</i></b></p>		
<p>Cross-list:  <input type="checkbox"/> Adding Cross-listing    <input type="checkbox"/> Changing Cross-listing    <input type="checkbox"/> Deleting Cross-listing                  If adding or changing cross-listing, indicate course subject and number _____</p>		
<p>Prerequisite/Co-requisite:  <b><i>COMS 2003 or permission of Department Head</i></b></p>		
<p>Grading    <input type="checkbox"/> Standard Letter    <input type="checkbox"/> P/F    <input type="checkbox"/> Other (If other, please specify below)</p>		
Fee:	How much?	Type of Fee?
<p><input type="checkbox"/> Elective    <input type="checkbox"/> Major    <input type="checkbox"/> Minor                  If major or minor course, you must complete the Request for Program Change form.</p>		
<p>Please provide a rationale for the change.  <b><i>The change in number is based upon discussions with GIS instructors in Physical Sciences, Emergency Management, and Biological Sciences departments at ATU.</i></b></p>		
<p>If this course will affect other departments a Departmental Support Form for each affected department must be attached.</p>		

SEP 28 2009

## Arkansas Tech University REQUEST FOR COURSE CHANGE

TO: Curriculum Committee

DATE SUBMITTED: 28 September 2009

Title	Signature	Date
Person Initiating Proposal	<i>H. M. Tom</i>	9/28/09
Department Head	<i>H. M. Tom</i>	9/28/09
Dean	<i>Tom DeBor</i>	9/28/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yammy Kinolis</i>	9/29/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: <b>HIST</b>	Course Number: <b>3043</b>
Cross-listed with Subject:	Course Number:
Official Title <b>Civil War and Reconstruction</b>	
Request to change: (check appropriate box)	
<input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input checked="" type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other:	
Effective Catalog Year: <b>2010</b>	

*app CC 10/29/09*  
*app FS 11/13/09*

SEP 28 2009

Course Name (Limited to 30 characters including spaces):		
Course Description:  <b>HIST 3043 Civil War and Reconstruction. The social, political, economic and intellectual backgrounds of the war; the military operations; analysis of Reconstruction. Prerequisite: HIST 2003 or permission of Department Head.</b>		
Cross-list: <input type="checkbox"/> Adding Cross-listing <input type="checkbox"/> Changing Cross-listing <input type="checkbox"/> Deleting Cross-listing If adding or changing cross-listing, indicate course subject and number _____		
Prerequisite/Co-requisite:  <b><i>HIST 2003 or permission of Department Head</i></b>		
Grading <input type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)		
Fee:	How much?	Type of Fee?
<input type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.		
Please provide a rationale for the change.  <b><i>Course assessment has determined that the students should have completed the appropriate U.S. survey course in order to fully understand and comprehend the course material.</i></b>		
If this course will affect other departments a Departmental Support Form for each affected department must be attached.		

SEP 28 2009

**Arkansas Tech University  
REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee

DATE SUBMITTED: 28 September 2009

Title	Signature	Date
Person Initiating Proposal	<i>H. M. Fin</i>	9/28/09
Department Head	<i>H. M. Fin</i>	9/28/09
Dean	<i>Tom DeBlack</i>	9/28/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammye Gooden</i>	9/29/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: <b>HIST</b>	Course Number: <b>3103</b>
Cross-listed with Subject:	Course Number:
Official Title <b>The Old South</b>	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input checked="" type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other:	
Effective Catalog Year: <b>2010</b>	

*appcc 10/29/09  
app FS 11/13/09*

SEP 28 2009

Course Name (limited to 30 characters including spaces):		
Course Description:  <b>HIST 3103 The Old South. A survey of the political, social, and economic development of the American South before the Civil War. Prerequisite: HIST 2003 or permission of Department Head.</b>		
Cross-list: <input type="checkbox"/> Adding Cross-listing <input type="checkbox"/> Changing Cross-listing <input type="checkbox"/> Deleting Cross-listing If adding or changing cross-listing, indicate course subject and number _____		
Prerequisite/Co-requisite:  <b><i>HIST 2003 or permission of Department Head</i></b>		
Grading <input type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)		
Fee:	How much?	Type of Fee?
<input type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.		
Please provide a rationale for the change.  <b><i>Course assessment has determined that the students should have completed the appropriate U.S. survey course in order to fully understand and comprehend the course material.</i></b>		
If this course will affect other departments a Departmental Support Form for each affected department must be attached.		

SEP 28 2009

**Arkansas Tech University  
REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee

DATE SUBMITTED: 28 September 2009

Title	Signature	Date
Person Initiating Proposal	<i>H. M. Fin</i>	9/28/09
Department Head	<i>H. M. Fin</i>	9/28/09
Dean	<i>Tom DeBlack</i>	9/28/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammis Wood</i>	9/29/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: <b>HIST</b>	Course Number: <b>3123</b>
Cross-listed with Subject:	Course Number:
Official Title <b>The New South</b>	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input checked="" type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other:	
Effective Catalog Year: <b>2010</b>	

*app CC 10/29/09  
app FS 11/13/09*

SEP 28 2009

Course Name (Limited to 30 characters including spaces):		
Course Description:  <b>HIST 3123 The New South. A survey of the political, social, and economic development of the American South from the end of the Civil War to the present. Prerequisite: HIST 2013 or permission of Department Head.</b>		
Cross-list: <input type="checkbox"/> Adding Cross-listing <input type="checkbox"/> Changing Cross-listing <input type="checkbox"/> Deleting Cross-listing If adding or changing cross-listing, indicate course subject and number _____		
Prerequisite/Co-requisite:  <b><i>HIST 2013 or permission of Department Head</i></b>		
Grading <input type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)		
Fee:	How much?	Type of Fee?
<input type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.		
Please provide a rationale for the change.  <b><i>Course assessment has determined that the students should have completed the appropriate U.S. survey course in order to fully understand and comprehend the course material.</i></b>		
If this course will affect other departments a Departmental Support Form for each affected department must be attached.		

SEP 28 2009

## Arkansas Tech University REQUEST FOR COURSE CHANGE

TO: Curriculum Committee

DATE SUBMITTED: 28 September 2009

Title	Signature	Date
Person Initiating Proposal	<i>H. Mr. [Signature]</i>	9/28/09
Department Head	<i>H. Mr. [Signature]</i>	9/28/09
Dean	<i>Tom DeBlack</i>	9/28/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy [Signature]</i>	9/29/09
Vice President for Academic Affairs	<i>John [Signature]</i>	

Course Subject: <b>HIST</b>	Course Number: <b>4033</b>
Cross-listed with Subject:	Course Number:
Official Title <b>The Frontier in American History</b>	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other:	
Effective Catalog Year: <b>2010</b>	

*app CC 10/29/09*  
*app FS 11/13/09*



SEP 28 2009

Course Name (Limited to 30 characters including spaces):		
Course Description:  <b>HIST 4033 The Frontier in American History. Study of the American frontier as a place, as a process, and as a state of mind influential in shaping institutions and attitudes during the expansion of this nation westward from Atlantic to Pacific. Prerequisite: HIST 2003 and HIST 2013, or permission of Department Head. May not be repeated for credit as HIST 5033 or equivalent.</b>		
Cross-list: <input type="checkbox"/> Adding Cross-listing <input type="checkbox"/> Changing Cross-listing <input type="checkbox"/> Deleting Cross-listing If adding or changing cross-listing, indicate course subject and number _____		
Prerequisite/Co-requisite:  <b><i>HIST 2003 and HIST 2013, or permission of Department Head</i></b>		
Grading <input type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)		
Fee:	How much?	Type of Fee?
<input type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.		
Please provide a rationale for the change.  <b><i>Course assessment has determined that the students should have completed the appropriate U.S. survey courses in order to fully understand and comprehend the course material.</i></b>		
If this course will affect other departments a Departmental Support Form for each affected department must be attached.		

SEP 28 2009

## Arkansas Tech University REQUEST FOR COURSE CHANGE

TO: Curriculum Committee

DATE SUBMITTED: 25 September 2009

Title	Signature	Date
Person Initiating Proposal	<i>A. M. Tom</i>	9-25-09
Department Head	<i>A. M. Tom</i>	9-25-09
Dean	<i>Tom DeBlasi</i>	9-28-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yammy Ruedis</i>	9/29/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: <b>HIST</b>	Course Number: <b>4971-6</b>
Cross-listed with Subject: <b>POLS</b>	Course Number: <b>4971-6</b>
Official Title <b>Internship</b>	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other:	
Effective Catalog Year: <b>2010</b>	

*app CC 10/29/09*  
*app FS 11/13/09*

SEP 28 2009

Course Name (Limited to 30 characters including spaces):

Internship

Course Description:

***Prerequisites: Junior or Senior standing, 2.75 grade point average, and consent of department head. A supervised placement in selected agency settings in student/ trainee status under professional guidance of both an agency supervisor and a faculty member. Emphasis will be on providing hands-on experience in research, editing, cultural management, public service, or some other area related to the discipline. Written report required and minimum of 100 clock hours of supervision required per credit hour. May be repeated for a maximum of 6 hours credit.***

Cross-list:

Adding Cross-listing     Changing Cross-listing     Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number \_\_\_\_\_

Prerequisite/Co-requisite:

***Prerequisites: Junior or Senior standing, 2.75 grade point average, and consent of department head.***

Grading     Standard Letter     P/F     Other (If other, please specify below)

Fee:                      How much?                      Type of Fee?

Elective                       Major                       Minor

If major or minor course, you must complete the Request for Program Change form.

Please provide a rationale for the change.

***The change in requirements is keeping the course in line with other Internships across campus, that is 100 clock hours per credit hour.***

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

SEP 28 2009

## Arkansas Tech University REQUEST FOR COURSE CHANGE

TO: Curriculum Committee

DATE SUBMITTED: 23 September 2009

Title	Signature	Date
Person Initiating Proposal	<i>H. Mr Tom</i>	9-23-09
Department Head	<i>H. Mr Tom</i>	9-23-09
Dean	<i>Tom DeBlack</i>	9-28-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yammye Luodes</i>	9/29/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: <b>HIST</b>	Course Number: <b>4963</b>
Cross-listed with Subject:	Course Number:
Official Title  <b>Senior Seminar</b>	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input checked="" type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: <b>2010</b>	

*appcc 10/29/09*  
*appFS 11/13/09*

SEP 28 2009

Course Name (Limited to 30 characters including spaces):		
Course Description:		
Cross-list: <input type="checkbox"/> Adding Cross-listing <input type="checkbox"/> Changing Cross-listing <input type="checkbox"/> Deleting Cross-listing If adding or changing cross-listing, indicate course subject and number _____		
Prerequisite/Co-requisite:  <b>HIST 1503, HIST 1513, HIST 2003, and HIST 2013</b>		
Grading <input type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)		
Fee:	How much?	Type of Fee?
<input type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.		
Please provide a rationale for the change.  <b>To formalize the requirements that majors must have completed these courses prior to taking HIST 4963.</b>		
If this course will affect other departments a Departmental Support Form for each affected department must be attached.		

SEP 28 2009

**Arkansas Tech University  
REQUEST FOR CHANGE IN PROGRAM  
Modification of Existing Major**

12-5-09

TO: Curriculum Committee

DATE SUBMITTED: 23 September 2009

Title	Signature	Date
Person Initiating Proposal	<i>H. M. Tom</i>	9-25-09
Department Head	<i>H. M. Tom</i>	9-25-09
Dean	<i>Tom DeHart</i>	9-28-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yammy Gaudes</i>	9/29/09
Vice President for Academic Affairs	<i>John White</i>	

<b>Program Title:</b>  <b>CURRENT: B.A. in History and Political Science</b> <b>PROPOSED: Separate Degrees –</b> B.A. in History B.A. in Political Science	<b>Effective Date:</b>  Fall 2010
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**Detail change in program:**

This proposal is to separate the current Bachelor of Arts Degree in History and Political Science into two different degrees, a bachelor's degree in history and a bachelor's degree in political science. The existing bachelor's degree in history and political science allows students to select history or political science courses dependent on their interests. Because the proposed degrees will consist of existing history and political science courses, the Arkansas Department of Higher Education considers this as a RECONFIGURATION OF EXISTING DEGREE PROGRAM (Separation of Degrees). As such, ADHE requires only a Letter of Notification that specifies the courses required for the proposed bachelor's degree in history as well as the required courses for the proposed bachelor's degree in political science.

The CIP and degree codes for the proposed degrees will be -- History CIP 54.0101, DC 1500 and Political Science CIP 45.1001, DC 1690.

*app CC 10/29/09*  
*app ES 11/13/09*

SEP 28 2009

Please provide a rationale for the change.

The Department of History and Political Science has a strong and viable degree program in history and political science. With the expansion of the Department and University, it has been determined that keeping them together is not best practices for either program. Our students would be far better served by creating a separate and unique political science degree. The primary reason for this split is because political science and history are two distinct disciplines with different foci, requirements, and interests. Typically, students self-select and specialize in either history or political science.

The two distinct majors would give students in-depth introduction to the major areas of political science (American Politics, Political Theory, International Relations, and Comparative Politics) and history (American, European, and World). It would also provide students with a sound methodological background, which is essential for both political science and history. Each program's majors would also be able to specialize in one of the aforementioned major areas of study, while receiving a solid foundation and background in the various subfields.

Dr. Micheal Tarver included direct questions about separating political science from history when conducting exit interviews with Senior Seminar students. During the 2008 – 2009 academic years, nineteen out of forty-four graduating students favored separating the History degree from the Political Science Degree. These results show that there is a student desire to separate these distinct degree programs.

Recently, the Department conducted an analysis of its degree audits in order to assess whether graduating students were more focused on history or political science. These degree audits examined all History and Political Science majors, as well as secondary-level Social Studies Education majors, who took Senior Seminar between 2004 and 2009. During that time, these majors were only required to take one upper-level political science class (in addition to American Government) in order to graduate. This first analysis considered students as a potential political science major if they took three or more upper-level classes in political science, which would be at least six credit hours more than the current degree requirement. During this six year span, there were ninety-nine students (38%) who graduated from the program with three or more political science classes. On average, these students took four upper-level political science courses, even though they were only required to take one.

The evidence referenced above provides compelling evidence that there is both an interest and the student numbers to create and sustain separate undergraduate degrees of political science and history.

What impact will the change have on staffing, on other programs and space allocation?

There is no anticipated impact on staffing or space allocation. The re-designed degrees will have some specified General Education courses, and the appropriate departments have been contacted, as noted below. The expectation is that the two degrees will add approximately 10-15 students per semester to several General Education courses.

SEP 28 2009

**While the long-term expectation is that the separate degrees will boost the number of majors, there is not an immediate demand that the Department is anticipating. As such, current staffing and resources should be sufficient for the two programs.**

**If this course will affect other departments a Departmental Support Form for each affected department must be attached.**

**See attached Department Support Forms from the Departments of Accounting and Economics; Behavioral Sciences; Foreign Languages and International Studies; and Speech, Theater, and Journalism.**



SEP 28 2009

## Bachelor of Arts Degree in History

Fall Freshman (16 Hours)	Spring Freshman (16 Hours)
ENGL 1013 <sup>1</sup> [Gen Ed] HIST 1503 [Gen Ed] Fine Arts Gen Ed <sup>2</sup> [Gen Ed] Mathematics Gen Ed <sup>3</sup> [Gen Ed] BIOL 1014 <sup>4</sup> [Gen Ed]	ENGL 1023 <sup>5</sup> [Gen Ed] HIST 1513 [Gen Ed] POLS 2003 [Gen Ed] PHSC 1013 <sup>6</sup> [Gen Ed] PHSC 1021 <sup>7</sup> [Gen Ed] Electives <sup>8</sup> (3 hours)
Fall Sophomore (15 Hours)	Spring Sophomore (16 hours)
HIST 2003 ANTH 2003 or SOC 1003 ECON 2003 [Gen Ed] Humanities <sup>9</sup> [Gen Ed] GEOG 2013	HIST 2013 HIST 2513 PE Activity [Gen Ed] Electives <sup>10</sup> (9 hours)
Fall Junior (15 Hours)	Spring Junior (16 hours)
HIST 3000/4000 Level Elective <sup>11</sup> 3 HIST 3000/4000 Level Elective <sup>12</sup> 4 PE Activity [Gen Ed] Electives <sup>13</sup> (8 hours)	HIST 3000/4000 Level Elective Foreign Language Elective or Speech Elective Electives <sup>14</sup> (9/10 hours)
Fall Senior (15 hours)	Spring Senior (15 hours)
HIST 3000/4000 Level Elective <sup>15</sup> 3 HIST 3000/4000 Level Elective <sup>16</sup> 4 Electives <sup>17</sup> (9 hours)	HIST 4963 HIST 4153 Electives <sup>18</sup> (9 hours)

<sup>1</sup> See appropriate alternatives or substitutions in "General Education Requirements" ...

<sup>2</sup> See appropriate alternatives or substitutions in "General Education Requirements" ...

<sup>3</sup> See appropriate alternatives or substitutions in "General Education Requirements" ...

<sup>4</sup> See appropriate alternatives or substitutions in "General Education Requirements" ...

<sup>5</sup> See appropriate alternatives or substitutions in "General Education Requirements" ...

<sup>6</sup> See appropriate alternatives or substitutions in "General Education Requirements" ...

<sup>7</sup> See appropriate alternatives or substitutions in "General Education Requirements" ...

<sup>8</sup> Sufficient courses at the 3000-4000 level to constitute a total of 40 hours.

<sup>9</sup> See appropriate alternatives or substitutions in "General Education Requirements" ...

<sup>10</sup> Sufficient courses at the 3000-4000 level to constitute a total of 40 hours.

<sup>11</sup> HIST class must be in the sub-field of United States History

<sup>12</sup> HIST class must be in the sub-field of European or World History

<sup>13</sup> Sufficient courses at the 3000-4000 level to constitute a total of 40 hours.

<sup>14</sup> Sufficient courses at the 3000-4000 level to constitute a total of 40 hours.

<sup>15</sup> HIST class must be in the sub-field of United States History

<sup>16</sup> HIST class must be in the sub-field of European or World History

<sup>17</sup> Sufficient courses at the 3000-4000 level to constitute a total of 40 hours.

<sup>18</sup> Sufficient courses at the 3000-4000 level to constitute a total of 40 hours.

SEP 28 2009

# Bachelor of Arts Degree in Political Science

<b>Fall Freshman (15 Hours)</b>	<b>Spring Freshman (15 Hours)</b>
ENGL 1013 <sup>1</sup> [Gen Ed] HIST 1503 or HIST 1513 [Gen Ed] SOC 1003 or PSY 2003 or ECON 2003 [Gen Ed] Fine Arts Gen Ed <sup>1</sup> [Gen Ed] Mathematics Gen Ed <sup>1</sup> [Gen Ed]	ENGL 1023 <sup>1</sup> [Gen Ed] HIST 2003 [Gen Ed] POLS 2003, BIOL 1014 <sup>1</sup> [Gen Ed] PE Activity [Gen Ed] PE Activity [Gen Ed]
<b>Fall Sophomore (16 Hours)</b>	<b>Spring Sophomore (15 hours)</b>
PHSC 1013 <sup>1</sup> [Gen Ed] PHSC 1021 <sup>1</sup> [Gen Ed] POLS 2253 POLS 2513 HIST 2013 [Gen Ed] Electives <sup>2</sup> (3 hours)	Research Methods Block <sup>2</sup> 3 hrs POLS Elective PHIL 2003 <sup>1</sup> [Gen Ed] Electives <sup>2</sup> (6 hours)
<b>Fall Junior (16 Hours)</b>	<b>Spring Junior (16 hours)</b>
Political Theory Block <sup>4</sup> 3 hrs POLS 3403 or POLS 3413 Electives <sup>2</sup> (10 hours)	International Relations Block <sup>5</sup> 3 hrs POLS 3123 or POLS 3113 Electives <sup>2</sup> (10 hours)
<b>Fall Senior (16 hours)</b>	<b>Spring Senior (15 hours)</b>
American Politics Block <sup>6</sup> 3 hrs POLS Elective (3000/4000 level) POLS Elective (3000/4000 level) Electives <sup>2</sup> (7 hours)	POLS 4963 Electives <sup>2</sup> (12 hours)

<sup>1</sup> See appropriate alternatives or substitutions in "General Education Requirements" ...

<sup>2</sup> See appropriate alternatives or substitutions in "General Education Requirements" ...

<sup>3</sup> See appropriate alternatives or substitutions in "General Education Requirements" ...

<sup>4</sup> See appropriate alternatives or substitutions in "General Education Requirements" ...

<sup>5</sup> See appropriate alternatives or substitutions in "General Education Requirements" ...

<sup>6</sup> See appropriate alternatives or substitutions in "General Education Requirements" ...

<sup>7</sup> See appropriate alternatives or substitutions in "General Education Requirements" ...

<sup>8</sup> Sufficient courses at the 3000-4000 level to constitute a total of 40 hours.

<sup>9</sup> The Research Methods choices include: POLS 3513; or grade of C or better in any FL 2024 course; or appropriate methodology course approved by Department Head

<sup>10</sup> See appropriate alternatives or substitutions in "General Education Requirements" ...

<sup>11</sup> Sufficient courses at the 3000-4000 level to constitute a total of 40 hours.

<sup>12</sup> The Political Theory choices include POLS 3063; or POLS 3253; or appropriate political theory or philosophy course approved by Department Head

<sup>13</sup> Sufficient courses at the 3000-4000 level to constitute a total of 40 hours.

<sup>14</sup> The International Relations choices include POLS 3013; or POLS 3433; or POLS 3473; or appropriate international relations or comparative governments course approved by Department Head

<sup>15</sup> Sufficient courses at the 3000-4000 level to constitute a total of 40 hours.

<sup>16</sup> The American Politics choices include POLS 3023; or POLS 3033; or POLS 3053; or POLS 3083; or POLS 3093; or POLS 3113; or POLS 3123; or POLS 4043; or appropriate American politics course approved by Department Head

<sup>17</sup> Sufficient courses at the 3000-4000 level to constitute a total of 40 hours.

<sup>18</sup> Sufficient courses at the 3000-4000 level to constitute a total of 40 hours.

SEP 28 2009

**Arkansas Tech University  
DEPARTMENTAL SUPPORT FORM**

This form must be completed for every department affected by the course change.

Department Affected: Accounting and Economics	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:  <i>Students will be required to take ONE of either SOC 1003, PSY 2003, or ECON 2003 for the Social Sciences General Education courses as part of the curriculum for the Bachelor of Arts Degree in Political Science.</i>	

Department Head Signature: \_\_\_\_\_



Date: \_\_\_\_\_

9/15/09

SEP 28 2009

**Arkansas Tech University**  
**DEPARTMENTAL SUPPORT FORM**

This form must be completed for every department affected by the course change.

Department Affected:  <b>Accounting and Economics</b>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:  <b>Students will be required to take ECON 2003 as part of the curriculum for the Bachelor of Arts Degree in History.</b>	

RE: ECON

Department Head Signature: Approved via E-mailDate: 21 September 2009**Subject:** RE: ECON**From:** Pamela Carr <pcarr@atu.edu>**Date:** Mon, 21 Sep 2009 12:10:57 -0500**To:** mtarver@atu.edu

I do approve....How about adding ACCT 2003 also....?????? they would love it....

Pam

-----Original Message-----

From: Dr. H. Micheal Tarver [mailto:mtarver@atu.edu]

Sent: Monday, September 21, 2009 9:58 AM

To: Dr. Pamela Carr

Subject: ECON

Pam,

My history folks are also wanting to add ECON 2003 to the degree requirements. Will you sign off on this? I am expecting between the HIST and the POLS degrees, you will probably have about 10-15 students per semester added to your mix, although some of the students are already taking the class as an elective.

Thanks,

Micheal


SEP 28 2009

**Arkansas Tech University  
DEPARTMENTAL SUPPORT FORM**

This form must be completed for every department affected by the course change.

Department Affected: Behavioral Sciences	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:  <b><i>Students will be required to take ONE of either SOC 1003, PSY 2003, or ECON 2003 for the Social Sciences General Education courses as part of the curriculum for the Bachelor of Arts Degree in Political Science.</i></b>	

Department Head Signature:

Date: 9-15-09

SEP 28 2009

### Arkansas Tech University DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

Department Affected:  <b>Behavioral Sciences</b>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:  <b>Students will be required to take ONE of either SOC 1003 or ANTH 2003 as part of the curriculum for the Bachelor of Arts Degree in History.</b>	

Department Head Signature: *Al James Parker*  
Date: 9-22-09

SEP 28 2009

### Arkansas Tech University DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

Department Affected: <b>Foreign Languages and International Studies</b>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:  <b>Students will be required to take EITHER a Foreign Language elective or a Speech elective as part of the curriculum for the Bachelor of Arts Degree in History.</b>	

Department Head Signature: \_\_\_\_\_



Date: \_\_\_\_\_

22 / 09 / 09

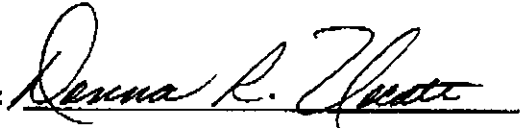
SEP 28 2009

**Arkansas Tech University**  
**DEPARTMENTAL SUPPORT FORM**

This form must be completed for every department affected by the course change.

Department Affected: <b>Speech, Theater, and Journalism</b>	This department <input checked="" type="checkbox"/> supports the change. <input type="checkbox"/> does not support
Comments:  <b>Students will be required to take EITHER a Foreign Language elective or a Speech elective as part of the curriculum for the Bachelor of Arts Degree in History.</b>	

Department Head Signature:



Date:

9/22/09



SEP 28 2009

**Arkansas Tech University**  
**REQUEST FOR CHANGE IN PROGRAM**

**Modification of Existing Minor**

TO: Curriculum Committee

DATE SUBMITTED: 15 September 2009

Title	Signature	Date
Person Initiating Proposal	<i>H. McTom</i>	9-15-09
Department Head	<i>H. McTom</i>	9-15-09
Dean	<i>Tom DeBlau</i>	9-15-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yammy Chupio</i>	9/30/09
Vice President for Academic Affairs	<i>John White</i>	

Program Title: <b>Minor in Political Science</b>	Effective Date: <b>July 1, 2010</b>
Detail change in program:  <b><i>Modification of courses required for the Minor in Political Science</i></b>	
Please provide a rationale for the change.  <b><i>The revised course requirements reflect the changes in the new political science degree. The revised courses are the same requirements as the political science major; Both the major and the minor should have identical core course requirements.</i></b>	
What impact will the change have on staffing, on other programs and space allocation?  <b>None</b>	
If this course will affect other departments a Departmental Support Form for each affected department must be attached.	

*app CC 10/29/09*  
*app FS 11/13/09*

SEP 28 2009

**Minor in Political Science:**

The minor in political science is designed for anyone interested in politics, law, and government and is particularly well suited for students who are interested in criminal justice, international studies, journalism, business, and emergency management. Students can tailor the curriculum of the minor along either a national or international focus. Students must have a minimum 2.00 grade point in their Political Science courses to be eligible for a Political Science minor. The minor in political science requires 18 hours of courses:

**POLS 2253 Survey of Western Political Thought**

(Choice from 3 courses)

→ **POLS 3123 American Political Behavior** *or* **POLS ~~3113~~ Congress** <sup>3133, United States Congress</sup> *or* **POLS 3143, The United States Presidency**

**POLS 3413 International Relations** *or* **POLS 3403 Comparative Government**

**POLS 2513 Research Methods I**

6 hours in any 3000 or 4000 level Political Science courses

✓  
12-5-09

*per*

SEP 28 2009

**Arkansas Tech University  
REQUEST FOR CHANGE IN PROGRAM**

**Modification of Existing Minor**

✓ 12-9-09

TO: Curriculum Committee

DATE SUBMITTED: 15 September 2009

Title	Signature	Date
Person Initiating Proposal	<i>H. Mc Inn</i>	9-15-09
Department Head	<i>H. Mc Inn</i>	9-15-09
Dean	<i>Tom DeBlanc</i>	9-15-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Brudis</i>	9/29/09
Vice President for Academic Affairs	<i>John White</i>	

Program Title: <b>Minor in Strategic Studies</b>	Effective Date: <b>July 1, 2010</b>
Detail change in program:  <i>Modification of courses required for the Minor in Strategic Studies. Specifically, HIST 4013: American Military History, HIST 4023: <del>The</del> Vietnam War, and HIST 4813: World War II are being added to the list of course options.</i>	
Please provide a rationale for the change.  <i>The added courses to the options for the minor simply broaden the scope of the program. All of the added courses are existing Catalog courses.</i>	
What impact will the change have on staffing, on other programs and space allocation?  <b>None</b>	
If this course will affect other departments a Departmental Support Form for each affected department must be attached.	

*app CC 10/29/09  
app FS 11/13/09*

**Minor in Strategic Studies:**

The minor in strategic studies is designed for those students who wish to increase the breadth and depth of their knowledge of the principles that have played a major role in shaping our understanding of foreign and security policy. This minor is particularly well suited for students who are interested in international studies, emergency management, political science, diplomatic history, military science, and international law. Students wishing to obtain a minor in Strategic Studies must complete:

POLS 2153: Introduction to Strategic Studies

POLS 3013: Recent American Foreign and Military Policy

POLS 3413: International Relations

POLS 3473: National Security Policy

and any two of the following courses:

EAM 3243: Introduction to Terrorism

EAM 3013: Public Policy Issues in Emergency Management

ECON 4093: International Economics and Finance

GEOG 4803: Seminar in Global Studies

HIST 4083: American Diplomatic History, 1912 to the Present

**ADD TO THE ABOVE LIST:**

*HIST 4013: American Military History*

*HIST 4023: ~~The~~ Vietnam War*

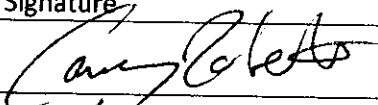


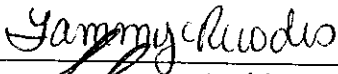

*HIST 4813: World War II*

SEP 28 2009

**Arkansas Tech University  
REQUEST FOR NEW PROGRAM  
Addition of New Major**

TO: Curriculum Committee

DATE SUBMITTED: 22 September 2009

Title	Signature	Date
Person Initiating Proposal Carey M. Roberts		9-25-09
Department Head Micheal Tarver		9-25-09
Dean Thomas DeBlack		9-28-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes		9/29/09
Vice President for Academic Affairs John Watson		

Program Title: Bachelor of Arts in Public History	CIP Code: 54.0105 (Public/Applied History)
Contact Person: Dr. H. Micheal Tarver Arkansas Tech University Department of History and Political Science 407 West Q Street, WPN 255 Russellville, AR 72801 E-mail Address: <a href="mailto:mtarver@atu.edu">mtarver@atu.edu</a> Phone Number 479-968-0265	Proposed Date: October 1, 2009  Proposed Effective Date: Fall 2010
<p>Program Summary: (Include general description of program with overview of any curriculum additions or modifications, proposed cost, faculty resources, library resources, facilities and equipment, purpose, and any other important information)</p> <p><b>Description</b> -- The Bachelor of Arts degree in Public History will prepare students for advanced study (MA or PhD) or to enter the work force in the field of public history upon graduation. In addition to academic content in History, the undergraduate program will provide students with the skills and training necessary for entry-level public and oral history professionals in museums, archives, libraries,</p>	

12-4-09 ✓

App CC 10/29/09  
App FS 11/13/09

and historic organizations. Majors will also be required to complete an internship in public history.

**Justification** -- A major in Public History allows Arkansas Tech University to cater to rising student interest in historical preservation, conservation, local history, museum studies, interpretation, archival management, and historical editing. Students will take a variety of current history courses designed to provide them with the background knowledge of the field; however, their focus will be on American history, particularly Arkansas history. Students will also complete considerable field experience by working closely with the Arkansas Tech Museum and local communities through a series of outreach projects. These projects can take many forms, including public programs, local preservation, and cooperative efforts with local and state historical organizations. Students will be required to complete a five-week practicum in the Arkansas Tech Museum and a ten-week internship. This combination of course work and student internships will maximize student opportunities for learning and achievement.

The program will provide a foundation for its majors to seek employment as entry-level public historians and prepare them for graduate study in public history, museum studies, archival studies, heritage studies, and American or European history.

It should be noted that a Bachelors of Arts degree in Public History at Arkansas Tech University will be among fewer than ten such programs in the United States. And unlike other programs, our unique, central location as well as our proximity to the resources of the Arkansas River Valley, Native American museums in Oklahoma, and the abundance of historical sites in the Mississippi River Valley has the potential of making this a nationally prominent undergraduate program.

**Curriculum Additions** -- The program will require the addition of 10 new courses, most of which will be taught by current faculty. The new courses include:

HIST 2203 Introduction to Public History  
HIST 3223 Local and Oral History  
HIST 3291 Practicum in Public History  
GEOG 3803 Historical Geography  
GEOG 4203 Place and Collective Memory  
HIST 3243 Archives and Manuscript Management  
HIST 3283 Historical Editing  
HIST 3281 Grant Writing for Historians  
HIST 4293 Historic Preservation

**Faculty Resources** -- While many required and elective courses can be covered by current faculty, the addition of a trained, public historian (Ph.D. required) is essential for the success of this program. This person will teach some of the proposed new courses, supervise and place student interns, as well as manage and coordinate the public history resources of the department and university.

**Unique Opportunities** -- The proposed program provides several unique opportunities for Arkansas Tech University, to include:

- Opportunities to work with the Arkansas Civil War Sesquicentennial (2011-2015)
- Creation of a self-contained program for students interested in museum studies, historical editing, and community history aspects of public history
- Expansion of grant funding options on behalf of the Department of History and Political Science in cooperation with local and state historical sites, agencies, and associations

SEP 28 2009

- Expansion of community outreach on part of the university at a minimal cost
- Increased recognition of Arkansas Tech University (public history programs easily generate interesting public news items)
- Part-time staffing of the Arkansas Tech Museum with student interns
- Part-time staffing of the University archives with student interns
- Creation of one of the few undergraduate degree programs in public history available nation-wide

**University Mission Support** – The creation of the Public History program will strengthen the University's commitment to the diversity of its student learners. As noted below, public history represents the fastest growing field within the larger discipline of history and one of the few sub-disciplines where employment opportunities exceed candidates. According to a 2008 survey of public history professionals, "the increased proportion of women in the public workforce since 1980 was quite striking, and in sharp contrast to the relatively modest change among historians in academia" (Source: *Perspectives in History*, September 2009, p. 25).

List existing degree programs that support the proposed program:

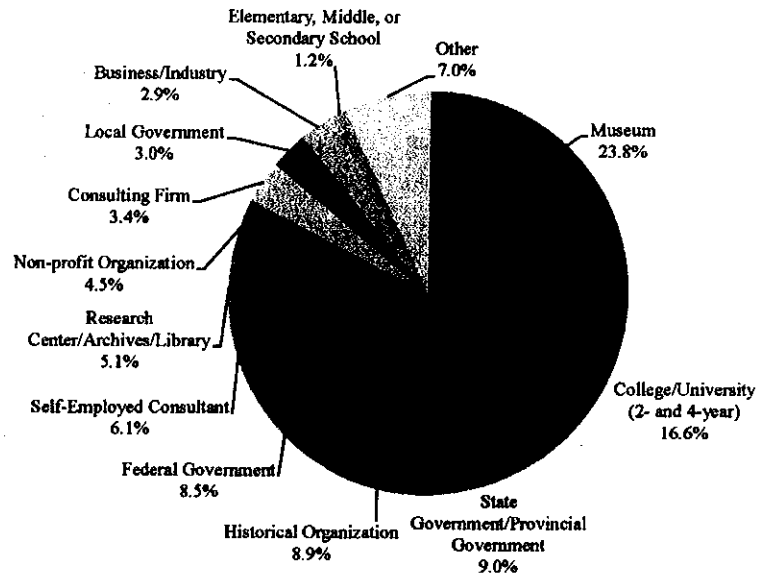
History  
Political Science  
Social Studies Education

**Need for the Program:** (Survey data on student interest in the program (numbers not percentages), job availability, corporate demands, and employment/wage projections). Focus mostly on state needs. As an attachment, include letters of support from organizations and businesses that can speak to number of job vacancies, whether the degree will provide opportunities for job advancement, increase in wages based on additional education, etc.)

Public history represents the fastest growing field within the larger discipline of history and one of the few sub-disciplines where employment opportunities exceed candidates. In 2008, the American Historical Society, the chief professional organization for all practicing historians and history educators in the United States, commissioned an extensive study of the sub-field of public history. The September 2009 issue of *Perspectives in History*, the society's newsletter, contains the first of a series of articles based on the survey, which shows a promising future for students in public history. Preliminary results offer several points of information pertinent to this proposal and the Department of History and Political Science's strategic planning.

1. Public History is the fastest growing field in History
2. Public Historians have the advantage of entering field where the number of job vacancies exceeds potential candidates
3. Employment opportunities for Public Historian covers the widest range of potential employers (see Figure 1 below)
4. Women far outweigh the number of men in the discipline. This is particularly important for our department where the number of female students is significantly below that of male students when excluding social studies education majors

Figure 1: Area of Employment for Responding Public Historians, 2008



Source: *Perspectives in History*, September 2009

In addition, a recent sampling of the Arkansas Democrat-Gazette from 1 January 2007 to 31 December 2008 found **42 state-wide public history positions being advertised**. This sample (24 issues out of a possible 96 issues) represents only a portion of the total number of entry-level positions for which our graduates will qualify.

Letters of support are attached from various individuals in the field of public history.



SEP 28 2009

# Bachelor of Arts Degree in Public History

<b>Fall Freshman (16 Hours)</b>	<b>Spring Freshman (16 Hours)</b>
ENGL 1013 <sup>1</sup> [Gen Ed] HIST 1503 [Gen Ed] ANTH 2003 [Gen Ed] ART 2123 [Gen Ed] Mathematics <sup>2</sup> [Gen Ed] PE Activity [Gen Ed]	ENGL 1023 <sup>1</sup> [Gen Ed] POLS 2003 [Gen Ed] HIST 1513 [Gen Ed] BIOL 1014 <sup>3</sup> [Gen Ed] COMS 1333
<b>Fall Sophomore (16 Hours)</b>	<b>Spring Sophomore (16 hours)</b>
PHSC 1013 <sup>4</sup> [Gen Ed] PHSC 1021 <sup>4</sup> [Gen Ed] HIST 2003 PE Activity [Gen Ed] Electives (8 hours)	HIST 2013 PHIL 2003 <sup>5</sup> [Gen Ed] HIST 2203 Intro. to Public History HIST Elective <sup>6</sup> Electives (4 hours)
<b>Fall Junior (15 Hours)</b>	<b>Spring Junior (16 hours)</b>
HIST 3223 Local and Oral History GEOG 3803 Historical Geography <u>OR</u> GEOG 4203 Place and Collective Memory HIST 4143 Native American History HIST 4153 History of Arkansas HIST Elective <sup>7</sup> 3	HIST 4403: Inter./Edu. Through Museum Methods HIST 3291 Practicum in Public History HIST 3283 Historical Editing HIST Elective <sup>10</sup> 4 HIST Elective <sup>11</sup> 5 Electives (3 hours)
<b>Fall Senior (17 hours)</b>	<b>Spring Senior (12 hours)</b>
HIST 3243 Archives and Manuscript Management HIST 4293 Historic Preservation HIST 3281 Grant Writing for Historians HIST Elective <sup>12</sup> 6 Electives (7 hours)	HIST 4976 Internship in History Electives <sup>13</sup> 7 (6 hours)

<sup>1</sup> See appropriate alternatives or substitutions in "General Education Requirements" ...

<sup>2</sup> See appropriate alternatives or substitutions in "General Education Requirements" ...

<sup>3</sup> See appropriate alternatives or substitutions in "General Education Requirements" ...

<sup>4</sup> See appropriate alternatives or substitutions in "General Education Requirements" ...

<sup>5</sup> See appropriate alternatives or substitutions in "General Education Requirements" ...

<sup>6</sup> See appropriate alternatives or substitutions in "General Education Requirements" ...

<sup>7</sup> See appropriate alternatives or substitutions in "General Education Requirements" ...

<sup>3</sup> Choose from HIST 3313, 3323, 3433, 3443, or 3703 .

<sup>4</sup> Choose from HIST 3043, 3103, 3123, 3073, 3083, 4203.

<sup>10</sup> Choose from HIST 3313, 3323, 3433, 3443, or 3703 .

<sup>11</sup> Choose from HIST 3043, 3103, 3123, 3073, 3083, 4203.

<sup>12</sup> Choose from HIST 3043, 3103, 3123, 3073, 3083, 4203.

<sup>13</sup> Sufficient courses at the 3000-4000 level to constitute a total of 40 hours.

SEP 28 2009

<p>Total number of Semester Hours Required for Graduation: 8</p>	<p>Required Courses currently offered via distance technology:</p> <p>Occasionally Online or via Mixed Technology:</p> <p>ENGL 1013  ENGL 1023  HIST 1503 and HIST 1513  HIST 2003 and HIST 2013  PHSC 1013  POLS 2003</p> <p>Normally Online:  HIST 4143</p>
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List New Courses (Please attach New Course Proposals):

- GEOG 3803 Historical Geography
- GEOG 4203 Place and Collective Memory
- HIST 2203 Introduction to Public History
- HIST 3223 Local and Oral History
- HIST 3243 Archives and Manuscript Management
- HIST 3281 Grant Writing for Historians
- HIST 3283 Historical Editing
- HIST 3291 Practicum in Public History
- HIST 4293 Historic Preservation

Identify General Education Courses, Core Courses, and Major Courses:

<u>General Education Courses</u>	<u>Major Courses</u>
<p>ANTH 2003</p> <p>ART 2123</p> <p>BIOL 1014</p> <p>ENGL 1013</p> <p>ENGL 1023</p> <p>HIST 1503</p> <p>HIST 1513</p> <p>Mathematics</p> <p>PHSC 1013</p> <p>PHSC 1021</p> <p>PHIL 2003</p> <p>PE Activity</p> <p>PE Activity</p> <p>POLS 2003</p>	<p>COMS 1333</p> <p>GEOG 3803 OR GEOG 4203</p> <p>HIST 2003</p> <p>HIST 2013</p> <p>HIST 3223</p> <p>HIST 3243</p> <p>HIST 3281</p> <p>HIST 3283</p> <p>HIST 3291</p> <p>HIST 4143</p> <p>HIST 4153</p> <p>HIST 4403</p> <p>HIST 4976</p> <p>SIX HOURS FROM HIST 3313 OR 3323 OR 3433 OR 3443 OR 3703</p> <p>NINE HOURS FROM HIST 3043, 3103, 3123, 3073, 3083, OR 4203</p>

SEP 28 2009

## Program Admission Requirements:

None in addition to University admission requirements.

Provide information on how this program supports the University Mission. List Specific Learning Outcomes and Assessments for the program:

Successful graduates will have learned:

1. General knowledge of key historical issues, figures, concepts, and events needed for an entry-level specialist in public history, with a focus on Arkansas history.
  - a. Means of Assessment: course evaluations as well as other means of assessment used by the Dept. of History and Political Science for content knowledge (PRAXIS II, exit interviews, etc.).
2. Mastery of professionally acceptable skills related to: preservation, interpretation, editing, and grant writing.
  - a. Means of Assessment: course embedded artifacts and mentoring report from program internships. Specific artifacts will be used for each of the four skill sets.
3. Professional knowledge of the latest standard skills required for public historians including continuing education and other professional opportunities
  - a. Means of Assessment: course embedded artifacts from HIST 2xxx Intro. To Public History

## Total number of faculty required (existing and new)

For new faculty members include credentials/experience and expected hire date

Approximately nine faculty from History and Political Science will be involved as well as one staff member from the Arkansas Tech Museum.

An additional public historian will be needed. A potential job placement advertisement would read: *Arkansas Tech University invites applications for a nine-month, tenure-track assistant professor in History, beginning August 9, 2010. Successful applicant must have a specialization within the broad field of Public History, with the ability to teach upper-level specialized courses in the field, as well as the introductory surveys in United States History. The ability to teach Military History is a plus. Ph.D. preferred; M.A. and extensive public history experience acceptable. Areas of research and teaching may include museum studies, historic preservation, and public history. This position consists of educative, interpretative, and administrative duties.*

This program can commence and continue for approximately one year without the immediate addition of a public historian to the faculty.

For proposed graduate programs attach curricula vitae for the faculty teaching the program

SEP 28 2009

<b>Description of Resources</b>
Current Library and instructional facilities Arkansas Tech University Museum Arkansas Tech Library/Archives
New Resources Required (include costs and acquisition plan):  Library Resources – This will be covered from the Department's annual allocation
New Program Costs (Expenditures for first three years of program operation) Include: New administrative costs: none New faculty: \$45,000 plus benefits New library resources and costs: see above New/renovated facilities and costs: none New instructional equipment and costs: none Distance delivery costs: none Other new costs: none

SEP 28 2009

**Arkansas Tech University  
DEPARTMENTAL SUPPORT FORM**

This form must be completed for every department affected by the course change.

<b>Department Affected:</b>  Computer Science	<b>This department</b> <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
<b>Comments:</b>  Students will be required to take COMS 1333 as part of the curriculum for the Bachelor of Arts Degree in Public History.	

Department Head Signature: Don Polian

Date: 9-23-09

SEP 28 2009



September 24, 2009

Dr. Micheal Tarver, Chair  
 Dept. of History and Political Science  
 Witherspoon Hall, Room 255  
 Arkansas Tech University  
 Russellville, AR 72801

\*System Initiatives for Technical  
 and Economic Support

Crowley's Ridge Parkway  
 Great River Road

Hemingway-Pfeiffer Museum  
 Lakeport Plantation Museum  
 Southern Tenant Farmers Museum

Dear Dr. Tarver:

I enjoyed the opportunity to visit with you last month and to learn of your plans for a Public History program at the undergraduate level at Arkansas Tech University. I support your efforts and am certainly willing to help in any way that I can, along with others here at Arkansas State University.

P.O. Box 2050  
 State University, AR 72467

Phone:  
 870-972-2803

Fax:  
 870-972-3200

[www.astate.edu](http://www.astate.edu)

Arkansas has a growing need for public historians who can work in areas such as museums, parks, archives, historic preservation, downtown revitalization, and other heritage- and tourism-related agencies. To address this need, Arkansas Tech is well-situated in terms of historic resources and projects in Pope County and adjacent counties that could benefit from a public history program and that could provide hands-on opportunities.

For those wishing to pursue their education beyond the undergraduate level, such a program could be designed to feed directly into the master's level Public History program at the University of Arkansas-Little Rock or the Public History track within our History master's degree here at ASU. Ultimately, these graduates might choose to pursue our Heritage Studies Ph.D. program at Arkansas State University, an interdisciplinary program that is the only one of its kind in the nation.

My Arkansas Heritage SITES office, along with our Heritage Studies Ph.D. program leadership, would be happy to assist and/or advise as you move forward with this endeavor.

Best wishes,

Dr. Ruth A. Hawkins, Director  
 Arkansas Heritage SITES

C: Dr. Clyde Milner, Director, ASU Heritage Studies Ph.D. Program

SEP 28 2009

# Arkansas

THE NATURAL STATE

September 22, 2009

Dr. Micheal Tarver, Professor of History and Department Head  
WPN 255  
Arkansas Tech University  
Russellville, AR 72801

Dear Dr. Tarver:

Thank you for the opportunity to meet with you and Dr. DeBlack recently and hear about your desire to establish a Public History Program at Arkansas Tech University. This is wonderful news for one with nearly thirty-four years experience as an archivist at the Arkansas History Commission (AHC), our state archives. My career as an archivist gives at least some indication of public history career possibilities in our state.

I graduated from the University of Arkansas with a B.A. in Political Science in 1974. Shortly thereafter, I began my archival career at the AHC as an archival assistant in January 1976. I was promoted to archivist in the 1980s and now serve as archival manager of access and technology. My archival career highlights include accompanying the Society of American Archivists on the China Archives Study Tour in 1986, leading the \$256,000 AHC Stage One Digitization grant project that put nearly 12,500 historical Arkansas images online in 1999-2001, and the implementation of the Archivists' Toolkit software that enabled us to begin to migrate archival collection finding aids from paper to digital for greater intellectual access. I currently represent the Arkansas History Commission on

- the Council of State Archivists' Intergovernmental Preparedness for Essential Records (IPER) team that will offer records-related emergency training to Arkansas's state and local governments beginning in 2010,
- the collaborative (Amigos Library Services, Arkansas State Library, Arkansas History Commission, and Arkansas Department of Parks and Tourism) Connecting to Collections Preserving Arkansas's Heritage grant from the Institute for Museum and Library Services (IMLS) that will provide twenty-five (25) site surveys and five (5) preservation training sessions to Arkansas archives, libraries, and museums, and
- the Library of Congress National Digital Information Infrastructure and Preservation Program's (NDIIPP) Preserving State Government Digital Information Project led by the Minnesota Historical Society.

I have found public history to be a fulfilling career because the profession continually

## STATE ARCHIVES

1 Capitol Mall, 2B215  
Little Rock, AR 72201  
Phone: 501-682-6900  
Fax: 501-682-6916

ark-ives.com  
arkansas.com

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DIRECTOR

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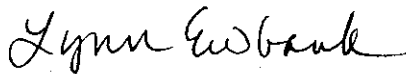
Richard W. Davies  
EXECUTIVE DIRECTOR

AN EQUAL  
OPPORTUNITY/  
AFFIRMATIVE ACTION/  
AMERICANS WITH  
DISABILITIES ACT  
EMPLOYER

SEP 28 2009

grows in relation to technology, best practices, and standards allowing for new learning experiences and opportunities. Through the years, I have watched as public history employment opportunities have grown in our state. New museums and archives, large and small, continually appear on Arkansas's horizon. More recent additions include the Crystal Bridges Museum of American Art, the William J. Clinton Presidential Library & Museum, and the forthcoming United States Marshalls Museum in Forth Smith. With the amazing growth of the profession comes a need for trained public historians, archivists, and museum curators. This becomes even more necessary, even critical, due to what some see as the "graying" of public historians in Arkansas. Arkansas Tech University's vision for a Public History Program, growing within its strong History and Political Science Department, holds great promise to meet this growing need within our state. It is a move I personally encourage and support. In addition, the Arkansas History Commission would welcome the opportunity to host interns from such a program!

Sincerely,



Lynn Ewbank, CA  
Archival Manager  
[lynn.ewbank@arkansas.gov](mailto:lynn.ewbank@arkansas.gov)

cc: Dr. Thomas DeBlack



SEP 28 2009

12-4-09

**Arkansas Tech University  
REQUEST FOR NEW PROGRAM**

**Addition of New Minor**

TO: Curriculum Committee

DATE SUBMITTED: 16 September 2009

Title	Signature	Date
Person Initiating Proposal	Vixen D. James	
Department Head	H. M. Tom	9-21-09
Dean	Tom DeBlack	9-28-09
Registrar	Jammye Woodles	9/29/09
Vice President for Academic Affairs	John White	

Program Title: <b>Minor in Military Science</b>	CIP Code: <b>NIA</b>
Contact Person: <b>Dr. Micheal Tarver Department of History and Political Science</b> <b>LTC Vixen James Department of Military Science</b>	Proposed Date: <b>July 1, 2010</b>
<p>Program Summary:</p> <p><b>Minor in Military Science - 21 hours. The minor in military science is awarded to students who complete the Reserve Officers' Training Corps (ROTC) Program at Arkansas Tech University. The objective of the program is to provide a basic military education and, in conjunction with the goals of the University, to develop individual attributes essential to an Army officer. Instruction covers military fundamentals common to all branches of the military service.</b></p> <p><b>The required courses for the Military Science Program at Arkansas Tech enhance a student's education by providing unique leadership and management experience and are designed to provide practical leadership experiences which augment other theoretical academic instruction. The military science curriculum helps a student develop self discipline, decision making abilities, physical stamina,</b></p>	

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SEP 28 2009

and poise.

Students must have a minimum of a 2.00 grade point in the required 21 hours to be eligible for a Military Science minor. Students wishing to obtain a minor in Military Science must complete:

MS 1101 – Leadership I  
MS 1111 – Leadership II  
MS 2312 – Military Organization/Tactics I  
MS 2402 – Military Organization/Tactics II  
MS 3503 – Advanced Leadership and Tactics I  
MS 3603 – Advanced Leadership and Tactics II  
MS 4703 – Applied Leadership and Management I  
MS 4803 – Applied Leadership and Management II

AND

MS 4013 – United States Military History  
or  
HIST 4013 – United States Military History

Provide information on how this program supports the University Mission.

*The addition of the proposed minor supports the University's stated goal of offering "a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners."*

List the names and credentials of all faculty teaching course in the proposed program.

LTC Vixen James  
Professor of Military Science

SFC Travis Lamb  
Senior Instructor of Military Science

SFC Scott Wood  
Senior Recruiter and Instructor of Military Science

Other:

The creation of a Military Science minor should have no noticeable impact the University in regards to staffing, budget, or classroom utilization. With the exception of HIST 4013, all courses for the minor are required for the ROTC program and taught by the ROTC staff. The courses are not funded by Arkansas Tech, although the Minor will be administered by the Department of History and Political Science. The minor designation should also have no impact on outside departments.

**Arkansas Tech University**  
**REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee

DATE SUBMITTED: October 1, 2009

Title	Signature	Date
Person Initiating Proposal: Dr. Enoch	<i>Robert D Enoch</i>	2009-09-30
Department Head: Dr. Limperis	<i>Thom Limperis</i>	9/30/09
Dean: Dr. Cohoon	<i>McCahoon</i>	10-1-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yammy Luodis</i>	10/8/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: MATH	Course Number: 2223
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Quantitative Business Analysis	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010 - 2011	How frequently will course be offered? Every semester
Is this course repeatable? Yes How many times?	
Does this course require a fee? No	How much? Type of fee?

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*10-7-09*

Elective     Major     Minor

If major or minor course, you must complete the Request for Program Change form.  
This course will be required for Majors in the College of Business.

Prerequisites:  
MATH 1113

Co-requisites:

Grading     Standard Letter     P/F     Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

No

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

No

How does this proposal support the University Mission?

Students who successfully complete the course will develop scholastically and professionally.

What assessment information is being used to support this proposal?

The College of Business requested the addition of this course after their assessment process revealed a deficiency in student performance.

How will the effect of the change be monitored?

Via the current assessment process of the College of Business.

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

The College of Business requested the addition of this course after their assessment process revealed a deficiency in student performance. This course will directly address those skills.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

**Course:** Quantitative Business Analysis

**Catalog Description:** This course is designed to develop the ability to use quantitative methods in accounting, business, and economics; it includes models of cost, revenue, and profit, linear programming, and probability.

**Prerequisites:** MATH 1113

**Course Goals and Objectives:** This course is designed for students in the College of Business. Students will have the opportunity to develop quantitative skills and the foundation for statistics.

**Course Outline:**

Mathematics of Finance

Simple and Compound Interest

Future Value

Present Value

Amortization

Systems of Linear Equations and Matrices

Gauss-Jordan

Inverse Matrix

Linear Programming

Sets

Probability

Combinatorics

Bayes' Theorem

Probability Distributions

Binomial

Normal

Poisson (optional)

Introduction to Statistics

Models of Cost, Revenue, and Profit and Breakeven Analysis

**Optional Topics**

Joint Probability Distributions

Transportation Models in Linear Programming

Project Scheduling (PERT (Program Evaluation and Review Technique) and CPM (Critical Path Method))

Queuing Theory

Decision Trees

Time Series Forecasting

**Methods of student performance assessment and evaluation:** In addition to the usual procedure of giving exams and grading them, etc, the business department already has in place an assessment method.

**Text Book:** A suitable text book will be chosen by the Department of Mathematics.

**Arkansas Tech University**  
**DEPARTMENTAL SUPPORT FORM**

This form must be completed for every department affected by the course change.

Department Affected: Accounting and Economics	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: *Janice S. Cain*  
Date: 9/27/09

**Arkansas Tech University**  
**DEPARTMENTAL SUPPORT FORM**

This form must be completed for every department affected by the course change.

Department Affected: Management and Marketing	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: Kevin Mason

Date: 9/29/09

**Arkansas Tech University  
REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Pamela Carr	<i>Pamela S. Carr</i>	9/14/09
Department Head Pamela Carr	<i>Pamela S. Carr</i>	9/14/09
Dean Tom Tyler	<i>Tom Tyler</i>	9/25/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10/6/09
Vice President for Academic Affairs John Watson	<i>John Watson</i>	

Course Subject: Economics	Course Number: 3093
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Econometrics	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010-2011	How frequently will course be offered? Once a year
Is this course repeatable? No How many times?	
Does this course require a fee? No How much? Type of fee?	

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app FS 11/13/09*

*12-7-09*



<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor <b>If major or minor course, you must complete the Request for Program Change form.</b>	
<b>Prerequisites:</b> Instructor permission, BUAD 2053 or PSY 2053 or MATH 2163	<b>Co-requisites:</b> None
<b>Grading</b> <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (if other, please specify below)	
<b>For the proposed course, attach a syllabus that includes:</b> <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Catalog course description</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> <li>Course bibliography, reading list, and /or listing of other instructional media</li> </ol>	
<b>Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.</b> STATA statistical software which we have access to on the campus network	
<b>Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.</b> Computer lab which will be available in the new building.	
<b>How does this proposal support the University Mission?</b> Econometric is a tools course that equips students for research and life-long-learning.	
<b>What assessment information is being used to support this proposal?</b> Students will be equipped to be better problem solvers, critical thinkers, and have more experience with technology. These will be assessed with the learning goals of the College of Business.	
<b>How will the effect of the change be monitored?</b> Because the Econometrics class will be an elective, the effect will be difficult to monitor.	
<b>Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.</b> This course has been offered as a Readings in Economic Theory and faculty decided to make it a permanent elective.	
<b>If this course will affect other departments, a Departmental Support Form for each affected department must be attached.</b> None	

## ECON 3093 Econometrics

This course develops the theory and applications of regression analysis, which is the primary tool for empirical work in economics. Emphasis is placed on techniques for estimating economic relationships, economic modeling, inference, and testing economic hypotheses in the context of real world problems. Students will also be exposed to other empirical techniques to prepare them for further studies.

Prereqs: BUAD 2053 OR  
PSY 2053 OR  
MATH 2163 OR  
instructor permission

Arkansas Tech University  
Fall 2008  
Economics 4003  
Readings--Econometrics  
Corley 114A  
TTh 8:00 - 9:20 am  
CRN 717790

Department of Accounting and Economics  
Dr. Julie Trivitt  
Corley 215, 968-0616  
[jtrivitt@atu.edu](mailto:jtrivitt@atu.edu)  
Office Hrs: 11:00 - 3:00 M  
8:30 - 9:30 MWF  
9:30 - 10:30 TTh  
1:00 - 3:00 T

### Course Objectives

In this course you will expand your knowledge of and expertise in using quantitative tools to test hypotheses, specifically hypotheses regarding economic theory. Specifically Ordinary Least Squares (OLS) methodology and interpretation using STATA software.

### Texts

The required text for this course is Introduction to Econometrics, Brief Edition by James H. Stock and Mark W. Watson. ISBN 978-0-321-43251-3.

You will also need access to a statistical software package. ATU has a network license available that students may utilize, or you may wish to purchase your own copy of software. All examples in class will be done using STATA software and information will be distributed in class regarding purchase and/or use of STATA. If you prefer to use another statistical package it is your responsibility, I will not be able to provide support for any software other than STATA.

### Prerequisites

You should have completed ECON 2003, 2013 and BUAD 2053 prior to enrollment in this course. If you have not, please see me as soon as possible to discuss this whether or not you will be able to do the work necessary for this course.

### Attendance and Participation

As a responsible adult who has committed to obtaining a university education, you are expected to attend class and actively participate during the semester. I reserve the right to give pop quizzes or additional assignments throughout the semester as I deem appropriate (i.e. if attendance is too low for any particular class meeting). There will be no make ups for points missed due to absence *unless* you have a university sponsored function and you provide written notification *in advance*.

Cell phones should be turned off or on silent during class. I will answer any phone that rings during class.

## Grades and Assignments

The points earned on course assignments will be weighted as follows to determine your grade in the class:

Exam 1	15%
Exam 2	15%
Final Exam	20%
Research Project	25%
Homework/In Class	25%

Grades in this class will be assigned using the following breakdown:

90%+	A
80 - 89%	B
70 - 79%	C
60 - 69%	D

## Academic Dishonesty

Academic dishonesty will not be tolerated and will result in consequences ranging from failing the course to expulsion from the University. It is your responsibility to become familiar with the university's policy on academic dishonesty, which can be found in the Student Handbook.

## Tentative Schedule

Aug 21:	Preliminaries and introductions
Aug 26:	Introduction to Resources & Tools
Aug 28:	Chapter 1--Economic Questions and Data
Sept 2:	Chapter 2--Review of Probability
Sept 4:	Chapter 2--Review of Probability
Sept 9:	Chapter 3--Review of Statistics & Problem Set 1 due
Sept 11:	Chapter 3--Review of Statistics
Sept 16:	Exam 1--Chapters 1 - 3
Sept 18:	Chapter 4--Linear Regression w/ one regressor
Sept 23:	Chapter 4--Linear Regression w/ one regressor
Sept 25:	Chapter 5--Hypothesis testing and Inference
Sept 30:	Chapter 5--Hypothesis testing and Inference & Problem Set 2 due
Oct 2:	Chapter 6--Linear Regression w/ multiple regressors
Oct 7:	Chapter 6--Linear Regression w/ multiple regressors
Oct 9:	Chapter 6--Linear Regression w/ multiple regressors
Oct 14:	Chapter 6--Linear Regression w/ multiple regressors & Prob Set 3
Oct 16:	Chapter 7--Hypothesis tests and Inference

Oct 21: Chapter 7--Hypothesis tests and Inference  
Oct 23: Exam 2--Chapters 4 - 7  
Oct 28: Chapter 10--Conducting a study using data  
Oct 30: Chapter 10--Conducting a study using data  
Nov 4: Chapter 8-- Nonlinear Regression & Problem Set 4 due  
Nov 6: Chapter 8-- Nonlinear Regression  
Nov 11: Chapter 9--Assessing Studies  
Nov 13: Chapter 9-- Assessing Studies  
Nov 18: Discussion of projects/ Articles & Problem Set 5 due  
Nov 20: Assessment/ Project Workday  
Nov 25: Project Presentations  
Nov 27: THANKSGIVING HOLIDAY  
Dec 2: Project Presentations  
Dec 4: Project Presentations

Final exam will be given during finals week.

**Disclaimer**

The instructor reserves the right to deviate from the points possible and schedule in this syllabus as the semester progresses. Any deviations will be announced in class.

**LIFELINES:**

Arkansas Tech University  
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Pamela Carr	<i>Pamela S. Carr</i>	9/14/09
Department Head Pamela Carr	<i>Pamela S. Carr</i>	9/14/09
Dean <i>Thomas P. Tyler</i>	<i>Thomas P. Tyler</i>	9/25/09
Teacher Education Council ( <input checked="" type="checkbox"/> applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammy Rhodes</i>	10/1/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: Accounting	Course Number: ACCT 4093
Cross-listed with Subject:	Course Number:
Official Title Governmental Accounting	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input checked="" type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010-2011	

✓  
12-7-09

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*app FS 11/13/09*

Course Number (Limited to 30 characters including spaces): ACCT 4093		
Course Description: Governmental Accounting (no change in description except for prerequisite)		
Cross-list: <input type="checkbox"/> Adding Cross-listing <input type="checkbox"/> Changing Cross-listing <input type="checkbox"/> Deleting Cross-listing If adding or changing cross-listing, indicate course subject and number _____		
Prerequisite/Co-requisite: Change Prerequisite from ACCT 2013 to ACCT 3013		
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)		
Fee:	How much?	Type of Fee?
N/A		
<input type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.		
Please provide a rationale for the change. Contents of the course require a greater understanding of underlying Accounting Principles than can be gained in the ACCT 2013 course.		
If this course will affect other departments a Departmental Support Form for each affected department must be attached.		
N/A		

**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: 8/28/09

Title	Signature	Date
Person Initiating Proposal Pamela Carr	<i>Pamela S. Carr</i>	8/28/09
Department Head Pamela Carr	<i>Pamela S. Carr</i>	8/28/09
Dean	<i>Tom Tyler</i>	8/28/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yammy Luodis</i>	10/1/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: Business Administration	Course Number: 2033
Cross-listed with Subject:	Course Number:
Official Title Legal Environment of Business	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input checked="" type="checkbox"/> Other <u>Course Prefix (new acronym)</u>	
Effective Catalog Year: 2010-2011	

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*app FS 11/13/09*



Course Number (Limited to 30 characters including spaces):

From BUAD 2033 to BLAW 2033

Course Description:

Legal Environment of Business

Cross-list:

Adding Cross-listing    Changing Cross-listing    Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number \_\_\_\_\_

Prerequisite/Co-requisite:

Sophomore Standing

Grading    Standard Letter    P/F    Other (If other, please specify below)

Fee:                      How much?                      Type of Fee?

N/A

Elective                       Major                       Minor

If major or minor course, you must complete the Request for Program Change form.

Please provide a rationale for the change.

Due to restructuring of Departments in the College of Business this course is now in the Accounting and Economics Department

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

Management Marketing, Business Education, Agriculture Business, Emergency Management (Administrative Core), Dept of English (Preparation for law school), Pre-Law Pre Professional Program

**Arkansas Tech University**  
**DEPARTMENTAL SUPPORT FORM**

This form must be completed for every department affected by the course change.

Department Affected: Department of English (Preparation for law school)	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: Carl Brucker <sup>Rev</sup> <sub>phone</sub> <sub>conv</sub>  
Date: 9/14/09

**Arkansas Tech University**  
**DEPARTMENTAL SUPPORT FORM**

This form must be completed for every department affected by the course change.

Department Affected: Pre-Law Pre-Professional Program	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: H. M. [Signature]

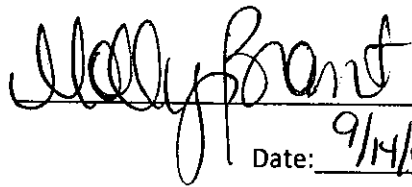
Date: 9-15-09

**Arkansas Tech University**  
**DEPARTMENTAL SUPPORT FORM**

This form must be completed for every department affected by the course change.

Department Affected: Agriculture Business	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature:



Date: 9/14/09

**Arkansas Tech University**  
**DEPARTMENTAL SUPPORT FORM**

This form must be completed for every department affected by the course change.

Department Affected: Emergency Management	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: \_\_\_\_\_



Date: 9/15/2009

**Arkansas Tech University**  
**DEPARTMENTAL SUPPORT FORM**

This form must be completed for every department affected by the course change.

Department Affected: Management /Marketing	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:  /	

Department Head Signature: Ken Masa

Date: \_\_\_\_\_

## Arkansas Tech University REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Pamela Carr	<i>Pamela S. Carr</i>	9/14/09
Department Head Pamela Carr	<i>Pamela S. Carr</i>	9/14/09
Dean	<i>Vance Lytle</i>	9/25/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jimmy Rhodes</i>	10/1/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: Business Administration	Course Number: 3063
Cross-listed with Subject:	Course Number:
Official Title Commercial Law	
Request to change: (check appropriate box)	
<input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input checked="" type="checkbox"/> Other <u>Course Prefix (NEW) 22100ym</u>	
Effective Catalog Year: 2010-2011	

12-7-09

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app FS 11/13/09

Course Number (Limited to 30 characters including spaces):

BLAW 3063

Course Description:

Commercial Law

Cross-list:

Adding Cross-listing    Changing Cross-listing    Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number \_\_\_\_\_

Prerequisite/Co-requisite:

BLAW 2033

Grading    Standard Letter    P/F    Other (If other, please specify below)

Fee:                      How much?                      Type of Fee?

N/A

Elective             Major             Minor

If major or minor course, you must complete the Request for Program Change form.

Please provide a rationale for the change.

Due to restructuring of Departments in the College of Business this course is now in the Accounting and Economics Department

If this course will affect other departments a Departmental Support Form for each affected department must be attached.



**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Pamela Carr	<i>Pamela S. Carr</i>	9/14/09
Department Head Pamela Carr	<i>Pamela S. Carr</i>	9/14/09
Dean	<i>Tom Tyler</i>	9/25/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy Woods</i>	10/1/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: Business Administration	Course Number: 4073
Cross-listed with Subject:	Course Number:
Official Title Special Topics in Law	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input checked="" type="checkbox"/> Other <u>Course Prefix (New acronym)</u>	
Effective Catalog Year: 2010-2011	

✓  
12-7-09

app CC 10/29/09  
app FS 11/13/09

Course Number (Limited to 30 characters including spaces):

BLAW 4073

Course Description:

Special Topics in Law

Cross-list:

Adding Cross-listing    Changing Cross-listing    Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number \_\_\_\_\_

Prerequisite/Co-requisite:

BLAW 2033

Grading    Standard Letter    P/F    Other (If other, please specify below)

Fee:	How much?	Type of Fee?
N/A		

Elective    Major    Minor

If major or minor course, you must complete the Request for Program Change form.

Please provide a rationale for the change.

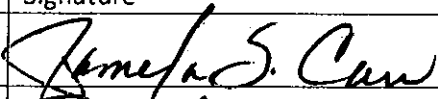

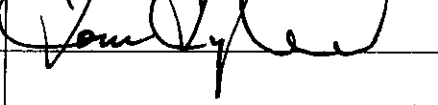
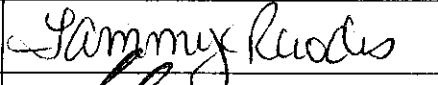

Due to restructuring of Departments in the College of Business this course is now in the Accounting and Economics Department

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Pamela Carr		9/14/09
Department Head Pamela Carr		9/14/09
Dean Tom Tyler		9/25/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes		10/1/09
Vice President for Academic Affairs John Watson		

Course Subject: Economics	Course Number: 3073
Cross-listed with Subject:	Course Number:
Official Title Intermediate Microeconomic Theory	
Request to change: (check appropriate box)	
<input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input checked="" type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010-2011	

app CC 10/29/09  
app FS 11/13/09  
12-7-09

Course Number (Limited to 30 characters including spaces):

ECON 3073

Course Description:

An examination of the theories of consumer behavior and demand, and the theories of production, cost and supply. The determination of product prices and output in various market structures and an analysis of factor pricing.

Cross-list: N/A

Adding Cross-listing    Changing Cross-listing    Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number \_\_\_\_\_

Prerequisite/Co-requisite:

ECON 2003 and 2013, MATH 2243 or MATH 2914 and Junior standing

*required*   *required*   *required*   *required*

Grading    Standard Letter    P/F    Other (If other, please specify below)

Fee:                      How much?                      Type of Fee?

N/A

Elective                       Major                       Minor

If major or minor course, you must complete the Request for Program Change form.

Please provide a rationale for the change.

Economic/Finance faculty felt the need for all majors to take this course.

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

Arkansas Tech University  
Spring 2009  
Economics 3073--001  
Intermediate Microeconomic Theory  
Corley 103  
TTh 1:00 - 2:20  
CRN 20151

Department of Business and Economics  
Dr. Julie Trivitt  
Corley 215, 968-0616  
[jtrivitt@atu.edu](mailto:jtrivitt@atu.edu)

Office Hrs: 8:00 - 11:00 MW  
8:00 - 9:00 TTh  
2:30 - 3:30 TTh  
or by appointment.

### Course Objectives

In this course we will mathematically analyze and study the microeconomic theories introduced in ECON 2013. The topics covered will include consumer theory, costs and firm production, market competition, and government policies.

### Texts

The required text for this course is Microeconomics and Behavior, 7th edition, by Robert H. Frank. The ISBN is 978-0-07-337573-1. If you have the 6th edition of the same book, it would be adequate to do well in the course.

A supplemental study guide to accompany the text is also available if you wish to use it, but is not required.

Assignments and supplemental class information will be distributed via Blackboard. All students should enroll in this blackboard course and check it frequently.

### Prerequisites

All students should have completed the business core courses before enrolling in this course. At an absolute minimum students must have completed ECON 2003, ECON 2013, and MATH 2243. You should possess solid algebraic skills and familiarity with elementary differential calculus as this class will make frequent use of mathematical models.

### Attendance and Participation

As a responsible adult who has committed to obtaining a university education, you are expected to attend class and actively participate during the semester. We will have many graded in-class activities that are designed to increase your understanding of the material. I reserve the right to give pop quizzes or additional in-class assignments throughout the semester as I deem appropriate (i.e. if attendance is too low for any particular class meeting). There will be no make ups for points missed due to absence *unless* you have a university sponsored function and you provide written notification *in advance*.

Cell phones should be turned off or on silent during class. I will answer any phone that rings during class.

### Grades and Assignments

Grades in this class will be assigned using the following breakdown:

90%+	A
80 - 89%	B
70 - 79%	C
60 - 69%	D

In this class we will have 4 exams and 6 problem sets.

Grades will be determined as follows:

Exams	80%
Homework	20%

### Tentative Schedule

Jan 13-27	Math/Calculus Review, Problem Set 1 due Jan 27
<b>Jan 29</b>	<b>Exam 1</b>
Feb 3 - 5	Chap 1-3
Feb 10 -12	Chap 3 (and appendix), Chap 4
Feb 17 - 19	Chap 4-5, Problem Set 2 Due Feb 17
Feb 24 - 26	Chap 5-6
Mar 3	Chap 6, Problem Set 3 due Mar 3
<b>Mar 5</b>	<b>Exam 2</b>
Mar 10 - 12	Chap 9
Mar 17 - 19	Chap 10 & appendix, Problem Set 4 due Mar 19
Mar 23 - 27	Spring Break
Mar 31 - Apr 2	Chap 11
Apr 7	Review, Problem Set 5 due Apr 7
<b>Apr 9</b>	<b>Exam 3</b>
Apr 14 - 16	Chap 12
Apr 21-23	Chap 13
Apr 28 - 30	Chap 16-17, Problem Set 6 due Apr 30
<b>Finals week</b>	<b>Exam 4</b>

### Academic Dishonesty

Academic dishonesty will not be tolerated and will result in consequences ranging from failing the course to expulsion from the University. It is your responsibility to become familiar with the university's policy on academic dishonesty, which can be found in the Student Handbook.

### Disclaimer

The instructor reserves the right to deviate from the points possible and schedule in this syllabus as the semester progresses. Any deviations will be announced in class.

**Arkansas Tech University**  
**REQUEST FOR CHANGE IN PROGRAM**  
**(Modification or Deletion of Existing Major, Option or Minor)**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: 10/01/2009

Title	Signature	Date
Person Initiating Proposal Pamela S. Carr	<i>Pamela S. Carr</i>	9/29/09
Department Head Pamela S. Carr	<i>Pamela S. Carr</i>	9/29/09
Dean Tom Tyler	<i>Tom Tyler</i>	10-5-09
Teacher Education Council (if applicable) N/A		
Graduate Council (if applicable) N/A		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10/7/09
Vice President for Academic Affairs John Watson	<i>John Watson</i>	

Program Title: Economics and Finance	Effective Date: 2010-2011
Detail change in program:  Delete Elective and Add MATH 2223	
Please provide a rationale for the change. Past assessment results have consistently shown a weakness in quantitative skills of Business majors. MATH 2223 has been designed as a service course offered by the Math department to cover quantitative skills needed for solving problems in Business Statistics and economic and finance settings.	
What impact will the change have on staffing, on other programs and space allocation? This proposal will increase the number of sections of MATH 2223 needed to be offered by the Math department by approximately 1 section per year. However, because all other business majors are adding this class, numerous sections will be available and we estimate that about 20 students from economics will be added yearly.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. This change has been discussed with Dr. Tom Limperis (Head, Math Department). See attached support form.	

*app CC 10/29/09*  
*app FS 11/13/09*

*12-8-09*

Outline in specific detail how your proposal will alter the program (include course number and title):

Fall Start	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change: <b>MATH 2223<sup>2</sup></b> ✓</p> <p><b>Change Footnote 2 to read: Students who have two years of high school algebra with a grade of "C" or better and a math ACT score of 22 or above may omit College Algebra and enroll directly in MATH 2223, Quantitative Business Analysis. If omitted, an additional 3 hours of electives will be required.</b></p> <p>Delete: <b>MATH 2243</b></p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: <b>MATH 2243<sup>3</sup></b> ✓</p> <p><b>Change Footnote 3 to read: Students considering graduate school are advised to take MATH 2914.</b></p> <p><b>Change existing Footnote 3 to 4 and change Footnote 4 to 5.</b></p> <p>Delete: <b>BLAW 2033</b></p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: <b>BLAW 2033</b> ✓</p> <p>Delete: <b>Fine Art/Humanities</b></p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change: <b>Fine Art Humanities</b></p> <p>Delete: <b>Elective</b></p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>



Spring Start (If applicable)

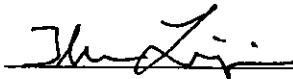
<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Fall Semester</p> <p>Add/Change: <b>MATH 2223</b> ✓</p> <p><b>Change Footnote 2 to read: Students who have two years of high school algebra with a grade of "C" or better and a math ACT score of 22 or above may omit College Algebra and enroll directly in MATH 2223, Quantitative Business Analysis. If omitted, an additional 3 hours of electives will be required.</b></p> <p>Delete: <b>MATH 2243</b></p> <p>Total Hours:</p>
<p>Sophomore Spring Semester</p> <p>Add/Change: <b>MATH 2243<sup>3</sup></b> ✓</p> <p><b>Change Footnote 3 to read: Students considering graduate school are advised to take MATH 2914.</b></p> <p><b>Change existing Footnote 3 to 4 and change Footnote 4 to 5.</b></p> <p>Delete: <b>BLAW 2033</b></p> <p>Total Hours:</p>	<p>Sophomore Fall Semester</p> <p>Add/Change: <b>BLAW 2033</b></p> <p>Delete: <b>Fine Art/Humanities</b> ✓</p> <p>Total Hours:</p>
<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Fall Semester</p> <p>Add/Change: <b>Fine Art Humanities</b> ✓</p> <p>Delete: <b>Elective</b></p> <p>Total Hours:</p>
<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Total Program Hours _____</p>	

**Arkansas Tech University**  
**DEPARTMENTAL SUPPORT FORM**

This form must be completed for every department affected by the course change.

Department Affected: Math	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: \_\_\_\_\_



Date: 9/29/09

**Arkansas Tech University**  
**REQUEST FOR CHANGE IN PROGRAM**  
**(Modification or Deletion of Existing Major, Option or Minor)**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Pamela Carr	<i>Pamela S. Carr</i>	9/14/09
Department Head Pamela Carr	<i>Pamela S. Carr</i>	9/14/09
Dean Tom Tyler	<i>Tom Tyler</i>	9/25/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10/1/09
Vice President for Academic Affairs John Watson	<i>John Watson</i>	

Program Title: Economics and Finance	Effective Date: 2010-2011
Detail change in program: Add ECON 3073 <i>Intermediate Microeconomic Theory</i> as requirement. Delete ECON/FIN Elective 3 hrs (3000-4000 level)	
Please provide a rationale for the change. Economics/Finance faculty felt the need for all majors to take this course.	
What impact will the change have on staffing, on other programs and space allocation?  None	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. N/A	

*app CC 10/29/09* ↓  
*app FS 11/13/09* ↓  
 12-8-09

Outline in specific detail how your proposal will alter the program (include course number and title):

Fall Start	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change: <b>ECON 3073</b> ✓</p> <p>Delete: <b>ECON/FIN Elective (3000-4000 level)</b></p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

Spring Start (If applicable)

<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Fall Semester</p> <p>Add/Change: <b>ECON 3073</b> ✓</p> <p>Delete: <b>ECON/FIN Elective (3000-4000 level)</b></p> <p>Total Hours:</p>
<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p><b>Total Program Hours</b> _____</p>	

Leadership: Film . . .

Arkansas Tech University  
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal David Roach		
Department Head Kevin Mason	<i>Kevin Mason</i>	9/9/09
Dean Tom Tyler	<i>Tom Tyler</i>	9/25/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10/1/09
Vice President for Academic Affairs John Watson	<i>John Watson</i>	

Course Subject: MGMT	Course Number: 4223
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Leadership: Art/Film/Hist/Lit	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010/2011	How frequently will course be offered? Spring in even years, Summer in odd years
Is this course repeatable? Y / N    How many times? NO	
Does this course require a fee? NO	How much?    Type of fee?

app CC 10/29/09  
app FS 11/13/09

12-7-09

Elective       Major       Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites:

Junior Standing or Permission of Instructor

Co-requisites:

Grading     Standard Letter     P/F     Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

How does this proposal support the University Mission?

According to the 2009-10 catalog, the university's mission "is dedicated to nurturing development, integrity, and professionalism." This course supports the university's mission by (a) encouraging students to learn about leadership from a variety of perspectives and sources (art, film, history, and literature) and (b) examining the role of values and integrity for variety of leaders (e.g., Mohandas Gandhi, Joshua Lawrence Chamberlain, the Burghers of Calais, and General Mireaux in *Paths of Glory*).

This course also supports the university's mission with regard to providing "a solid educational foundation for life-long learning." In addition to the content of the course, the means through which the course is delivered is designed to encourage students to engage in learning when they encounter art, film, history, and literature in their future lives.

What assessment information is being used to support this proposal?

The College of Business has conducted assessments that support the conclusion that students' communication skills, critical thinking skills, and ethical awareness and reasoning skills do improve as they progress through the university. That said, there is much room for further progress.

How will the effect of the change be monitored?

Though this course will not be a specific requirement, this course will be one of the courses listed for degree options proposed for the 2010-11 catalog. Future College of Business assessment efforts will include students who are either taking or have already taken this course. In addition, various written assignments for this class can be used as embedded assessments for goals related to communications, critical thinking, and ethics.

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

Within the College of Business, the Management and Marketing department has undertaken a thorough reexamination of our degree offerings. ....

This course may also be of interest to students who do not major in business. In fact, the prerequisite of "junior standing or instructor approval" was proposed to encourage a broader enrollment in the course. The perspectives that non-business students could provide would be welcomed.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.



## **MGMT 4223 - Leadership: Art/Film/History/Literature**

Full Title: Leadership: Ideas and Images in Art, Film, History, and Literature

### **Course Description:**

This course probes the definition, meaning, practice, and paradox of leadership by exploring ideas and images found in diverse domains such as film, art, literature, and history. These ideas and images are used as a platform for examining leadership challenges and for developing personal insights into leadership practice, issues and values.

**Prerequisites:** Junior Standing or Instructor Permission

### **Course Goals:**

Develop each student's understanding and appreciation of what leadership is and how leadership capacity is developed and exercised.

Develop each student's knowledge and appreciation for the role of each the following as they relate to leadership: integrity, values, morality and ethics, imagination, persistence, development and communication of vision, and personal consequences.

Develop each student's interest, knowledge and appreciation for art, film, history, and literature as means for understanding leadership.

Develop each student's capabilities as they relate to the mission of Arkansas Tech University and the College of Business at Arkansas Tech University. Particular emphasis will be placed on the following: critical thinking, ethical awareness and reasoning, written communications skills, and oral communications in the context of group and class discussion.

## Course Outline:

The exact works of art, film, and readings will vary from semester to semester. Among the works of art studied in the past are Rodin's *Burghers of Calais* and Gericault's *The Raft of the Medusa*. Among the films studied in the past are *Troy*, *Twelve O'clock High*, *Gandhi*, *A Man for All Seasons*, *Gettysburg* (focus on Joshua Lawrence Chamberlain), *Luther*, *Strike!*, *Norma Rae*, *North Country*, *Paths to Glory*, *The Caine Mutiny*, *Iron Jawed Angels*, *The Contender*, *Joan of Arc*, *Henry V*, and *Miracle*. Among the works of literature studied in the past are Shelley's *Ozymandias*, Shaw's *Saint Joan*, and Cervantes *Don Quixote*.

These are some of the themes that will arise throughout the course of the semester.

- Becoming a leader
- Leadership, Principles, and Integrity
- Knowledge of Self
- Articulating a Vision
- Commitment and Persistence
- The Politics of Leadership
- Imagination
- Maintaining the System (of authority)
- Leadership from lower participants
- Leadership Styles
- Relinquishing Power
- Zeitgeist/situation
- Decision Making
- Leader as Servant
- Leadership and Sacrifice
- Living with the Consequences of One's decisions and Actions
- The burden of Leadership
- Identification
- The ends justify the means; Goal displacement
- Women as Leaders
- Teamwork
- Conflict
- Leadership as Theater: Stagecraft & Impression Management
- Leadership and the attribution of credit for success and responsibility for failure

## Teaching Methods

I and the students in the course will work together to establish and negotiate paths for learning about leadership as it is portrayed and experienced in art, film, history, and literature. The primary mode of interaction is class discussion. Each of us is responsible for both his and her learning and for helping others to learn.

## Evaluation of Student Performance

Generally speaking, the bulk of a student's performance in this course will consist of writing essays that build on and extend ideas developed in class discussion. The following is an example of grading plan might look like. The exact grading method will change over time. The grading methods will also vary in accordance with the interests and capabilities of students in the class.

### Evaluation of Student Performance

70% of course grade

Any combination of four of the following

Reflection Essay (5-7 pages each)

Book Review (5-7 pages)

Leader Paper (5-7 pages)

Creative Project

**OR**

Both of the following

Extended Reflection Essay (12-15 pages)

Case Analysis (12 – 15 pages)

Peer Reviews	10%
Class Participation	10%
Final Exam	10%

## Description of Course Requirements

**Papers, Essays, Projects, etc.** – Complete any combination of four assignments. The following describes some options for you to consider. If you have an idea that you think works better for you, please either (a) visit with me during office hours to discuss your idea, or (b) submit a written proposal before you do too much work.

Reflection Essays – Write an essay that examines a particular leadership theme or idea. The essay should include supporting examples drawn from art, film, history and literature assigned for this class. You may include other examples as well. Each reflection paper must be reviewed by at least one other student (peer) in the class before the paper is submitted.

Book Summary and Discussion – Write an essay that examines the contributions of a book from the course bibliography. Papers will be distributed to all class members.

Leader Paper – Select a leader and write an essay that discusses leadership ideas and/or themes related to the selected leader's life and accomplishments.

Creative Project – This is a creative assignment that can take a variety of forms (a story, a business case, a work of art, etc.). Though you will need to narrow it down as time progresses, you should give immediate attention to what you would like to do. If you select this option, a formal proposal is due on February 10, 2010. The final project is due on April 28.

**Case Analysis** - The primary purpose of this assignment is to master and extend the analysis of leadership presented in this course. Your goal is to offer a set of new, coherent insights about the development and/or exercise of leadership in organizations. The project should analyze a situation where a leader was either successful or unsuccessful at getting things accomplished. You may choose a published case, a situation in the news, or a personal experience. Your object is to analyze the situation, not merely describe it. Thus, you will need to select an incident where you have the ability to get detailed information about the setting, the participants, the issues, etc. What do we learn about leadership from this case?

**Peer Review** - Each student is required to peer-review at least one other student's reflection paper before submitting each of his or her own essays, projects, or analyses. In total, you must submit at least four peer reviews over the course of the semester. Your grade for the peer review will be the average score assigned to the papers you reviewed.

**Class Participation** – Much of this course involves “learning together.” Students can participate in class and group discussions by initiating ideas and/or by building on ideas initiated by others. Students can also participate by joining the conversation(s) on the course blog.

**Final Exam** – The final exam will revolve around one or more course themes (e.g., imagination, persistence, morality, the leader as servant, etc.). For one or more selected themes (from list provided at final examination), each student will write an integrative essay that discusses that theme and how that theme is reflected in the art, film, history and literature assigned for this class.

**Course Materials** Students must be able view films outside class. Almost all of the films viewed outside class are available for instant viewing on Netflix. Many are available in the library. Many are available to be checked out from the professor. Arrangements will also be made to show each film on campus as well (time tba and will be affected, in part, by student schedules).

#### Required Texts

Poelle, M.R. (2008). *Leadership: Fifty great leaders and the worlds they made*, Westport Connecticut: Greenwood Press. \$55 new, 34 used

Wren, J.T. (1995). *The leader's companion: Insights on leadership through the ages*. New York: The Free Press. \$15 new

Zander, R.S. & Zander, B. (2000/2002): *The art of possibility: Transforming Professional and Personal Life*, :Penguin. \$10 new

Two Hartwick Classic Leadership Cases:

\*Miguel de Cervantes' *Don Quixote*

\*John Masefield's *The Bird of Dawning*

#### Course Bibliography (Leadership and Leaders) [Much more to come]

Badaracco, J.L. (1997). *Defining moments: When managers must choose between right and right*. Boston: Harvard Business School Press.

Badaracco, J.L. & Ellsworth, R.R. (1993). *Leadership and the quest for integrity*. Boston: Harvard Business School Press.

Block, P. (1993). *Stewardship: Choosing service over self-interest*. San Francisco: Berrett-Koehler Publishers.

Burns, J.M. (2003). *Transforming leadership*. New York: Grove Press.

Heifetz, R.A. & Linsky, M. (2002). *Leadership on the line: Staying alive through the dangers of leading*, Boston: Harvard Business School press.

- Iacocca, L. & Novak, W. (2004). *Iacocca: An autobiography*. New York: Bantam Books.
- Lowney, C. (2003). *Heroic leadership: Best practices from a 450-year-old company that changed the world*, Chicago: Loyola Press.
- Miles, J. (2007). *The wreck of the Medusa: The most famous sea disaster of the nineteenth century*. New York: Atlantic Monthly Press.
- Morell, M. & Capparell, S. (2001). *Shackleton's way: Leadership lessons from the great Antarctic explorer*. New York: Viking.
- Pfeffer, J. (1992). *Managing with power: Politics and influence in organizations*. Boston: Harvard Business School Press.
- Roberto, M.A. (2005). *Why great leaders don't take yes for an answer: Managing for conflict and consensus*. Upper Saddle River, NJ: Wharton School Publishing.
- Rosenbach, W.E. & Taylor, R.L. (2001). *Contemporary issues in leadership*. Boulder, CO: Westview.
- Smith, D., Bell, G.D., & Kilgo, J. (2004). *The Carolina way: Leadership lessons from a life in coaching*. New York: Penguin Books.
- Useem, M. (1998). *The leadership moment: Nine true stories of triumph and disaster and their lessons for us all*. New York: Three Rivers Press.

Course Bibliography (Leadership and Art, Film, History, and Literature)

- Brawer, R.A. (1998). *Fictions of business: Insights on management from great literature*. New York: John Wiley & Sons.
- Clemens, J.K. & Mayer, D.F. (1999). *The classic touch: Lessons in leadership from Homer to Hemingway*. Chicago: Contemporary Books.
- Clemens, J.K. & Wolff, M. (1999). *Movies to manage by: Lessons in leadership from great films*. New York: McGraw-Hill.
- DiSibio, R.R. (2006). *Reel lessons in leadership*. Aiken, SC: The Paladin Group.
- March, J.G. & Weil, T. (2003). *On Leadership*. Malden, MA: Blackwell Publishing.
- Whitney, J.O. & Packer, T. (2000). *Power plays: Shakespeare's lessons in leadership and management*. New York: Simon & Schuster.

**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Dr. Dave Roach		
Department Head <i>KEVIN MASON</i>	<i>Kevin Mason</i>	9/14/09
Dean <i>Thomas P. Tyler</i>	<i>Tom Tyler</i>	9/25/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Woods</i>	10/1/09
Vice President for Academic Affairs <i>John White</i>		

Course Subject: Business Statistics	Course Number: BUAD 2053
Cross-listed with Subject:	Course Number:
Official Title Business Statistics	
Request to change: (check appropriate box)	
<input type="checkbox"/> Course Number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input checked="" type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010-2011	

*App CC 10/29/09*  
*App FS 11/13/09*

*12-7-09*

Course Number (Limited to 30 characters including spaces):

BUAD 2053 – Business Statistics

**Course Description (Revised):**

This course reviews basic descriptive statistics and probability distributions. The course introduces inferential statistics and their application to business problems. Topics covered include data collection, the t-tests for one sample, matched-pairs, and independent groups, the F-test for one and two-way analysis of variance, the z-test for one and two proportions, the chi-square tests for independence and goodness of fit, the t- and F tests as they relate to simple and multiple regression, control charts, time-series analysis, the visual display of quantitative information, and the reporting of results. Problems are addressed using technology such as statistical calculators and advanced statistical software.

Cross-list:

Adding Cross-listing    Changing Cross-listing    Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number \_\_\_\_\_

**Prerequisite/Co-requisite: (Revised)**

Change course prerequisites to COMS 1003 or COMS 2003 or BUAD 2003 or MGMT 2013 and Math 2223 (Quantitative Business Analysis) or higher level math class (as prerequisite)

Note: For non-business majors, this gives students additional options for meeting course prerequisites. Other program changes will require business majors to take Math 2223 to satisfy the math prerequisite.

Grading    Standard Letter    P/F    Other (If other, please specify below)

Fee:                      How much?                      Type of Fee?

Elective             Major             Minor

If major or minor course, you must complete the Request for Program Change form.

Please provide a rationale for the change.

Changes to this course are part of an effort to address issues raised in assessment processes in the College of Business as they relate to students' preparedness to use quantitative methods to understand and solve business-related problems.

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

Other than non-business added flexibility in meeting course prerequisites, the proposed changes do not affect other departments.



**Arkansas Tech University**  
**REQUEST FOR CHANGE IN PROGRAM**  
 (Modification or Deletion of Existing Major, Option or Minor)

TO: Curriculum Committee

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Kevin Mason & Pam Carr	<i>Kevin Mason Pam Carr</i>	9/23/09
Department Heads Kevin Mason & Pam Carr	<i>Kevin Mason Pam Carr</i>	9/23/09
Dean Tom Tyler	<i>Tom Tyler</i>	9/25/09
Teacher Education Council (if applicable) Eldon Clary		
Graduate Council (if applicable) Not Applicable		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10/1/09
Vice President for Academic Affairs John Watson	<i>John Watson</i>	

Program Title: BSBA - all majors [redacted], ACCT, ECON, MGMK)	Effective Date: Fall 2010
Detail change in program: Replace requirement of COMS 1003 for all business majors [redacted], ACCT, ECON, and MGMK) with BUAD 2003.	
Please provide a rationale for the change. Program assessments results show a weakness in generating and managing information. Sophomore-level course exercises indicate students are not sufficiently prepared in the Excel and Access software packages. BUAD 2003 will focus more closely on these packages and on business applications.	
What impact will the change have on staffing, on other programs and space allocation? <del>The MGMK department would need to offer 3 to 4 sections of BUAD 2003 per semester, hence this change will require another full-time faculty member (not necessarily a tenure track position).</del> <i>May need 2-3 more adjunct per Tyler</i>	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. This change would reduce staff requirements in the Department of Computer and Information Science. This has been discussed with Mr. Ron Robison (Head, Computer and Information Science Department). See Attached Departmental support form.	

*12-8-09  
KR*

*app CC 10/29/09  
app FS 11/13/09*

Arkansas Tech University  
DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

Department Affected: <i>Computer + Information Science</i>	This department <input checked="" type="checkbox"/> supports the change. <input type="checkbox"/> does not support
Comments:	

Department Head Signature: *Don Polina*

Date: 8/27/09

Outline in specific detail how your proposal will alter the program (include course number and title):

MGMK Fall Start	
<p>Freshman Fall Semester</p> <p>Add: <b>BUAD 2003</b></p> <p>Delete: <b>COMS 1003</b></p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

MGMK Spring Start

<p>Freshman Spring Semester</p> <p>Add: <b>BUAD 2003</b> ✓</p> <p>Delete: COMS 1003</p> <p>Total Hours:</p>	<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Total Program Hours _____</p>	

ECON Fall Start

<p>Freshman Fall Semester</p> <p>Add: BUAD 2003 ✓</p> <p>Delete: COMS 1003</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

ECON Spring Start

<p>Freshman Spring Semester</p> <p>Add: BUAD 2003</p> <p>Delete: COMS 1003 ✓</p> <p>Total Hours:</p>	<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Total Program Hours _____</p>	

Outline in specific detail how your proposal will alter the program (include course number and title):

ACCT Fall Start	
<p>Freshman Fall Semester</p> <p>Add: BUAD 2003</p> <p>Delete: COMS 1003</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

**Arkansas Tech University**  
**REQUEST FOR CHANGE IN PROGRAM**  
 (Modification or Deletion of Existing Major, Option or Minor)

TO: Curriculum Committee

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Kevin Mason & Pam Carr	<i>Kevin Mason Pam Carr</i>	9/23/09
Department Heads Kevin Mason & Pam Carr	<i>Kevin Mason Pam Carr</i>	9/23/09
Dean Tom Tyler	<i>Tom Tyler</i>	9/29/09
Teacher Education Council Eldon Clary		
Graduate Council (if applicable) Not applicable		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10/1/09
Vice President for Academic Affairs John Watson	<i>John Watson</i>	

Program Title: BSBA (MGMK, [redacted], and ACCT majors)	Effective Date: Fall 2010
Detail change in program: Replace requirement of MATH 2243 with MATH 2223.	
Please provide a rationale for the change. Past assessments results have consistently shown a weakness in quantitative skills of Business majors. Material covered in MATH 2243 (Business Calculus) is not directly needed for ACCT, MGMK and [redacted] majors. MATH 2223 has been designed as a service course offered by the Math department to cover quantitative skills needed for solving problems in management and marketing contexts.	
What impact will the change have on staffing, on other programs and space allocation? This proposal will lower the number of sections of MATH 2243 needed to be offered by the MATH department by approximately 6 sections per year. However this proposal will require the MATH department to offer approximately 6 sections of MATH 2223 per year.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. This change has no increase or decrease of staff requirements in the Department of Math. However, this proposal will shift Math resources from MATH 2243 to MATH 2223. This has been discussed with Dr. Tom Limperis (Head, Math Department). See Attached Departmental support form.	

app CC 10/29/09  
 app FS 11/13/09

12-8-09



Arkansas Tech University  
DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

Department Affected: <b>MATH</b>	This department <input checked="" type="checkbox"/> supports the change. <input type="checkbox"/> does not support
Comments:	

Department Head Signature: *John L...*

Date: 8/27/09

Outline in specific detail how your proposal will alter the program (include course number and title):

MGMK Fall Start

<p>Freshman Fall Semester</p> <p>Add:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add: MATH 2223 <sup>2</sup></p> <p>Change Footnote 2 to read: Students who have two years of high school algebra with a grade of "C" or better and a math ACT score of 22 or above may omit College Algebra and enroll directly in Math 2223, Quantitative Business Analysis. If omitted, an additional 3 hours of electives will be required. Students considering graduate school are advised to use free elective hours to take MATH 2914.</p> <p>Delete: MATH 2243</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p> </p>	

MGMK Spring Start

<p>Freshman Spring Semester</p> <p>Add:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Fall Semester</p> <p>Add: <b>MATH 2223</b><sup>2</sup></p> <p>Change Footnote 2 to read: Students who have two years of high school algebra with a grade of "C" or better and a math ACT score of 22 or above may omit College Algebra and enroll directly in Math 2223, Quantitative Business Analysis. If omitted, an additional 3 hours of electives will be required. Students considering graduate school are advised to use free elective hours to take MATH 2914. ✓</p> <p>Delete: <b>MATH 2243</b></p> <p>Total Hours:</p>
<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Total Program Hours _____</p>	

Outline in specific detail how your proposal will alter the program (include course number and title):

ACCT	
<p>Freshman Fall Semester</p> <p>Add:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add: <b>MATH 2223</b><sup>2</sup></p> <p><b>Change Footnote 2 to read: Students who have two years of high school algebra with a grade of "C" or better and a math ACT score of 22 or above may omit College Algebra and enroll directly in Math 2223, Quantitative Business Analysis. If omitted, an additional 3 hours of electives will be required. Students considering graduate school are advised to use free elective hours to take MATH 2914.</b></p> <p>Delete: <b>MATH 2243</b></p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

**Arkansas Tech University**  
**REQUEST FOR CHANGE IN PROGRAM**  
**(Add Concentrations to Major)**

TO: Curriculum Committee

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal <b>Kevin Mason</b>	<i>Kevin Mason</i>	9/23/09
Department Head <b>Kevin Mason</b>	<i>Kevin Mason</i>	9/23/09
Dean <b>Tom Tyler</b>	<i>Tom Tyler</i>	9/25/09
Teacher Education Council (if applicable) <b>Not applicable</b>		
Graduate Council (if applicable) <b>Not applicable</b>		
Registrar <b>Tammy Rhodes</b>	<i>Tammy Rhodes</i>	9/29/09
Vice President for Academic Affairs <b>John Watson</b>	<i>John Watson</i>	

Program Title: <b>BSBA (MGMK majors)</b>	Effective Date: <b>Fall 2010</b>
Detail change in program: <b>Create 4 concentration options for MGMK majors.</b>	
Please provide a rationale for the change. <b>To allow students to acquire more focused concentration in Management &amp; Marketing areas of greatest interest, the MGMK department proposes to offer the Management &amp; Marketing major with the following concentration options: (1) Marketing, (2) Entrepreneurship, (3) Management, and (4) International Business.</b>	
What impact will the change have on staffing, on other programs and space allocation? <b>The proposed concentration options will have no impact on other programs and will not change any space allocation. While the MGMK classes required by the proposed concentrations are currently being taught by MGMK faculty, the change will require a re-allocation of teaching assignments for MGMK faculty.</b>	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. <b>The only concentration that has an impact on another department is the International Business concentration, which may lead to more students taking foreign language classes. This has been discussed with Dr. Magrans (Head of Foreign Language Department). Also, the Acct/Econ department will need to offer their International Economics to MGMK majors who seek the International concentration - This has been discussed with Dr. Pam Carr (Head, Accounting and Economics)</b>	

*app CC 10/29/09*  
*app FS 11/13/09*

Arkansas Tech University  
DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

Department Affected: <i>Acct &amp; Economics</i>	This department <input checked="" type="checkbox"/> supports the change. <input type="checkbox"/> does not support
Comments:	

Department Head Signature:

*Jem Chau*

Date: *9/23/09*

Arkansas Tech University  
DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

Department Affected: <i>Foreign Languages and International Studies</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: <i>Highly support this program.</i>	

Department Head Signature: \_\_\_\_\_



Date: *9/9/09*

Outline in specific detail how your proposal will alter the MGMK (include course number and title):

**MARKETING CONCENTRATION**

Fall Start

<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add: MKT 3163-Consumer Behavior</p> <p>Delete: 3 hour Mgmt/Mkt elective <sup>4</sup></p> <p><b>NOTE: DELETE CURRENT FOOTNOTE 4</b></p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add: MKT 4153-Marketing Research</p> <p>Add: MKT 4143- Marketing Management</p> <p>Delete: 3 hour Mgmt/Mkt elective <sup>4</sup></p> <p>Delete: 3 hour Mgmt/Mkt elective <sup>4</sup></p> <p><b>NOTE: DELETE CURRENT FOOTNOTE 4</b></p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add: 3 hour MKT elective (3-4000 level)</p> <p>Add: 3 hour UD MGMT or MKT elective</p> <p>Delete: 3 hour Mgmt/Mkt elective <sup>4</sup></p> <p>Delete: 3 hour Mgmt/Mkt elective <sup>4</sup></p> <p><b>NOTE: DELETE CURRENT FOOTNOTE 4</b></p> <p>Total Hours:</p>





**Marketing - Spring Start**

<p><b>Freshman Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Freshman Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p><b>Sophomore Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Sophomore Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p><b>Junior Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Junior Fall Semester</b></p> <p><b>Add: MKT 4143- Marketing Management</b></p> <p><b>Delete: 3 hour Mgmt/Mkt elective <sup>4</sup></b></p> <p><b>NOTE: DELETE CURRENT FOOTNOTE 4</b></p> <p>Total Hours:</p>
<p><b>Senior Spring Semester</b></p> <p><b>Add: MKT3163-Consumer Behavior</b></p> <p><b>Add: MKT 4153 -Marketing Research</b></p> <p><b>Delete: 3 hour Mgmt/Mkt elective <sup>4</sup></b></p> <p><b>Delete: 3 hour Mgmt/Mkt elective <sup>4</sup></b></p> <p><b>NOTE: DELETE CURRENT FOOTNOTE 4</b></p> <p>Total Hours:</p>	<p><b>Senior Fall Semester</b></p> <p><b>Add: 3 hour MKT elective (3-4000 level)</b></p> <p><b>Add: 3 hour MGMT or MKT elective (3-4000 level)</b></p> <p><b>NOTE: DELETE FOOTNOTE 4</b></p> <p><b>Delete: 3 hour Mgmt/Mkt elective <sup>4</sup></b></p> <p><b>Delete: 3 hour Mgmt/Mkt elective <sup>4</sup></b></p> <p><b>NOTE: DELETE CURRENT FOOTNOTE 4</b></p> <p>Total Hours:</p>
<p align="center">Total Program Hours _____</p>	

## ENTREPRENEURSHIP CONCENTRATION

Fall Start

<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add: MKT 4153-Marketing Research</p> <p>Delete: 3 hour Mgmt/Mkt elective <sup>4</sup></p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add: MGMT 4053- Small Business Management</p> <p>Add: 3 hour Market Strategy elective <sup>4</sup></p> <p><b>NOTE: CHANGE CURRENT FOOTNOTE 4 TO READ: Three hour Market Strategy elective must be taken from: MKT 4143 (Marketing Management) or MKT 3163 (Consumer Behavior) or MGMT 4113 (E-Commerce).</b></p> <p>Delete: 3 hour Mgmt/Mkt elective <sup>4</sup></p> <p>Delete: 3 hour Mgmt/Mkt elective <sup>4</sup></p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add: MGMT 4063-Entrepreneurial Development</p> <p>Add: 3 hour Behavioral elective <sup>5</sup></p> <p><b>NOTE: Add FOOTNOTE 5 TO READ: Three hour Behavioral elective must be taken from: MGMT 4023 (Human Resource Mgmt) or MGMT 4093 (Human Behavior) or MGMT 4213 (Leadership) or MGMT 4223 (Leadership in Film, Hist, Lit).</b></p> <p>Delete: 3 hour Mgmt/Mkt elective <sup>4</sup></p> <p>Delete: 3 hour Mgmt/Mkt elective <sup>4</sup></p> <p>Total Hours:</p>

**Entrepreneurship - Spring Start**

<p><b>Freshman Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Freshman Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p><b>Sophomore Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Sophomore Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p><b>Junior Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Junior Fall Semester</b></p> <p><b>Add: MGMT 4053- Small Business Management</b></p> <p><b>Delete: 3 hour Mgmt/Mkt elective<sup>4</sup></b></p> <p>Total Hours:</p>
<p><b>Senior Spring Semester</b></p> <p><b>Add: MGMT 4063-Entrepreneurial Development</b></p> <p><b>Add: MKT 4153-Marketing Research</b></p> <p><b>Delete: 3 hour Mgmt/Mkt elective<sup>4</sup></b></p> <p><b>Delete: 3 hour Mgmt/Mkt elective<sup>4</sup></b></p> <p>Total Hours:</p>	<p><b>Senior Fall Semester</b></p> <p><b>Add: 3 hour Market Strategy elective<sup>4</sup></b></p> <p><b>NOTE: CHANGE CURRENT FOOTNOTE 4 TO READ: Three hour Market Strategy elective must be taken from: MKT 4143 (Marketing Management) or MKT 3163 (Consumer Behavior) or MGMT 4113 (E-Commerce).</b></p> <p><b>Add: 3 hour Behavioral elective<sup>5</sup></b></p> <p><b>NOTE: Add FOOTNOTE 5 TO READ: Three hour Behavioral elective must be taken from: MGMT 4023 (Human Resource Mgmt) or MGMT 4093 (Human Behavior) or MGMT 4213 (Leadership) or MGMT 4223 (Leadership in Film, Hist, Lit).</b></p> <p><b>Delete: 3 hour Mgmt/Mkt elective<sup>4</sup></b></p> <p><b>Delete: 3 hour Mgmt/Mkt elective<sup>4</sup></b></p> <p>Total Hours:</p>
<p align="center">Total Program Hours _____</p>	



## MANAGEMENT CONCENTRATION

Fall Start

<p><b>Freshman Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Freshman Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p><b>Sophomore Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Sophomore Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p><b>Junior Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Junior Spring Semester</b></p> <p>Add: MGMT 3123- Business Ethics</p> <p>Delete: 3 hour Mgmt/Mkt elective<sup>4</sup></p> <p>Total Hours:</p>
<p><b>Senior Fall Semester</b></p> <p>Add: 3 hour Behavioral elective<sup>4</sup></p> <p>Add: 3 hour Behavioral elective<sup>4</sup></p> <p><b>NOTE: CHANGE CURRENT FOOTNOTE 4 TO READ:</b>            Three hour Behavioral elective must be taken from: MGMT 4023 (Human Resource Mgmt) or MGMT 4093 (Human Behavior) or MGMT 4213 (Leadership) or MGMT 4223 (Leadership in Film, Hist, Lit)..</p> <p>Delete: 3 hour Mgmt/Mkt elective<sup>4</sup></p> <p>Delete: 3 hour Mgmt/Mkt elective<sup>4</sup></p> <p>Total Hours:</p>	<p><b>Senior Spring Semester</b></p> <p>Add: MGMT 3113-Managerial Process Analysis or MGMT 4203 Project Management</p> <p>Add: 3 hour Behavioral elective<sup>4</sup></p> <p><b>NOTE: CHANGE CURRENT FOOTNOTE 4 TO READ:</b>            Three hour Behavioral elective must be taken from: MGMT 4023 (Human Resource Mgmt) or MGMT 4093 (Human Behavior) or MGMT 4213 (Leadership) or MGMT 4223 (Leadership in Film, Hist, Lit)..</p> <p>Delete: 3 hour Mgmt/Mkt elective<sup>4</sup></p> <p>Delete: 3 hour Mgmt/Mkt elective<sup>4</sup></p> <p>Total Hours:</p>

**Management - Spring Start**

<p>Freshman Spring Semester Add/Change: Delete: Total Hours:</p>	<p>Freshman Fall Semester Add/Change: Delete: Total Hours:</p>
<p>Sophomore Spring Semester Add/Change: Delete: Total Hours:</p>	<p>Sophomore Fall Semester Add/Change: Delete: Total Hours:</p>
<p>Junior Spring Semester  Add/Change:  Delete:  Total Hours:</p>	<p>Junior Fall Semester  <b>Add: 3 hour Behavioral elective<sup>4</sup></b>  <b>NOTE: CHANGE CURRENT FOOTNOTE 4 TO READ: Three hour Behavioral elective must be taken from: MGMT 4023 (Human Resource Mgmt) or MGMT 4093 (Human Behavior) or MGMT 4213 (Leadership) or MGMT 4223 (Leadership in Film, Hist, Lit)..</b>  <b>Delete: 3 hour Mgmt/Mkt elective<sup>4</sup></b>  Total Hours:</p>
<p>Senior Spring Semester  <b>Add: MGMT 3123- Business Ethics</b>  <b>Add: MGMT 3113-Managerial Process Analysis or MGMT 4203 Project Management</b>  <b>Delete: 3 hour Mgmt/Mkt elective<sup>4</sup></b>  <b>Delete: 3 hour Mgmt/Mkt elective<sup>4</sup></b>  Total Hours:</p>	<p>Senior Fall Semester  <b>Add: 3 hour Behavioral elective<sup>4</sup></b>  <b>Add: 3 hour Behavioral elective<sup>4</sup></b>  <b>NOTE: CHANGE CURRENT FOOTNOTE 4 TO READ: Three hour Behavioral elective must be taken from: MGMT 4023 (Human Resource Mgmt) or MGMT 4093 (Human Behavior) or MGMT 4213 (Leadership) or MGMT 4223 (Leadership in Film, Hist, Lit).</b>  <b>Delete: 3 hour Mgmt/Mkt elective<sup>4</sup></b>  <b>Delete: 3 hour Mgmt/Mkt elective<sup>4</sup></b>  Total Hours:</p>
<p align="center">Total Program Hours _____</p>	



## INTERNATIONAL BUSINESS CONCENTRATION

Fall Start	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p><b>Add: 4 hour Foreign Language</b></p> <p><b>Delete: 4 hour Science with Lab<sup>1</sup></b></p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p><b>Add: 4 hour Foreign Language</b></p> <p><b>Delete: 4 hour Science with Lab<sup>1</sup></b></p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p><b>Add: 4 hour Science with Lab<sup>1</sup></b></p> <p><b>Add: ECON 4093 – International Economics</b></p> <p><b>Delete: 3 hour Elective</b></p> <p><b>Delete: Physical Activity<sup>1</sup></b></p> <p><b>Delete: 3 hour Mgmt/Mkt elective<sup>4</sup></b></p> <p><b>NOTE: DELETE CURRENT FOOTNOTE 4</b></p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p><b>Add: 4 hour Science with Lab<sup>1</sup></b></p> <p><b>Add: MKT 4093– International Marketing</b></p> <p><b>Add: 3 hour MGMT elective (3-4000 level)</b></p> <p><b>Delete: 3 hour Elective</b></p> <p><b>Delete: 3 hour Mgmt/Mkt elective<sup>4</sup></b></p> <p><b>Delete: 3 hour Mgmt/Mkt elective<sup>4</sup></b></p> <p><b>NOTE: DELETE CURRENT FOOTNOTE 4</b></p> <p>Total Hours: <b>Will increase total hours from 15 to 16 hours</b></p>	<p>Senior Spring Semester</p> <p><b>Change: 3 hour Elective to 1 hour Elective</b></p> <p><b>Add: Physical Activity<sup>1</sup></b></p> <p><b>Add: MKT 3163 (Consumer Behavior) or MKT 4153 (Marketing Research)</b></p> <p><b>Add: 3 hour MGMT elective (3-4000 level)</b></p> <p><b>Delete: 3 hour Mgmt/Mkt elective<sup>4</sup></b></p> <p><b>Delete: 3 hour Mgmt/Mkt elective<sup>4</sup></b></p> <p><b>NOTE: DELETE CURRENT FOOTNOTE 4</b></p> <p>Total Hours: <b>Will reduce total hours from 15 to 14 hours.</b></p>

**International Business - Spring Start**

<p><b>Freshman Spring Semester</b>                  Add/Change:                  Delete:                  Total Hours:</p>	<p><b>Freshman Fall Semester</b>                  Add/Change:                  Delete:                  Total Hours:</p>
<p><b>Sophomore Spring Semester</b>                  Add: 4 hour Foreign Language ✓                  Delete: 4 hour Science with Lab<sup>1</sup>                  Total Hours:</p>	<p><b>Sophomore Fall Semester</b>                  Add: 4 hour Foreign Language ✓                  Delete: 4 hour Science with Lab<sup>1</sup>                  Total Hours:</p>
<p><b>Junior Spring Semester</b>                  Add/Change:                  Delete:                  Total Hours:</p>	<p><b>Junior Fall Semester</b>                  Add: 4 hour Science with Lab<sup>1</sup>                  Add: MKT 4093- International Marketing                  Delete: 3 hour Elective                  Delete: Physical Activity<sup>1</sup>                  Delete: 3 hour Mgmt/Mkt elective<sup>4</sup>                  NOTE: DELETE CURRENT FOOTNOTE 4                  Total Hours:</p>
<p><b>Senior Spring Semester</b>                  Add: 4 hour Science with Lab<sup>1</sup>                  Add: ECON 4093- International Economics                  Add: MKT 3163 (Consumer Behavior) or MKT 4153 (Marketing Research)                  Delete: 3 hour Elective                  Delete: 3 hour Mgmt/Mkt elective<sup>4</sup>                  Delete: 3 hour Mgmt/Mkt elective<sup>4</sup>                  NOTE: DELETE CURRENT FOOTNOTE 4                  Total Hours: Will increase total hours from 15 to 16 hours</p>	<p><b>Senior Fall Semester</b>                  Change: 3 hour Elective to 1 hour Elective                  Add: Physical Activity<sup>1</sup>                  Add: 3 hour MGMT elective (3-4000 level)                  Add: 3 hour MGMT elective (3-4000 level)                  Delete: 3 hour Mgmt/Mkt elective<sup>4</sup>                  Delete: 3 hour Mgmt/Mkt elective<sup>4</sup>                  NOTE: DELETE CURRENT FOOTNOTE 4                  Total Hours: Will reduce total hours from 15 to 14 hours.</p>
<p align="center">Total Program Hours _____</p>	

**Arkansas Tech University**  
**REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee ~~or Graduate Council (as appropriate)~~

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal L. Buckholtz / K. Cox	<i>Linda Buckholtz</i>	9-28-09
Department Head Dr. Rebecca Burris	<i>Rebecca Burris</i>	9-28-09
Dean Dr. Richard Cohoon	<i>R. Cohoon</i>	9-30-09
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10/8/09
Vice President for Academic Affairs Dr. John Watson	<i>John Watson</i>	11-16-09

Course Subject: <i>Nursing</i>	Course Number: <i>NUR 3213</i>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces):  <i>Care of the Older Adult</i>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010-11	How frequently will course be offered? Each semester (Spring/Fall)
Is this course repeatable? <u>NO</u> How many times?	
Does this course require a fee? <u>NO</u> How much? Type of fee?	

*App CC 10/29/09*  
*App FS 11/13/09*

*✓ 12-7-09*



Elective     Major     Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites:

1  
NUR 3203, NUR 2023, <sup>PSY</sup> NUR 3813

Co-requisites:

None

Grading     Standard Letter     P/F     Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

None

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

No

How does this proposal support the University Mission? *The addition of Lifespan Development will continue to enhance scholastic achievement in timely and efficient manner (one semester versus two) while increasing opportunities for students to expand their educational foundation for life-long learning.*

What assessment information is being used to support this proposal? *With the increasing complexity of healthcare changing rapidly, the American Association of Colleges of Nursing, National State Board of Nursing, and National League of Nursing Accreditation Commission support the need to transform our educational program to prepare our graduates for current professional practice.*

How will the effect of the change be monitored? *The outcomes of this course will be monitored through not only course evaluations, but also mid-and-end nursing program evaluations.*

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. *The addition of Lifespan Development will continue to enhance scholastic achievement in timely and efficient manner (one semester versus two) while increasing opportunities for students to expand their educational foundation for life-long learning.*

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

Pathology  
Course  
diseases

## NUR 3213 CARE OF THE OLDER ADULT

This course will include a study of communication with individuals, families and groups. It will also provide the foundational basis for the professional care of older adults and their families. Care of the older adult introduces trends, theories and multidimensional changes of aging and addresses issues related to wellness, health promotion, and disease prevention in older adults.

Prereqs: NUR 3103, NUR 2023, and

DSY 3813.

### OBJECTIVES:

1. Analyze the role of communicator, as it applies to individuals, families and groups.
2. Analyze values and beliefs related to older adults and the aging process.
3. Explore the theoretical basis for care of older adults and their families.
4. Describe the multidimensional process of aging and how it relates to wellness, health promotion and disease prevention in older adults.
5. Identify atypical presentation of acute and chronic illnesses in the older adult.

### OUTLINE:

- I. Communication
  - A. Self Awareness
  - B. Therapeutic Communication
    1. Individuals
    2. Families
    3. Groups
- II. Foundations of Healthy Aging
  - A. Introduction to Healthy Aging
  - B. Gerontological Nursing History, Education, and Roles
  - C. Communicating with Elders
  - D. Culture and Aging
  - E. Documentation for Optimal Care
- III. Changes of Aging
  - A. Theories and Physical Changes of Aging
  - B. Social, Psychological, Spiritual, and Cognitive Aspects of Aging
  - C. Nutritional Needs
  - D. Fluids and Continence
  - E. Rest, Sleep, and Activity
  - F. Promoting Healthy Skin and Feet
  - G. Maintaining Mobility and Environmental Safety
  - H. Assessment Tools in Gerontological Nursing
  - I. Safe Medication Use for Older Adults

- IV. Coping with Chronic Disorders in Late Life
  - A. Living with Chronic Illness
  - B. Pain and Comfort
  - C. Diabetes Mellitus
  - D. Bone and Joint Problems
  - E. Diseases Affecting Vision and Hearing
  - F. Cardiac and Respiratory Disorders
  - G. Cognitive Impairment
  
- V. Caring for Elders and Their Caregivers
  - A. Economic and Legal Issues
  - B. Relationships, Roles, and Transitions
  - C. Mental Health and Wellness in Late Life
  - D. Loss, Grief, Dying, and Death in Late Life
  - E. Care Across the Continuum

Students will be evaluated using objective exams and selected activities:

Grading scale:

90-100=A

80-89=B

75-79=C

68-74=D

Below 68=F

Required Text:

Elipoulos, C. Gerontological Nursing, 7<sup>th</sup> Ed., Lippincott, 2009.

Boyd, M. Psychiatric Nursing Contemporary Practice, 4<sup>th</sup> ed., Lippincott 2008

**Arkansas Tech University**  
**REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: Oct. 1, 2009

Title	Signature	Date
Person Initiating Proposal Linda Self, Terri McKown	<i>[Signature]</i>	9-30-09
Department Head Rebecca Burris, Ph.D.	<i>[Signature]</i>	9-30-09
Dean Richard Cohoon, Dean	<i>[Signature]</i>	9-30-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	10/8/09
Vice President for Academic Affairs	<i>[Signature]</i>	11-16-09

Course Subject: <i>Pharmacology</i>	Course Number: <i>NUR 3802</i>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <i>Pharmacology II</i>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010-2011	How frequently will course be offered? Every semester
Is this course repeatable? Y / N How many times? <i>No</i>	
Does this course require a fee? <i>No</i>	How much? Type of fee?

*app CC 10/29/09*  
*app FS 11/13/09*  
*12-7-09*

Elective       Major       Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites:

NUR 3204; NUR 3404; NUR 3402

Co-requisites:

NUR 3606; NUR 3805

Grading     Standard Letter     P/F     Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

No

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

No

How does this proposal support the University Mission?

*The addition of Pharmacology II will continue to enhance scholastic achievement in a timely and efficient manner (through continuation of course material through a second semester) while increasing opportunities for students to expand their educational foundation for life-long learning.*

What assessment information is being used to support this proposal?

*Course instructor, course evaluations, student evaluations, along with mid and end of program evaluations support this proposal.*

How will the effect of the change be monitored?

*The outcomes will be monitored through faculty input, course evaluations, student evaluations, and mid-and-end program evaluations.*

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

*The addition of Pharmacology II will continue to enhance scholastic achievement in a timely and efficient manner (through continuation of course material through a second semester) while increasing opportunities for students to expand their educational foundation for life-long learning.*

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

ARKANSAS TECH UNIVERSITY  
DEPARTMENT OF NURSING

**COURSE:** NUR 3802

**TITLE:** PHARMACOLOGY II

**CREDIT HOURS:** Two (2) HOURS

**CONTACT HOURS:** Two HOURS PER WEEK

**PLACEMENT:** SECOND SEMESTER JUNIOR YEAR

**COURSE FACULTY:**

Linda Self, MS, MA, APN, CCRN

Office: Dean Hall 224 D

Office phone: 964-3291

Cell phone: 972-658-7955

Email: lself@atu.edu

Office hours: On bulletin board

**INSTRUCTIONAL RESOURCES:**

**Required Textbooks:**

Abrams, A., Pennington, S., Lawman, C. (2007) Clinical Drug Therapy: Rationales for Nursing Practice, 8<sup>th</sup> Edition. Study Guide to Accompany Clinical Drug Therapy

**COURSE DESCRIPTION:**

This course is a continuation of Pharmacology I and focuses on the relationships between the action of drugs, their effects and the contraindications for their administration. The relationship between specific patient needs and the type of drugs that would be effective to meet those needs will be analyzed. The nursing care related to each type of drug and the rationales for the care will be included.

Prereqs: NUR 3204, NUR 3404, NUR 3402  
Co-reqs: NUR 3606, NUR 3805

## **Justification/Rationale for the Course**

By the completion of this course the student will progress toward program goals/outcomes 1, 2, 3, and 4.

This upper division professional nursing course provides opportunities for the student to apply knowledge and skills from the general education component and from nursing courses to the care of individuals and families.

## **Course Objectives:**

On successful completion of this course, the nursing student will be able to:

1. Understand the role of pharmacokinetics and pharmacodynamics in medication administration.
2. Utilize the nursing process in medication administration.
3. Discuss nursing implications associated with medication administration.
4. Identify patient education needs pertinent to medications.
5. Discuss side effects, adverse effects and precautionary measures to be taken with various medications.
6. Explore the legal and ethical issues associated with medication administration.

## CONDUCT OF THE COURSE:

### Teacher Role:

Demonstrator, Evaluator, Facilitator, Resource Person, Role Model, Communicator, and Supporter.

### Student Role:

Learner, Teacher, Advocator, Care Giver, and Communicator.

### Teaching-Learning Strategies:

Lecture and discussion, simulation, charts, diagrams, and audiovisual materials, and critical thinking activities.

### Evaluation:

#### 1. Grading Scale

A = 90 - 100

B = 80 - 89

C = 75 - 79

D = 68 - 74

F = 67 and below

2. A grade of "C" or above must be achieved in every nursing course in order to progress in the Nursing Program. There will be no rounding of grades. All tests and other assignments will be carried to the hundredth.



**Evaluation: (continued)**

3. You must complete all exams and quizzes with a cumulative grade of 75 to successfully complete the course.
4. A semester grade of "I" or "Incomplete" will be given to those students whose work is incomplete because of illness or other circumstances beyond the student's control. This grade will be assigned at the discretion of the instructor according to the amount of time missed, the ability of the student to complete the necessary assignments, and the quality of the student's previous work. (See Student Handbook)
5. Failure to meet course requirements will result in an "Incomplete" grade for the course.
6. Examinations will be taken at designated times. If a student cannot take the examination at the scheduled time, he/she is responsible for contacting the instructor making arrangements to make up the examination. Make-up examinations will be essay or objective in nature at the discretion of the instructor and will be scheduled on the first day the student returns to class.
7. Test and quiz questions will not routinely be "thrown out" nor will grades be scaled.
8. There will be no makeup quizzes. A missed quiz will constitute a zero.
9. Lowest quiz grade will be dropped.
10. Student must achieve a 75% average on tests and quizzes.

Written Examinations:

Six (6) Unit Tests.....	65%
Comprehensive Final Exam.....	20%
Quizzes.....	<u>15%</u>
	100%

Professional Activities.....Maximum of 2 points

SEP - 3 2009

## Arkansas Tech University REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: 8/31/09

Title	Signature	Date
Person Initiating Proposal Shelly Daily	<i>Shelly Daily</i>	8/31/09
Department Head Rebecca Burris	<i>Rebecca Burris</i>	8/31/09
Dean Richard Cohoon	<i>R. Cohoon</i>	9-1-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yammy Rhodes</i>	9/3/09
Vice President for Academic Affairs	<i>John White</i>	11-16-09

Course Subject: NUR	Course Number: 2023
Cross-listed with Subject:	Course Number:
Official Title Introduction to Professional Nursing	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input checked="" type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010-2011	

*app CC 10/29/09*  
*app FS 11/13/09*  
*12.7.09*

SEP - 9 2009

Course Number (Limited to 30 characters including spaces):		
Course Description:		
Cross-list: <input type="checkbox"/> Adding Cross-listing <input type="checkbox"/> Changing Cross-listing <input type="checkbox"/> Deleting Cross-listing If adding or changing cross-listing, indicate course subject and number _____		
Prerequisite/Co-requisite: Will continue to have prereq: Permission of Admission and Progression Committee Add prereq: MATH 1113		
Grading <input type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)		
Fee:	How much?	Type of Fee?
<input type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.		
Please provide a rationale for the change. Skills obtained in MATH 1113 needed to master medication calculations taught in class		
If this course will affect other departments a Departmental Support Form for each affected department must be attached. No, students currently take course as part of Curriculum		

**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee

DATE SUBMITTED: 9-28-09

Title	Signature	Date
Person Initiating Proposal Shelly Daily	<i>Shelly Daily</i>	9-28-09
Department Head Dr. Rebecca Burriss	<i>Rebecca Burriss</i>	9-30-09
Dean Dr. Richard Cohoon	<i>R Cohoon</i>	9-30-09
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10/8/09
Vice President for Academic Affairs Dr. John Watson	<i>John Watson</i>	11-16-09

Course Subject: NUR	Course Number: 3204
Cross-listed with Subject:	Course Number:
Official Title <i>in Nursing</i> Theories and Concepts	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input checked="" type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010-2011	

*app CC 10/29/09*  
*app FS 11/13/09*

*12-7-09*

Course Number (Limited to 30 characters including spaces):

**NUR 3204 Theories and Concepts in Nursing I**

Course Description: <sup>2023</sup>

*per  
Bum's  
pre*  
Prerequisite: Admission into upper-level junior nursing courses. Prerequisites: NUR 3303, ~~2303~~ and 3103, 3803, Corequisites: NUR 3513 and 3404. This course is an introduction to the cognitive framework of the curriculum which emphasizes holistic man, environment, and nursing as an interacting system. The course focuses on bio-psycho-social and spiritual behaviors as indicators of health throughout the life cycle. The nursing process and the scientific method of problem solving are presented as systematic approaches to nursing care. Further emphasis is placed on assessment of health needs and health practices of individuals in structured episodic health care settings. Beginning concepts of professionalism and care of clients with self-limiting alterations to health are integral parts of this course. Lecture 4 hours. \$64 testing fee.

Cross-list:

Adding Cross-listing    Changing Cross-listing    Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number \_\_\_\_\_

Prerequisite/Co-requisite:

<sup>2023</sup>  
Prerequisites NUR 3303, ~~2303~~ and 3103, 3803, Corequisites: NUR 3513 and 3404

Grading   X Standard Letter    P/F    Other (If other, please specify below)

Fee:                      How much?                      Type of Fee?

Continue with current fee   \$64                      Testing

Elective                      X Major                       Minor

If major or minor course, you must complete the Request for Program Change form.

Please provide a rationale for the change.

Students will need the content of the aboved named prerequisites to successfully master NUR 3204-Theories and Concepts I

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

Does not affect other departments

**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee

DATE SUBMITTED: 9-28-09

Title	Signature	Date
Person Initiating Proposal Shelly Daily	<i>Shelly Daily</i>	9-28-09
Department Head Rebecca Burris	<i>Rebecca Burris</i>	9-28-09
Dean Dr. Richard Cohoon	<i>McMahon</i>	9-30-09
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10/8/09
Vice President for Academic Affairs Dr. John Watson	<i>John Watson</i>	

Course Subject: NUR	Course Number: 3303
Cross-listed with Subject:	Course Number:
Official Title Health Assessment for Medical Interpreters	
Request to change: (check appropriate box)	
<input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010-2011	

*app CC 10/29/09*  
*app FS 4/13/09*

*✓*  
*12-7-09*

Course Number (limited to 30 characters including spaces):

NUR 3302 Health Assessment for Medical Interpreters

Course Description:

Corequisite: NUR 3102. The student uses the nursing process to assess the client by the utilization of observation, palpation, percussion, and auscultation skills. The language of Health Assessment is taught and methods of proper documentation are emphasized. The course provides guidance in specific assessment techniques and enables the student to recognize normal findings throughout the life cycle. Lecture 2 hours.

Cross-list:

Adding Cross-listing     Changing Cross-listing     Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number \_\_\_\_\_

Prerequisite/Co-requisite:

Grading    X Standard Letter     P/F     Other (If other, please specify below)

Fee:                      How much?                      Type of Fee?

Elective                      xMajor                       Minor

If major or minor course, you must complete the Request for Program Change form.

Please provide a rationale for the change.

Due to changing NUR 3304 to a 3 hour course, this course for medical interpreters would decrease to 2 hours since they are not required to take the lab portion of the course.

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee

DATE SUBMITTED: 10-1-09

Title	Signature	Date
Person Initiating Proposal Shelly Daily	<i>Shelly Daily</i>	9-28-09
Department Head Rebecca Burris	<i>Rebecca Burris</i>	9-28-09
Dean Dr. Richard Cohoon	<i>R. Cohoon</i>	9-30-09
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10/8/09
Vice President for Academic Affairs Dr. John Watson	<i>John Watson</i>	11-16-09

Course Subject: NUR	Course Number: 3304
Cross-listed with Subject:	Course Number:
Official Title Health Assessment	
Request to change: (check appropriate box) <input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input checked="" type="checkbox"/> Other __ credit hours from 4 to 3 <hr/>	
Effective Catalog Year: 2010-2011	

*app CC 10/29/09*  
*app ES 11/13/09*

*✓ 12-7-09*



Course Number (Limited to 30 characters including spaces):

NUR 3303 Health Assessment

Course Description:

Prerequisite: Departmental permission. The student uses the nursing process to assess the client by the utilization of observation, palpation, percussion, and auscultation skills. The language of Health Assessment is taught and methods of proper documentation are emphasized. The course provides guidance in specific assessment techniques and enables the student to recognize normal findings throughout the life cycle. The student collaborates with members of the healthcare team in the sharing of health findings in order to make a specific nursing diagnosis. \$10 laboratory fee. Lecture 2 hours. Laboratory 3 hours equal to one credit hour.

Cross-list:

Adding Cross-listing    Changing Cross-listing    Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number \_\_\_\_\_

Prerequisite/Co-requisite:

Departmental permission

Grading   X Standard Letter    P/F    Other (If other, please specify below)

Fee:                      How much?                      Type of Fee?

Yes                      \$ 10                      Lab fee

Elective              X Major               Minor

If major or minor course, you must complete the Request for Program Change form.

Please provide a rationale for the change.

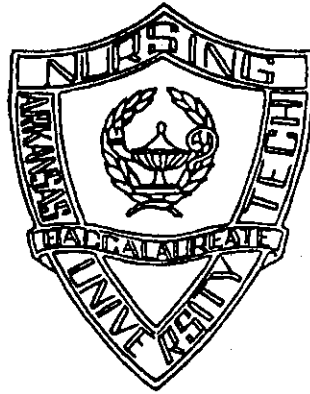
Faculty believed the course was taught at too high of a level, more equivalent to some Master level courses, content depth will be reduced, hospitalized patients will be emphasized, course will be 2 hours theory and 1 hour lab. This course number is presently used for Health Assessment for Medical Interpreters, but will be changed to 3302. The medical interpreter program currently has no students so the change in course number should not lead to confusion.

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

No affect on other departments

**ARKANSAS TECH UNIVERSITY**

**DEPARTMENT OF NURSING**



**HEALTH ASSESSMENT**

**NUR 3303 (001) (002)**

**FALL  
2010**

## TABLE OF CONTENTS

DESCRIPTION	PAGE
CONTENTS OF SYLLABUS .....	3
COURSE DESCRIPTION.....	4
INSTRUCTIONAL RESOURCES .....	5
COURSE OBJECTIVES .....	5
CONDUCT OF COURSE .....	7
INTERVIEWING AND HEALTH HISTORY .....	9
CULTURE IN HEALTH ASSESSMENT .....	10
INTRODUCTION TO PHYSICAL ASSESSMENT .....	11
THE NURSE EXAMINES THE SKIN, HAIR & NAILS .....	13
THE NURSE EXAMINES HEAD, NECK, LYMPH .....	16
THE NURSE EXAMINES THE EYE .....	18
THE NURSE EXAMINES THE NOSE, MOUTH, PHARYNX .....	19
THE NURSE EXAMINES THE EAR .....	21
THE NURSE EXAMINES THE LUNGS AND THORAX .....	23
THE NURSE EXAMINES THE HEART AND PULSES .....	26
THE NURSE EXAMINES THE CLIENT'S ABDOMEN .....	30
THE NURSE EXAMINES THE CLIENT'S MUSCULOSKELETAL.....	33
THE NURSE EXAMINES THE MENTAL ABILITY OF THE CLIENT .....	36
THE NURSE EXAMINES THE NEUROLOGICAL SYSTEM .....	37
THE NURSE EXAMINES THE BREASTS .....	41
THE NURSE EXAMINES THE FEMALE GENITALIA .....	43
THE NURSE EXAMINES THE MALE GENITALIA (ANUS, RECTUM) .....	46
REASSESSMENT OF THE HOSPITALIZED ADULT .....	48
OVERVIEW .....	49
TEACHING SELF BREAST EXAM .....	50
TEACHING TESTICULAR SELF EXAM .....	51
HEALTH HISTORY WORKSHEET (SAMPLE) .....	52-59
HEALTH HISTORY TEST SET.....	60-67
EVALUATION RECORDING OF HEALTH HISTORY.....	68-69
COMPREHENSIVE PHYSICAL EXAM TEST SET.....	70-85
PHYSICAL EXAM DEMONSTRATION OVERALL PERFORMANCE.....	72
EVALUATION OF COMPREHENSIVE PHYSICAL EXAM.....	73-82
RECORDING PHYSICAL FINDINGS.....	83-85

## CONTENTS OF SYLLABUS

1. SYLLABUS
2. Health History Worksheet Sample - 1 set
3. Health History Test Set - 1 set
4. Evaluation Recording of Health History - 1 set
5. Comprehensive Physical Exam Test Set - 1 set
6. Evaluation of Comprehensive Physical Exam - 1 set
7. Recording Physical Findings - 1 set

ARKANSAS TECH UNIVERSITY

DEPARTMENT OF NURSING

**COURSE:** NUR 3303

**TITLE:** HEALTH ASSESSMENT

**CREDIT HOURS:** <sup>Three</sup> ~~FOUR~~ (3) HOURS

**CONTACT HOURS:** THEORY AND PRACTICE 3 HOURS

**INSTRUCTORS:**

Shelly Daily

Office: Dean Hall 224 N

Office Hours: Posted on bulletin boards

Phone: 968-0649

e-mail: [sdaily@atu.edu](mailto:sdaily@atu.edu)

Jennifer Coleman

Office: Dean Hall 224 C

Office Hours: Posted on bulletin board

Phone: 498-6086

e-mail: [jcoleman@atu.edu](mailto:jcoleman@atu.edu)

**COURSE DESCRIPTION:**

The student uses the nursing process to assess the client by the utilization of observation, palpation, percussion, and auscultation skills. The language of Health Assessment is taught and methods of proper documentation are emphasized. The course provides guidance in specific assessment techniques and enables the student to recognize normal findings throughout the life cycle. The student collaborates with members of the health care team in the sharing of health findings in order to make a specific nursing diagnosis. Activities are provided which include the community as an aggregate client.

**Instructional Resources:****Required textbooks:**

Jarvis, C. (2007). Health Assessment Online for Physical Examination and Health Assessment Version 2 (5<sup>th</sup> ed.). Philadelphia: W.B Sanders. Online version (User Guide, Access Code, and Textbook Package) ISBN 978-1-4160-5188-6.

**Justification/Rationale for the Course**

By the completion of this course the student will progress toward program goals/outcomes 1, 2, 3, and 4.

This upper division professional nursing course provides opportunities for the student to apply knowledge and skills from the general education component and from nursing courses to the care of individuals.

**Course Objectives:**

On successful completion of this course, the nursing student will be able to:

1. Accurately document a health history.
2. Use appropriate techniques to assess the client through the utilization of inspection, palpation, percussion, and auscultation skills.
3. Use inspection, palpation, percussion, and auscultation to assess clients as a basis for nursing diagnosis.
4. Specify abnormal physical assessment findings through recognition of the normal.
5. Consistently utilize the language of physical assessment in describing health findings when documenting or describing the client's health status.
6. Apply theory, critical thinking, and communication skills to the assessment of assigned clients in the clinical laboratory.
7. Use the criteria of growth and developmental norms in order to assess the current physical status of the client.

Evaluation:

1. Grading Scale

- A = 90 - 100
- B = 80 - 89
- C = 75 - 79
- D = 68 - 74
- F = 67 and below

- 2. A grade of "C" or above must be achieved in every nursing course in order to progress in the Nursing Program. Any grade below 75% will not be rounded up.
- 3. A grade of "I" may be recorded for a student whose work is incomplete due to circumstances beyond the student's control. The student must remove the "Incomplete" from his or her record before progressing to the next nursing course.
- 4. Examinations will be taken at designated times. If a student cannot take the examination at the scheduled time, he or she is responsible for contacting the instructor as soon as possible to make up the examination. Make-up examinations will be given at the convenience of the instructor of the course and scheduled at a specific time. The make-up examination may be a different exam from scheduled exam.

Course Grade:

Exams:

Unit Test (4) 15% x 4.....	60%
*75 % cumulative grade required on the 4 unit exams to pass course and to proceed to the Physical Exam	

History

Recording.....	10%
----------------	-----

Physical Exam

Performance.....	10%
Recording.....	10%

\*75% cumulative grade required on Physical Exam to pass the course

Other

On-line/Lab.....	<u>10%</u>
	100%

**Student Role:** Learner, Communicator, Assessor, Advocate, Researcher, Teacher, and Documenter.

**Teaching-Learning Strategies:**

Lecture and discussion, role play, demonstrating return demonstration, simulation, anatomical models, charts, diagrams, family pedigree, and audiovisual materials.

**Teacher Role:** Demonstrator, Evaluator, Facilitator, Resource Person, Role Model, Supporter, and Communicator.

## **CONDUCT OF THE COURSE**

**Class Attendance:**

1. Regular class and lab attendance is considered essential if the student is to receive maximum benefit from the course. The student is responsible to meet all classes as scheduled and on time. Control of class attendance is vested in the teacher. Please refer to the section on class absences in the Arkansas Tech University Department of Nursing Student Handbook for further information.

If a consistent pattern of absences from class or practicum develops, the situation will be dealt with by the faculty.

2. Only registered students and officially invited guests are to attend nursing classes.
3. Planned learning experiences outside the classroom are an integral part of the nursing course. All students are expected to participate.

**Dress and Behavior:**

1. The nursing student is expected to dress appropriately for class.
2. Drinking and eating are allowed in the classroom but not in the skills lab. Tobacco use is not allowed in any part of the building.
3. Wear lab coat or uniform when dealing directly with the public and when performing health history and final physical examination.
4. All students will be expected to practice physical examination skills on each other.
5. In order to facilitate the rapid acquisition of these skills, practice will be continued in the skills laboratory, clinical practicum or in other areas outside of the regular class time.



### **Demonstration of a Physical Examination and Documentation:**

1. Students will check off using a fellow classmate. If a subject fails to participate for any reason the student's grade will be reduced by 5%. If a student does not appear at the appropriate scheduled time for return demonstration without prior notification to the assigned instructor or course coordinator, a grade of "0 pts" will be given for the Health Assessment check-off performance and recording.
2. Because of the difficulties of fitting this observed examination into the regular class schedule, it may be planned at another time.
3. **Thirty minutes is allotted for the return demonstration and thirty minutes for the write-up. The demonstration must start at the designated time and be completed at the end of the scheduled time period.**
4. Genital examination will not be a part of the physical examination.
5. A copy of the physical exam evaluation may be used during the physical exam demonstration. Excessive use of notes may result in up to a 10 point deduction.
6. Students will be responsible for room set-up prior to performing physical exam demonstrations.

### Health History Write Up

Each student will select a client (well adult) to interview for the Health History. The student will use the Health History Test set for the Health History write up and submit to the course coordinator for grading on the date indicated on the calendar.

**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: Oct. 1, 2009

Title	Signature	Date
Person Initiating Proposal Linda Self, Terri McKown	<i>Linda Self</i>	9-30-09
Department Head Rebecca Burris, Ph.D.	<i>Rebecca Burris</i>	9-30-09
Dean Richard Cohoon, Dean	<i>R. Cohoon</i>	9-30-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)	<i>Jammy Rudes</i>	10/8/09
Registrar		
Vice President for Academic Affairs	<i>John Waters</i>	11-16-09

Course Subject: <i>Pharmacology</i>	Course Number: <i>NUR 3703 to NUR 3402</i>
Cross-listed with Subject:	Course Number:
Official Title <i>Pharmacology I</i>	
Request to change: (check appropriate box) <input checked="" type="checkbox"/> X Course Number <input checked="" type="checkbox"/> X Title <input checked="" type="checkbox"/> X Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee Other _____	
Effective Catalog Year: <i>2010-2011</i>	

*app cc 10/29/09*  
*app FS 11/13/09*

*12.7.09*

Course Number (Limited to 30 characters including spaces):

NUR 3402

Course Description: *This course focuses on the relationships between the action of drugs, their effects and the contraindications for their administration. The relationship between specific patient needs and the type of drugs that would be effective to meet those needs will be analyzed. The nursing care related to each type of drug and the rationales for the care will be included.*

Cross-list:

Adding Cross-listing    Changing Cross-listing    Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number \_\_\_\_\_

Prerequisite/Co-requisite:

NUR 2303; NUR 3103 (pre-req)

NUR 3204; NUR 3404 (co-req)

Grading     Standard Letter     P/F     Other (If other, please specify below)

Fee:                      How much?                      Type of Fee?

No

Elective                       Major                       Minor

If major or minor course, you must complete the Request for Program Change form.

Please provide a rationale for the change.

*The change of Pharmacology (expanding the course into two semesters) will continue to enhance scholastic achievement in a timely and efficient manner while increasing opportunities for students to expand their educational foundation for life-long learning.*

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

ARKANSAS TECH UNIVERSITY  
DEPARTMENT OF NURSING

**COURSE:** NUR 3402

**TITLE:** PHARMACOLOGY I

**CREDIT HOURS:** Two (2) HOURS

**CONTACT HOURS:** Two HOURS PER WEEK

**PLACEMENT:** FIRST SEMESTER JUNIOR YEAR

**COURSE FACULTY:**

Linda Self, MS, MA, APN, CCRN

Office: Dean Hall 224 D

Office phone: 964-3291

Cell phone: 972-658-7955

Email: lself@atu.edu

Office hours: On bulletin board

**INSTRUCTIONAL RESOURCES:**

**Required Textbooks:**

Abrams, A., Pennington, S., Lawman, C. (2007) Clinical Drug Therapy:  
Rationales for Nursing Practice, 8<sup>th</sup> Edition. Study Guide to Accompany Clinical  
Drug Therapy

**COURSE DESCRIPTION:**

This course focuses on the relationships between the action of drugs, their effects and the contraindications for their administration. The relationship between specific patient needs and the type of drugs that would be effective to meet those needs will be analyzed. The nursing care related to each type of drug and the rationales for the care will be included.

## **Justification/Rationale for the Course**

By the completion of this course the student will progress toward program goals/outcomes 1, 2, 3, and 4.

This upper division professional nursing course provides opportunities for the student to apply knowledge and skills from the general education component and from nursing courses to the care of individuals and families.

## **Course Objectives:**

On successful completion of this course, the nursing student will be able to:

1. Understand the role of pharmacokinetics and pharmacodynamics in medication administration.
2. Utilize the nursing process in medication administration.
3. Discuss nursing implications associated with medication administration.
4. Identify patient education needs pertinent to medications.
5. Discuss side effects, adverse effects and precautionary measures to be taken with various medications.
6. Explore the legal and ethical issues associated with medication administration.

## CONDUCT OF THE COURSE:

### Teacher Role:

Demonstrator, Evaluator, Facilitator, Resource Person, Role Model, Communicator, and Supporter.

### Student Role:

Learner, Teacher, Advocate, Care Giver, and Communicator.

### Teaching-Learning Strategies:

Lecture and discussion, simulation, charts, diagrams, and audiovisual materials, and critical thinking activities.

### Evaluation:

#### 1. Grading Scale

A = 90 - 100

B = 80 - 89

C = 75 - 79

D = 68 - 74

F = 67 and below

2. A grade of "C" or above must be achieved in every nursing course in order to progress in the Nursing Program. There will be no rounding of grades. All tests and other assignments will be carried to the hundredth.

**Evaluation: (continued)**

3. You must complete all exams and quizzes with a cumulative grade of 75 to successfully complete the course.
4. A semester grade of "I" or "Incomplete" will be given to those students whose work is incomplete because of illness or other circumstances beyond the student's control. This grade will be assigned at the discretion of the instructor according to the amount of time missed, the ability of the student to complete the necessary assignments, and the quality of the student's previous work. (See Student Handbook)
5. Failure to meet course requirements will result in an "Incomplete" grade for the course.
6. Examinations will be taken at designated times. If a student cannot take the examination at the scheduled time, he/she is responsible for contacting the instructor making arrangements to make up the examination. Make-up examinations will be essay or objective in nature at the discretion of the instructor and will be scheduled on the first day the student returns to class.
7. Test and quiz questions will not routinely be "thrown out" nor will grades be scaled.
8. There will be no makeup quizzes. A missed quiz will constitute a zero.
9. Lowest quiz grade will be dropped.
10. Student must achieve a 75% average on tests and quizzes.

Written Examinations:

Six (6) Unit Tests.....	65%
Comprehensive Final Exam.....	20%
Quizzes.....	<u>15%</u>
	100%

Professional Activities.....Maximum of 2 points

**Arkansas Tech University**  
**REQUEST FOR CHANGE IN PROGRAM**  
**(Modification or Deletion of Existing Major, Option or Minor)**

TO: Curriculum Committee

DATE SUBMITTED: 10-1-09

Title	Signature	Date
Person Initiating Proposal Shelly Daily/Terri McKown	<i>Shelly Daily</i>	9-28-09
Department Head Dr. Rebecca Burris	<i>Rebecca Burris</i>	9-30-09
Dean Dr. Richard Cohoon	<i>Richard Cohoon</i>	9-30-09
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10/8/09
Vice President for Academic Affairs Dr. John Watson	<i>John Watson</i>	11-16-09

Program Title: Baccalaureate Nursing	Effective Date: Fall 2010
<p>Detail change in program:            Changes include conversion to 8 semester program, moving a few upper division courses to second semester of Sophomore year, allowing 3 hours of general education requirements to be moved to Junior and Senior years (6 hour total). Students would also be admitted to upper division nursing one semester earlier.</p>	
<p>Please provide a rationale for the change.</p> <p>A Nursing Curriculum Adhoc committee was formed to 1) explore how to get Level I students prepared for clinical prior to their first practicum course; 2) integrate more gerontology into our curricula based on accreditation requirements; and 3) ensure the BSN essentials criteria are all embedded within our curriculum. We began researching other programs not only in our state, but surrounding states as well. We took into consideration quantitative and qualitative course evaluations, mid program evaluations and faculty/student input. The patients we are taking care of in the beginning of upper division are older with more complex problems/conditions, therefore requiring a higher acuity level of care. This places a strain on the instructor in the clinical setting as well as increasing liability for student actions. Especially when students are taking courses such as Health Assessment and Skills along with their first practicum course.</p> <p>Program length would change from 9 to 8 semesters. After researching other programs in the state and surrounding states, nursing programs have increased credit hours (15-17) per semester throughout their curricula. The other nine BSN programs in the state require a total of 124 to 135 credit hours, with an average of 129.4. This gives the student the option of taking summer courses to decrease course load, instead of requiring students to take summer courses or have a very light fall semester. In order to complete their BSN in 8 semesters, some general education courses have been moved to upper division areas, which gives the student the flexibility in determining course load during their freshman</p>	

*app CC 10/29/09*  
*app FS 11/13/09*

*12-9-09*



and sophomore year. These are electives, social sciences(excluding PSY 2003 and SOC 1003), PE, fine arts, and humanities (12-14 hours). Granted, 3 of these will need to be sometime during the freshman/sophomore year, thus leaving 2 courses outstanding. Some upper division courses will be moved into the sophomore year to allow certain concepts to be introduced to students prior to practicum courses.

What impact will the change have on staffing, on other programs and space allocation?

The department will change the application into upper division courses into the Fall or Spring of the Sophomore year. This will keep the number of students in lab courses manageable and also keep the number of students progressing compatible with hospital space available.

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

This change would affect the psychology department. Instead of students taking Developmental Psych I and II, 6 semester hours, they would take Lifespan Development, 3 semester hours. The students would be given the option of taking Developmental I and II instead of Lifespan if they chose for an elective or as part of a psychology major/minor. This change has been reviewed with Dr. Dan Martin and Dr. John Watson. Dr. Martin for the Behavioral Sciences department has approved initial offering of the Lifespan course for Spring 2011.

**Arkansas Tech University  
DEPARTMENTAL SUPPORT FORM**

This form must be completed for every department affected by the course change.

Department Affected:  Foreign Languages	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature. \_\_\_\_\_




Date: 9/30/09

**Arkansas Tech University  
DEPARTMENTAL SUPPORT FORM**

This form must be completed for every department affected by the course change.

Department Affected:  Behavioral Sciences	This department  supports  the change.
Comments:  PSY 3813 is being developed in the Behavioral Sciences Department at the request of the Nursing Department.	

Department Head Signature: 

Date: 9-29-09

Guaranteed degree plan  
pcc

Proposed Curricular Changes beginning 2010-2011 Academic Year <b>Fall Start</b>			
Fall	Freshman Year		Spring
✓ENGL 1013 Comp I	3	✓ENGL 1023 Comp II	3
✓MATH 1113 College Algebra	3	✓PSY 2003 General Psychology	3
✓CHEM 1114 Survey of Chemistry	4	✓BIOL 2014 Anatomy	4
✓SOC 1003 Intro to Sociology	3	✓PE	1
<del>Teach 1001</del>	<del>1</del>	✓Social Science	3
✓PE	1	✓Elective	3
	<del>15</del> 14		17
Sophomore Year			
✓BIOL 3054 Microbiology	4	✓NUR/BIOL 3803 Pathophysiology ✓	3
✓Fine Arts <i>Human</i>	3	✓PSY 3813 Lifespan Development ✓	3
✓BIOL 3074 <i>Human</i> Physiology	4	✓NUR 2023 Intro to Professional Nursing	3
✓NUR 2303 Nutrition	3	✓NUR 3103 Skills I	3
✓Humanities	3	✓NUR 3303 <i>Health Assessment</i>	3
	17		15
<b>*APPLY TO PROGRAM*</b> Oct 1			
Junior Year			
✓NUR 3213 Care of the Older Adult	3	✓NUR 3606 Theories & Concepts	6
✓NUR 3204 Theories & Concepts	4	✓NUR 3805 Practicum	5
✓NUR 3404 Practicum	4	✓NUR 3802 <i>Pharmacology II</i>	2
✓NUR 3513 Skills II	3	✓Social Science	3
✓NUR 3402 <i>Pharmacology I</i>	2		16
	16		
Senior Year			
✓NUR 4206 Theories & Concepts	6	✓NUR 4606 Theories & Concepts	6
✓NUR 4405 Practicum	5	✓NUR 4804 Practicum	4
✓NUR 4303 Nursing Research	3	✓NUR 4903 Synthesis	3
✓Nursing Elective <i>Upper Division</i>	1	✓Elective	3
	15		16

The *italicized* courses have been changed in credit hours

The **bold** courses are newly added courses

The underlined courses have been moved

Total program hours = ~~127~~<sup>126</sup>; Lower division hours = ~~63~~<sup>49</sup>; Upper division = ~~64~~<sup>77</sup>

1000-2000 = ~~56~~<sup>49</sup>; 3000-4000 = 77

Nursing hr = 72, General Ed = 55

Proposed Curricular Changes beginning 2010-2011 Academic Year <b>Spring Start</b>			
Spring	Freshman Year		Fall
✓ENGL 1013 Comp I	3	✓ENGL 1023 Comp II	3
✓MATH 1113 College Algebra	3	✓PSY 2003 General Psychology	3
✓CHEM 1114 Survey of Chemistry	4	✓BIOL 2014 Anatomy	4
✓SOC 1003 Intro to Sociology	3	✓PE	1
✓Tech 1001	<del>1</del>	✓Social Science	3
✓PE	<u>1</u>	✓Elective	<u>3</u>
	<del>15</del> 14		17
Sophomore Year			
✓BIOL 3054 Microbiology	4	✓NUR/BIOL 3803 Pathophysiology	3
✓Fine Arts	3	✓PSY 3813 Lifespan Development	3
✓BIOL 3074 <sup>Human</sup> Physiology	4	✓NUR 2023 Intro to Professional Nursing	3
✓NUR 2303 Nutrition	3	✓NUR 3103 Skills I	3
✓Humanities	<u>3</u>	✓NUR 3303 Health Assessment	3
	17		15
<b>*APPLY TO PROGRAM* March 1</b>			
Junior Year			
✓NUR 3213 Care of the Older Adult	3	✓NUR 3606 Theories & Concepts	6
✓NUR 3204 Theories & Concepts	4	✓NUR 3805 Practicum	5
✓NUR 3404 Practicum	4	✓NUR 3802 <i>Pharmacology II</i>	2
✓NUR 3513 Skills II	3	✓Social Science	<u>3</u>
✓NUR 3402 <i>Pharmacology I</i>	<u>2</u>		16
	16		
Senior Year			
✓NUR 4206 Theories & Concepts	6	✓NUR 4606 Theories & Concepts	6
✓NUR 4405 Practicum	5	✓NUR 4804 Practicum	4
✓NUR 4303 Nursing Research	3	✓NUR 4903 Synthesis	3
✓Nursing Elective upper Division I	<u>1</u>	✓Elective	3
	15		16

The *italicized* courses have been changed in credit hours

The **bold** courses are newly added courses

The underlined courses have been moved

Total program hours=<sup>126</sup>~~127~~; Lower division hours=<sup>49</sup>~~63~~; Upper division=<sup>77</sup>~~64~~

1000-2000=<sup>49</sup>~~59~~; 3000-4000=77

Nursing hr=72, General Ed=55

**Arkansas Tech University**  
**REQUEST FOR CHANGE IN PROGRAM**  
**(Modification or Deletion of Existing Major, Option or Minor)**

TO: Curriculum Committee

DATE SUBMITTED: 10-1-09

Title	Signature	Date
Person Initiating Proposal Shelly Daily/Terri McKown	<i>Shelly Daily</i>	9-28-09
Department Head Dr. Rebecca Burris	<i>Rebecca Burris</i>	9-28-09
Dean Dr. Richard Cohoon	<i>R. Cohoon</i>	9-30-09
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10/8/09
Vice President for Academic Affairs Dr. John Watson	<i>John Watson</i>	

Program Title: Baccalaureate Nursing for Registered Nursing	Effective Date: Fall 2010
Detail change in program: The program would be decreasing from 125 hours for the program to 124 hours. <i>pcc</i>	
Please provide a rationale for the change. NUR 3304 Health Assessment would be changing from a 4 hour to a 3 hour course (NUR 3303). This course is taught in the generic as well as RN-BSN program. The generic program is proposing a Program change which would affect the RN-BSN program. NUR 3703, Pharmacology, will change to two-hour courses (NUR 3402, 3802) <i>pcc</i>	
What impact will the change have on staffing, on other programs and space allocation? The decrease on hours will not affect staffing.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. This change would not affect other departments. <i>JHR per Burris</i>	

*per Burris*

Baccalaureate Nursing for LPN's

- (1) Replace Psy 3063, Developmental Psy, and Psy 3163, Developmental Psy II, OR SOC 3173, Social Gerontology, with Psy 3813, Life Span Development;
- (2) Add NUR 3213, Care of the Older Adult, and NUR 3402 ~~Pharmacology I~~ *Pharmacology I, pcc*

-ATU and Nursing General Education Requirements

-English

- (3) change course number for NUR 3304, Health Assessment, to NUR 3303; and NUR 3703, Pharmacology II, to NUR 3802,
- (4) Reduce electives from 5 hrs to 4 hrs for total program hrs-127.

*app cc 10/29/09*  
*app FS 11/13/09*

Proposed Curricular Change RN to BSN Effective 2010-2011

**ATU and Nursing General Education Requirements**

English	6
Mathematics	3
Science (8)	
Chemistry (CHEM 1114)	4
Human Anatomy (BIOL 2014)	4
Fine Arts	3
Humanities	3
Social Sciences (12)	
US History	3
Intro to Sociology (SOC 1003)	3
General Psychology (PSY 2003)	3
Social Sciences	3
Physical Activity	2
Electives	<del>3</del> 6 <u>43</u>

**REQUIRED NURSING MAJOR PRE-REQUISITES**

<del>HUMAN</del> Physiology (BIOL 3074)	4
Microbiology (BIOL 3054)	4
Life Span Developmental Psych ( <del>PSY 2003</del> <i>PSY 28613</i> )	<del>3</del> 3
<b><u>Health Assessment (NUR 3303)</u></b>	<b><u>3 *Change</u></b>
Applied Pathopsysiology (NUR/BIOL 3803)	3 <u>17</u>

MINIMUM GENERAL EDUC CREDIT 60

**ARKANSAS STATE ARTICULATION AGREEMENT**

Intro to Prof Nursing (NUR 2023)*	3
Nutrition (NUR 2303)	3
Nursing Skills I (NUR 3103)*	3
Nursing Skills II (NUR 3513)*	3
Theories and Concepts (NUR 3204)*	4
Practicum in Nursing (NUR 3404)*	4
Theories and Concepts (NUR 3606)*	6
Practicum in Nursing (NUR 3805)*	5
Pharmacology I (NUR 3402)*	2
Pharmacology II (NUR 3802)*	<u>2</u>
	<b>CREDITS</b> 35

Licensed registered nurses who have met all of the lower division nursing curriculum requirements and graduated from an associated degree or diploma program that was NLN accredited at the time of graduation may receive credit for 35 hours of nursing courses if they meet specific requirements.

**RN - BSN Program Curriculum**

<b>SPRING START</b>		<b>SUMMER START</b>	
Nursing Informatics (NURN 4002)	2	Nursing Informatics (NURN 4002)	2
Scope of Prof Practice (NURN 4003)	3	Scope of Prof Practice (NURN 4003)	3
Laws, Ethics, and Issues in Prof Practice (NURN 4013)	3	Elective	3
Elective	3		
		<b>FALL</b>	
<b>SUMMER</b>		Laws, Ethics, and Issues in Prof Practice (NURN 4013)	3
Community Health (NURN 4024)	4	Community Health (NURN 4024)	4
Research (NUR 4303)	3	Research (NUR 4303)	3
		<b>SPRING</b>	
<b>FALL</b>		Leadership & Management (NURN 4034)	4
Leadership & Management (NURN 4034)	4	Prof Practicum Synthesis (NURN 4045)	5
Prof Practicum Synthesis (NURN 4045)	5	Elective	3
Elective	3		
<b>Credits</b>	<b>30</b>	<b>Credits</b>	<b>30</b>

Do I need  
to add a  
Summer start?  
to the table  
Yes, per Dr. Burris



Outline in specific detail how your proposal will alter the program (include course number and title):

Curriculum in Baccalaureate Nursing for Licensed Practical Nurses

Fall Start	
<p><b>Freshman Fall Semester</b></p> <p>Add/Change:</p> <p>Delete: Delete 1 hour Elective ✓</p> <p>Total Hours: 14 hrs ✓</p>	<p><b>Freshman Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p><b>Sophomore Fall Semester</b></p> <p>Add/Change:</p> <p>Delete: Delete PSY 3063 ✓</p> <p>Total Hours: 13 hrs ✓</p>	<p><b>Sophomore Spring Semester</b></p> <p>Add/Change: Replace PSY 3163 or SOC 3173 with PSY 3813 ✓</p> <p>Delete:</p> <p>Total Hours: 15 hrs ✓</p>
<p><b>Junior Fall Semester</b></p> <p>Add/Change: NUR 3213, NUR 3402, and change NUR 3304 to NUR 3303 ✓</p> <p>Delete:</p> <p>Total Hours: 14 hrs ✓</p>	<p><b>Junior Spring Semester</b></p> <p>Add/Change: Change NUR 3703 to NUR 3802 ✓</p> <p>Delete:</p> <p>Total Hours: 13 hrs ✓</p>
<p><b>Senior Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p>	<p><b>Senior Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p>

**CURRICULUM CHECKLIST  
FOR EDITING CURRICULAR PROPOSALS**

1. The course number should be checked against the current printed catalog or Banner catalog to see if the course number is currently being used. Re-using the course number should be avoided. Contact the Registrar's Office for additional information, if needed.
2. The course number selected should be appropriate for the course. The level of the course and the sequencing of the course should be considered.
3. Pre/co-requisites in the course description should be verified as correct by checking the current catalog or Banner catalog.
4. The curricular change should be applied to appropriate current programs of study (usually in the current catalog) to ensure proper sequencing of pre/co-requisites.
5. General Education requirements should be checked carefully to ensure compliance.
6. The number of upper division hours should be checked to ensure that 40 or more are required.
7. The number of credit hours required for the degree must be at least 124. Hours required beyond 124 for a new program require a justification.
8. If the number of credit hours in a program of study is being increased, a justification should be included in the proposal.
9. If unable to identify coordinating departments that proposed change affects, Academic Affairs can offer assistance in identifying courses.
10. The proposal should be made available to departmental faculty and other interested parties via electronic distribution at least five business days prior to submission for approval.

All of the above items have been checked.

Rebecca Burris PhD, RW  
Department Head

9-30-09  
Date

SEP 16 2009

**Arkansas Tech University**  
**REQUEST FOR CHANGE IN PROGRAM**  
**(Modification or Deletion of Existing Major, Option or Minor)**

TO: **Curriculum Committee** or Graduate Council (as appropriate)

DATE SUBMITTED: **September 11, 2009**

Title	Signature	Date
Person Initiating Proposal <b>Dr. Cathy Baker</b>	<i>Cathy Baker</i>	9/14/09
Department Head <b>Dr. Jeff Robertson</b>	<i>Jeff Robertson</i>	2009 Sep 14
Dean <b>Dr. Richard Cohoon</b>	<i>Richard Cohoon</i>	9-14-09
Teacher Education Council (if applicable) <b>NA</b>		
Graduate Council (if applicable) <b>NA</b>		
Registrar <b>Ms. Tammy Rhodes</b>	<i>Tammy Rhodes</i>	10/14/09
Vice President for Academic Affairs <b>Dr. John Watson</b>	<i>John Watson</i>	

Program Title: <b>Geology Major: Environmental Option</b>	Effective Date: August 15, 2010
Detail change in program: <b>Delete courses: Chem 1114, Chem 2143, and FW 4034</b> <b>Add courses: Chem 2124, Chem 2134, and Geol 3174</b>	
Please provide a rationale for the change. <b>Industry needs indicate that a year of general chemistry is preferable to an introductory course in chemistry. Chemistry 2143 has been changed to Chemistry 3313; the level of treatment has changed and is less applicable for geology students. A new course, Computer Applications in Geology, Geology 3174, provides students with geotechnical and geographic information systems software. The geotechnical aspect of computing is not available in the Fisheries and Wildlife course, FW 4034.</b>	
What impact will the change have on staffing, on other programs and space allocation? <b>No impact is expected. The current and projected enrollment in the Environmental Option is low. The Professional Option in Geology and recently proposed Petroleum Option in Geology are expected to be the higher enrollment programs.</b>	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. <b>It is not anticipated that this course will affect other departments.</b>	

app CC 10/29/09  
app FS 11/13/09

✓  
12-9-09

SEP 16 2009

<p>Freshman Spring Semester</p> <p>Add/Change: <b>ADD: BIOL 1014</b> ✓</p> <p>Delete: <b>CHEM 1114</b> ✓</p> <p>Total Hours: <b>17</b> ✓</p>	<p>Freshman Fall Semester</p> <p>Add/Change: <b>ADD CHEM 2124</b> ✓</p> <p>Delete: <b>BIOL 1014</b> ✓</p> <p>Total Hours: <b>16</b> ✓</p>
<p>Sophomore Spring Semester</p> <p>Add/Change: <b>ADD: CHEM 2134</b> ✓</p> <p>Delete: <b>CHEM 2143</b> ✓</p> <p>Total Hours: <b>16</b> ✓</p>	<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: <b>15</b></p>
<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: <b>15</b></p>	<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: <b>16-17</b></p>
<p>Senior Spring Semester</p> <p>Add/Change: <b>ADD: GEOL 3174</b> ✓</p> <p>Delete: <b>FW 4034</b> ✓</p> <p>Total Hours: <b>14</b> ✓</p>	<p>Senior Fall Semester</p> <p>Add/Change: <b>CHANGE TO: SCIENCE ELECTIVE<sup>2</sup> 5 HOURS (a reduction from SCIENCE ELECTIVE<sup>2</sup> 6 HOURS)</b> ✓</p> <p>Delete:</p> <p>Total Hours: <b>14-15 HOURS</b> ✓</p>
<p><b>Total Program Hours: 124</b></p>	

SEP 16 2009

Outline in specific detail how your proposal will alter the program (include course number and title):

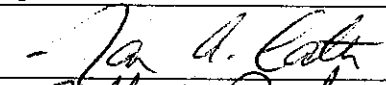
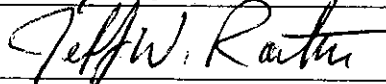

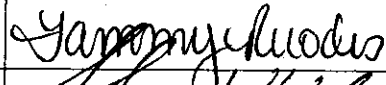
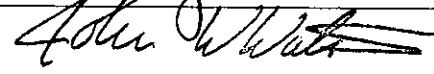
Fall Start	
<p>Freshman Fall Semester</p> <p>Add/Change: <b>CHANGE PHSC 1004 or CHEM 1114 to PHSC 1004</b> ✓</p> <p>Delete: <b>CHEM 1114</b> ✓</p> <p>Total Hours: <b>16</b> ✓</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: <b>17</b></p>
<p>Sophomore Fall Semester</p> <p>Add/Change: <b>ADD CHEM 2124</b> ✓</p> <p>Delete: <b>CHEM 1114 or PHSC 1004</b> ✓</p> <p>Total Hours: <b>15</b> ✓</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: <b>ADD CHEM 2134</b> ✓</p> <p>Delete: <b>CHEM 2143</b> ✓</p> <p>Total Hours: <b>16</b> ✓</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours <b>17-18</b></p>	<p>Junior Spring Semester</p> <p>Add/Change: <b>CHANGE TO: SCIENCE ELECTIVE<sup>2</sup> 2 HOURS (a reduction from SCIENCE ELECTIVE<sup>2</sup> 3 HOURS)</b> ✓</p> <p>Delete:</p> <p>Total Hours: <b>13</b> ✓</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: <b>16-17</b></p>	<p>Senior Spring Semester</p> <p>Add/Change: <b>ADD GEOL 3174</b> ✓</p> <p>Delete: <b>FW 4034</b> ✓</p> <p>Total Hours: <b>13</b> ✓</p>
Spring Start (If applicable)	

AUG 25 2009

**Arkansas Tech University  
REQUEST FOR NEW PROGRAM  
(Addition of Option)**

TO: Curriculum Committee

DATE SUBMITTED:

Title	Signature	Date
<b>Person Initiating Proposal</b> Dr. Jason Patton		2009 Aug 13
<b>Department Head</b> Dr. Jeff Robertson		2009 Aug 11
<b>Dean</b> Dr. Richard Cohoon		8/13/09
<b>Teacher Education Council (if applicable)</b> N/A		
<b>Graduate Council (if applicable)</b> N/A		
<b>Registrar</b>		8/26/09
<b>Vice President for Academic Affairs</b>		

<b>Program Title:</b> B.S. Geology (Petroleum Geology Option)	<b>CIP Code:</b> 40.0601
<b>Contact Person:</b> Name: Jeff Robertson Institution Name: ATU Address: 1701 N. Boulder Ave., 72801 E-mail Address: jrobertson@atu.edu Phone Number: 964-0548	<b>Proposed Date:</b> July, 2010
<b>Program Summary:</b> (Include general description of program with overview of any curriculum additions or modifications, proposed cost, faculty resources, library resources, facilities and equipment, purpose, and any other important information) This application is for the addition of an option to the existing Geology Program. No new resources are expected to needed to implement this addition.	
<b>List existing degree programs that support the proposed program:</b> B.S. Geology (Professional Option) B.S. Geology (Environmental Option)	

app CC 10/27/09  
app FS 11/13/09

AUG 25 2009

**Need for the Program:** This application is for an addition to the existing Geology Program only. The objective of this addition is develop in students, who wish to become employed in the oil and gas exploration and development positions, the knowledge base and skills that are required for successful employment and advancement in the industry. The addition of this option will serve an increased demand for the petroleum specialization due to Fayetteville Shale drilling activity and increased demand for geologists specializing in energy and resource exploration and development.

**Curriculum Outline by Semester:**

See Attachment A

**Total number of Semester Hours Required for Graduation:** 124

**Courses currently offered via distance technology:** None

**List New Courses (Please attach New Course Proposals):**

No new courses will be required.

**Identify General Education Courses, Core Courses, and Major Courses:**

See Attachment B

**Program Admission Requirements:**

No additional program admission requirements will be instituted for this addition.

**Provide information on how this program supports the University Mission. List Specific Learning Outcomes and Assessments for the program:**

*Learning Outcomes: Upon successful completion of the program the student will be able to do the following:*

- Demonstrate an understanding of the origin, occurrence, and accumulation of oil and gas
- Explain and apply selected geophysical techniques utilized in the exploration for oil and gas
- Demonstrate an understanding of drilling and completing of oil and gas wells
- Explain the use of and interpret various types of geophysical well logging techniques
- Apply various techniques of geological mapping and illustration of subsurface stratigraphic and structural relationships

*Assessments: The assessments currently in-place for the existing Geology Program will be utilized for the new option.*

**List the names and credentials of all faculty teaching course in the proposed program.**

Dr. Richard Cohoon Professor of Geology, Ed.D.  
 Dr. Cathy Baker Associate Professor of Geology, Ph.D.  
 Dr. Jason Patton Assistant Professor of Geology, Ph.D.

**Total number of faculty required (existing and new)**

Total existing faculty required: 3

Total new faculty required: 0

AUG 25 2009

<b>For proposed graduate programs attach curricula vitae for the faculty teaching the program</b> N/A
<b>Description of Resources</b>
<b>Current Library and instructional facilities</b> ATU: RPL & McEver Hall
<b>New Resources Required (include costs and acquisition plan):</b> None
<b>New Program Costs (Expenditures for first three years of program operation)</b> <b>Include:</b> New administrative costs: \$0 New faculty: \$0 New library resources and costs: \$0 New/renovated facilities and costs: \$0 New instructional equipment and costs: \$0 Distance delivery costs: \$0 Other new costs: \$0



AUG 25 2009

**Attachment A: Curriculum Outline by Semester, B.S. Geology (Petroleum Geology Option)****Freshman Year:**

English Composition I, II (ENGL 1013, 1023)  
Orientation to Physical Science (PHSC 1001)  
Introduction to Biological Sciences (BIOL 1014)  
College Algebra (MATH 1113)  
Trigonometry (MATH 1203) or Higher-level math course  
Physical Geology (GEOL 1014)  
Historical Geology (GEOL 2024)  
Regional Geography of the World (GEOG 2013)  
Social Sciences Elective (3 semester hours)  
Physical Activity (1 semester hour)

**Sophomore Year :**

American Government (POLS 2003)  
General Chemistry I & II (CHEM 2124 & 2134)  
Geology Seminar (GEOL 2001)  
Mineralogy (GEOL 3014)  
Petrology (GEOL 3164)  
Invertebrate Paleontology (GEOL 3124) or Geomorphology (GEOL 3044)  
Computer Science Elective (3 semester hours)  
Calculus I (MATH 2914)  
Physical Activity (1 semester hour)

**Junior Year :**

Physical Principles I & II (PHYS 2014 & 2024)  
Fundamentals of Organic Chemistry (CHEM 3254)  
Geology Seminar (GEOL 3001)  
Structural Geology (GEOL 3004)  
Geologic Field Techniques (GEOL 3023)  
Geomorphology (GEOL 3044) or Invertebrate Paleontology (GEOL 3124)  
Computer Applications in Geology (GEOL 3174)  
Social Sciences Elective (3 semester hours)

**Senior Year :**

Fine Arts (3 semester hours)  
Geology Seminar (GEOL 4001)  
Subsurface Geology (GEOL 4034)  
Principles of Stratigraphy and Sedimentation (GEOL 4023)  
Humanities (3 semester hours)  
General Electives (9 semester hours)

**Ninth Semester (Summer term after Junior or Senior Year):**

Field Geology (GEOL 4006) (Six-weeks in an approved field course)

**Attachment B: List of General Education Courses, Core Courses, and Major Courses for B.S. Geology (Petroleum Geology Option)****General Education Courses:**

English Composition I, II (ENGL 1013, 1023)  
Orientation to Physical Science (PHSC 1001)  
Introduction to Biological Sciences (BIOL 1014)  
Regional Geography of the World (GEOG 2013)  
Social Sciences Elective (3 semester hours)  
Physical Activity (2 semester hours)  
American Government (POLS 2003)  
Social Sciences Elective (3 semester hours)  
Fine Arts (3 semester hours)  
Humanities (3 semester hours)  
Computer Science Electives (3 semester hours)  
General Electives (9 semester hours)  
College Algebra (MATH 1113)

**Major Courses:**

Calculus I (MATH 2914)  
Trigonometry (MATH 1203) or Higher-level math course  
Fundamentals of Organic Chemistry (CHEM 3254)  
Physical Principles I & II (PHYS 2014 & 2024)  
General Chemistry I & II (CHEM 2124 & 2134)

**Core Courses:**

Physical Geology (GEOL 1014)  
Historical Geology (GEOL 2024)  
Geology Seminar (GEOL 2001)  
Mineralogy (GEOL 3014)  
Petrology (GEOL 3164)  
Invertebrate Paleontology (GEOL 3124) or Geomorphology (GEOL 3044)  
Geology Seminar (GEOL 3001)  
Structural Geology (GEOL 3004)  
Geologic Field Techniques (GEOL 3023)  
Geomorphology (GEOL 3044) or Invertebrate Paleontology (GEOL 3124)  
Computer Applications in Geology (GEOL 3174)  
Geology Seminar (GEOL 4001)  
Subsurface Geology (GEOL 4034)  
Principles of Stratigraphy and Sedimentation (GEOL 4023)  
Field Geology (GEOL 4006) (Six-weeks in an approved field course)

Geology: Petroleum Option

Fall Start	
<p>Freshman Fall Semester</p> <p>ENGL 1013 PHSC 1001 BIOL 1014 MATH 1113 GEOL 1014 Physical Activity (1)</p> <p>Total Hours: 16</p>	<p>Freshman Spring Semester</p> <p>ENGL 1023 PHSC 1011 GEOG 2013 GEOL 2024 MATH 1203 (or higher-level math course) Gen Ed (3) <i>Soc Science</i></p> <p>Total Hours: 17</p>
<p>Sophomore Fall Semester</p> <p>POLS 2003 CHEM 2124 GEOL 2001 GEOL 3014 GEOL 3044</p> <p>Total Hours: <del>15</del> 16</p>	<p>Sophomore Spring Semester</p> <p>CHEM 2134 GEOL 3164 Computer Science Elective (3) <i>COMS elect</i> <del>GEOL 1003</del> MATH 2914 Physical Activity (1)</p> <p>Total Hours: 16</p>
<p>Junior Fall Semester</p> <p>CHEM 3254 PHYS 2014 GEOL 3001 GEOL 3023 Gen Ed (3) <i>Social Science</i></p> <p>Total Hours: 15-<del>16</del></p>	<p>Junior Spring Semester</p> <p>GEOL 3124 or GEOL 4023 PHYS 2024 GEOL 3004 GEOL 3174 or GEOL 4034</p> <p>Total Hours: 15-16</p>
<p>Senior Fall Semester</p> <p>Gen Ed (6) <i>Fine Arts<sup>(3)</sup> + Humanities (3)</i> GEOL 4001 General Electives (6)</p> <p>Total Hours: 13</p>	<p>Senior Spring Semester</p> <p>GEOL 3174 or GEOL 4034 GEOL 3124 or GEOL 4023 General Electives (3)</p> <p>Total Hour: 11-12</p>
<p>Ninth Semester</p> <p>Summer (after Junior or Senior year) GEOL 4006</p>	

Geology: Petroleum Option

Spring Start (If applicable)	
<p>Freshman Spring Semester</p> <p>ENGL 1013 PHSC 1011 BIOL 1014 MATH 1113 GEOL 1014 Physical Activity (1)</p> <p>Total Hours:16</p>	<p>Freshman Fall Semester</p> <p>ENGL 1023 GEOG 2013 MATH 1203 (or higher-level math course) PHSC 1001 GEOL 2001 GEOL 3014</p> <p>Total Hours:15</p>
<p>Sophomore Spring Semester</p> <p>GEOL 2024 POLS 2003 Physical Activity (1) GEOL 3164 CHEM 2124</p> <p>Total Hours:16</p>	<p>Sophomore Fall Semester</p> <p>GEOL 3044 MATH 2914 CHEM 2134 Gen Ed (3) <i>Social Science</i></p> <p>Total Hours: <del>14</del> or 15</p>
<p>Junior Spring Semester</p> <p>GEOL 3124 or GEOL 4023 Gen Ed (3) <i>Social Science</i> GEOL 3174 or GEOL 4034 GEOL 3004</p> <p>Total Hours:14-15</p>	<p>Junior Fall Semester</p> <p>PHYS 2014 GEOL 3023 GEOL 3001 CHEM 3254 Computer Science Elective (3)</p> <p>Total Hours:15-<del>16</del></p>
<p>Senior Spring Semester</p> <p>PHYS 2024 GEOL 4034 or GEOL 3174 GEOL 4023 or GEOL 3124 General Electives (3)</p> <p>Total Hours:14-15</p>	<p>Senior Fall Semester</p> <p>General Electives (6) Gen Ed (6) <i>Fine Arts (3) Humanities (3)</i> GEOL 4001</p> <p>Total Hours:13</p>
<p>Ninth Semester</p> <p>Summer (after Junior or Senior year) GEOL 4006</p>	
<p>Total Program Hours _____</p>	

## **Curriculum Proposals for 2010-11 Catalog**

### **Department of Agriculture**

(a) Add the following courses to the course descriptions:

**Not approved by Curriculum Committee** AGED 1001, Orientation to Agricultural Education;  
AGED 1012, Agricultural Youth Organizations;  
AGED 3003, Methods in Agricultural Education;  
AGED 4003, Issues in Agriculture;  
AGED 4013, Methods in Agricultural Laboratories;  
AGME 1003, Basic Agricultural Mechanization;  
AGME 3003, Metals and Welding;  
AGME 3013, Agricultural Structural Systems; and,  
AGME 3023, Agriculture Power;

(b) Add the Curriculum in Agricultural Education.

### **Department of Art**

(a) Change the course number for ART 2503, Introduction to Opaque Painting, to ART 3403;

(b) Modify the prerequisite for ART 3503, Painting Studio I, from Art 2503, Introduction to Opaque Painting, to ART 3403, Introduction to Opaque Painting;

(c) Modify the course description for ART 4243, Professional Portfolio Preparation for Graphic Designers;

(d) Modify the course description for ART 4703, Senior Project and Exhibition;

(e) Modify the Curriculum in Fine Arts as follows:

(1) delete ART 2503, Introduction to Opaque Painting; and

(2) add ART 3403, Introduction to Opaque Painting;

(f) Modify the Curriculum in Graphic Design as follows:

(1) add ART 3253, Computer Illustration; and,

(2) delete ART 4703, Senior Project and Exhibition;

(g) Modify the Curriculum in Art for Teacher Licensure as follows:

(1) delete ART 2503, Introduction to Opaque Painting; and,

(2) add ART 3403, Introduction to Opaque Painting.

### **Department of Behavioral Sciences**

(a) Delete the following courses from the course descriptions:

ANTH 3233, MesoAmerican Archaeology;

CJ 2013, Introduction to Security;

CJ/RS 3063, Probation and Parole;

SOC 3003, Sociology of Complex Organizations; and,

SOC 3053, Population Problems;

(b) Add the following courses to the course descriptions:

ANTH 2103, Human Ecology of the Mountain South;

ANTH 2303, Globalization;

ANTH 3303, Southeastern Archaeology;

ANTH 3313, Southeastern Indians;

- ANTH 3403, Ethnographic Methods;  
 ANTH 4103, Anthropology of Europe;  
 CJ 4141-4, Seminar in Criminal Justice;  
 PSY/SOC 2063, Research Design for the Behavioral Sciences;  
 PSY 2093, Human Sexuality;  
 PSY 2133, Cross-Cultural Psychology;  
 PSY 3083, Psychology of Women;  
 PSY 3173, Psychology of Consciousness;  
 PSY 3813, Lifespan Development;  
 PSY 4003, Advanced Research Method and Lab for Psychology;  
 PSY 4133, Psychopharmacology;  
 SOC 3033, Environment and Society;  
 SOC/CJ 4013, Drugs in Society;  
 SOC 4023, Sociology of Gender;  
 SOC 4283, Sociology Capstone;  
 RS 3153, Assistive Technology in Rehabilitation Settings;  
 RS 3163, Addictions Assessment, Planning, and Treatment Strategies;  
 RS 3173, Addictions and the Family; and,  
 RS 4094, Field Placement in Addictions;
- (c) Change the course number for ANTH 3223, North American Archaeology, to ANTH 2223;
- (d) Change the course number for ANTH 3203, Indians of North America, to ANTH 2203;
- (e) Add ANTH to the cross listing for MUS 4853/5853, Music of the World's Peoples;
- (f) Modify the Curriculum in Sociology as follows:
- (1) delete COMS 1003, Introduction to Computer Based Systems;
  - (2) add SOC 2063, Research Design for the Behavioral Sciences, and SOC 4283, Sociology Capstone; and,
  - (3) reduce 3000/4000-level SOC Electives from 15 hours to 12 hours;
- (g) Modify the Curriculum in Psychology as follows:
- (1) delete PSY 2074, Experimental Psychology;
  - (2) add one hour of elective;
  - (3) add PSY 2063, Research Design for the Behavioral Sciences;
  - (4) add PSY 4003, Advanced Research Method and Lab for Psychology;
  - (5) select 12 hours from the Topical Core which includes PSY 3003, Abnormal Psychology, PSY 3053, Physiological Psychology, PSY 3063, Developmental Psychology I, PSY 3073, Psychology of Learning, PSY 4043, Social Psychology, and PSY 4073, Cognitive Psychology; and,
  - (6) reduce PSY Electives to 6 hours of 3000/4000-level courses.

### **Department of Biological Sciences**

- (a) Modify the Curriculum in Life Science and Earth Science for Teacher Licensure as follows:
- (1) add BIOL 3124, General Physiology, OR BIOL 3174, Physiological Ecology, to the required BIOL courses.

### **Departments of Biological Sciences *and* Physical Sciences**

- (a) Request BIOL/PHSC 1004, Principles of Environmental Science, be added to the General Education Requirements listing for Science.

### **Department of Electrical Engineering**

- (a) Delete ELEG 3151, Electrical Machines Laboratory, from the course descriptions;
- (b) Delete ELEG 4163, Acoustics, from the course descriptions.

### **Department of Emergency Management**

- ~~(a) Add EAM 4063/EMHS 5063, Forecasting Weather for Emergency Managers, to the course descriptions; **Not approved by Curriculum Committee**~~
- (b) Modify the course description for EAM 4023, Information Technology and Emergency Management;
- (c) Modify the Curriculum In Emergency Management as follows:
  - (1) add footnote 4 See appropriate substitutions in “EAM Core” to EAM 4023, Information Technology and Emergency Management;
  - (2) delete EAM 3133, Applied Principles of Personnel Management; and,
  - (3) modify the EAM Core listing as follows: add EAM 4023, Information Technology and Emergency Management, to the list of required EAM Core courses.

### **Department of English**

- (a) Add ENGL 3043, Literary Editing and Publishing, to the course descriptions;
- (b) Add ENGL 4173/5173, Seminar in Film Studies, to the course descriptions;
- (c) Change the title of ENGL 4683/5683, Seminar in Women’s Studies, to Seminar in Gender Studies;
- (d) Modify the Curriculum in Creative Writing and in Creative Writing Education, as follows:
  - (1) add ENGL 3043, Literary Editing and Publishing; and,
  - (2) delete 3 hours of ENGL 2881, Practicum-Literary Journal Publication, and ENGL 4881-4, Practicum-Editing Literary Journal.

### **Department of Foreign Languages and International Studies**

- (a) Add SPAN 4813, U.S. Latino/a Literature and Culture, to the course descriptions;
- (b) Modify the Curriculum in Foreign Languages Concentration in Spanish Medical Interpretation as follows:
  - (1) change the course number for NUR 3303, Health Assessment for Medical Interpreters, to NUR 3302, and add one hour of Spanish elective;
- (c) Modify the Curriculum in International Studies as follows:
  - (1) delete 6 hours of electives;
  - (2) delete HIST 4443, Europe in the 20<sup>th</sup> Century; HIST 4463, History of Russia; HIST 4603, Modern Far East; and HIST 4703, History of Modern Africa;
  - (3) require HIST 3313, Colonial Latin America, and HIST 3323, Modern Latin America; and,
  - (4) add HIST 3803, History of the Middle East, to the world history block. The current courses in the world history block include HIST 3533, History of Russia; HIST 3603, History of Modern East Asia; HIST 3703, History of Modern Africa; or HIST 3803, History of the Middle East.

### **Department of History and Political Science**

- (a) Add HIST 1903, Survey of American History, to the course descriptions, and replace HIST 2003, U.S. History I, and HIST 2013, U.S. History II, in the listing for General Education Requirements in the section titled "Social Sciences – 12 hours;" HIST 2003, U.S. History I, and HIST 2013, U.S. History II, would remain in the section titled "Nine additional hours from the following;"
- (b) Modify the Curriculum in Social Studies Education as follows:
  - (1) add ECON 2013, Principles of Economics II; and,
  - (2) delete HLED 1513, Personal Health and Wellness.

### **Department of Management and Marketing**

- (a) Modify the Curriculum in Business Education as follows:
  - (1) delete COMS 1003, Introduction to Computer Based Systems; and,
  - (2) add BUAD 2003, Business Information Systems;
- (b) Modify the Curriculum in Business Education as follows:
  - (1) delete MATH 2243, Calculus for Business and Economics; and,
  - (2) add MATH 2223, Quantitative Business Analysis.

### **Department of Mathematics**

- (a) Delete MATH 1103, Algebra for General Education, from the course descriptions.

### **Department of Mechanical Engineering**

- (a) Add MCEG 4053, Corrosion Principles, to the course descriptions;
- (b) Change the course number for MCEG 3043, Physical Metallurgy, to MCEG 4043;
- (c) Change the course number for MCEG 3042, Metallurgy Laboratory, to MCEG 4042, and change the co-requisite to MCEG 4043, Physical Metallurgy, and modify the course description; and
- (d) Modify the Curriculum in Associate of Science in Nuclear Technology as follows:
  - (1) delete MCEG 1002, Engineering Graphics; 6 hours of Technical Electives; MCEG 2033, Dynamics; ELEG 2103, Electric Circuits I; and PHYS 2124, General Physics II; and,
  - (2) add 6 hours of Social Sciences; ECON 2003, Principles of Economics I; 3 hours of Fine Arts; 3 hours of Humanities; and 4 hours of Biological Science.

### **Department of Music**

- (a) Add ANTH to the cross listing for MUS 4853/5853, Music of the World's Peoples.

### **Department of Parks, Recreation, and Hospitality Administration**

- (a) Add RP 3403, Financing Recreation and Parks, to the course descriptions;
- (b) Modify the course description and change the title for RP 2013, Landscape Materials and Construction, to Landscape Planning and Design;
- (c) Modify the course description for RP/HA 2133, Introduction to Travel and Tourism;
- (d) Modify the course description for RP 3043, Work Experience, and delete the cross-listing with HA;
- (e) (two proposals) (1) Modify the course description for RP 3063, Outdoor Education, and (2) add a \$25 transportation fee to the course;



- (f) Modify the course description for RP 3503, Recreational Sport Management;
- (g) Delete the Pre or Co-requisites: BIOL 2134, Principles of Biology, and CHEM 1114, A Survey of Chemistry, from RP 3763, Introduction to Turf Management;
- (h) Delete the Pre or Co-requisite: RP 3763, Introduction to Turf Management, from RP 3793, Turfgrass Pest Control;
- (i) Modify the course description for RP 4013, Recreation and Park Administration;
- (j) Modify the course description for RP 4023, Research Methods;
- (k) Delete the Pre or Co-requisites: RP 3034, Site Planning and Design, RP 3763, Introduction to Turf Management, and RP 3793, Turfgrass Pest Control, or permission, from RP 4753, Sports Field Management and Design;
- (l) Delete the Pre or Co-requisites: RP 3034, Site Planning and Design, RP 3763, Introduction to Turf Management, and RP 3793, Turfgrass Pest Control, from RP 4763, Golf Course Operations and Design; and
- (m) Modify the Curriculum in Recreation and Park Administration Turf Management Option as follows:
  - (1) delete AGEG 3003, Solving Agricultural Problems, and AGSS 3033, Soil Fertility; and,
  - (2) add six hours of approved electives.

### **Department of Speech, Theatre, and Journalism**

- (a) Add SPH 3163, Writing for Performance, to the course descriptions.

### **University Honors Program**

Add the following courses to the course descriptions and to the general education offerings:

- (a) BIOL 2144, Honors Zoology;
- (b) ECON 2103, Honors Principles of Economics I;
- (c) ENGL 2023, Honors World Literature;
- (d) PHSC 1033, Honors Introduction to Physical Science and PHSC 1031, Honors Physical Science Laboratory;
- (e) HIST 1543, Honors World Civilization I;
- (f) HIST 2043, Honors U.S. History I; and
- (g) PHIL 2043, Honors Introduction to Philosophy; and
- (h) Modify the Honors Curriculum as follows:
  - (1) replace HIST 1503, World Civilization I (H01), or HIST 1513, World Civilization II (H01), with HIST 1543, Honors World Civilization I;
  - (2) replace HIST 2003, US History I (H01), or HIST 2013, US History II (H01), with HIST 2043, Honors U.S. History I;
  - (3) replace PHSC 1013, Introduction to Physical (H01), and PHSC 1021, Physical Science Laboratory (H01), or BIOL 2124, Principles of Zoology (H01), with PHSC 1033, Honors Introduction to Physical Science and PHSC 1031, Honors Physical Science Laboratory, or BIOL 2144, Honors Zoology;

- (4) replace ECON 2003, Principles of Economics I (H01), with ECON 2103, Honors Principles of Economics I; and,
- (5) replace PHIL 2003, Introduction to Philosophy (H01), or ENGL 2003, Introduction to World Literature (H01), with PHIL 2043, Honors Introduction to Philosophy, or ENGL 2023, Honors World Literature.

Not approved by  
Curriculum Committee

# Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal		
Department Head	<i>Molly Brant</i>	10-26-09
Dean	<i>Molly Brant</i>	10-26-09
Teacher Education Council (if applicable)	<i>Willy Hofer</i>	10-28-09
Graduate Council (if applicable)		
Registrar		
Vice President for Academic Affairs	<i>Sammy Keades</i>	10/26/09

Course Subject: Agricultural Education	Course Number: AGED 1001
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces):	
Orientation to Ag Education	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: Fall 2010	How frequently will course be offered? Each Fall and Spring
Is this course repeatable? Y <input checked="" type="radio"/> N <input type="radio"/> How many times?	
Does this course require a fee? No <input type="checkbox"/> How much? <input type="checkbox"/> Type of fee? <input type="checkbox"/>	

App TEC 11/3/09

Elective      Major      Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites:

Co-requisites:

Grading      Standard Letter      P/F      Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

The syllabus is from Arkansas State University's Dr. David Agnew and will be remodeled once a faculty member is hired. The web address of the syllabus was [http://www.clt.astate.edu/dagnew/aged1411\\_06/aged1411\\_main\\_06.htm](http://www.clt.astate.edu/dagnew/aged1411_06/aged1411_main_06.htm).

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

No

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

No

How does this proposal support the University Mission?

This is a new course to support the proposed Agricultural Education program.

What assessment information is being used to support this proposal?

This is a new course and a new program so no assessment is in place currently.

How will the effect of the change be monitored?

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

The program addition form explains the survey results and desires for the new curriculum proposed.

**If this course will affect other departments, a Departmental Support Form for each affected department must be attached.**

a. **AGED 1001 Orientation to Ag Education**

b. Freshman orientation with attention given to sharing of possible solutions to individual problems. Exploration of anticipated collegiate experiences for departmental majors as well as post-graduation opportunities. Student and faculty interaction is stressed. The class meets one day a week for the full semester or two days a week for half a semester.

c.

**OBJECTIVES:** Following the completion of this course, each student will be able to:

1. Identify the role of Agricultural Education programs in meeting educational needs of youth and adults.
2. Develop individual/personal plan for successful entrance and advancement in a chosen phase of Agricultural Education.
3. Explain the philosophy, purposes, and organizational structure of vocational, agricultural, and extension education.
4. Describe agricultural and extension education programs and the major components of each.
5. Identify career opportunities for Agricultural Education graduates.
6. Explain the personal and professional qualifications needed for success in Agricultural Education.
7. Review the major responsibilities and activities of professional educators in Agricultural Education.
8. Describe the need for professional development, professionalism, including professional organizations associated with agricultural education.
9. Identify the opportunities and rewards for leadership development in Agricultural Education.
10. Describe the requirements for a successful teaching/learning experience, based upon principles of learning and related to teacher efficacy.
11. Describe the objectives of the Cooperative Extension Service.
12. State the role of adult education as a part of Agricultural Education.
13. Describe the Pathwise Model of teacher preparation and how this can impact teacher efficacy.
14. Demonstrate a knowledge of where and how to select curriculum content using official State Frameworks and professional standards.
15. Identify assessment requirements associated with secondary agricultural education programs
16. Identify techniques for creating effective bridges between curriculum goals, students' experiences, and applications beyond the classroom through the Supervised Agricultural Experience program.
17. Identify the elements of the FFA as a Key Component in the total agricultural program and its relationship to student success.

d. **TENTATIVE SCHEDULE**

Session #	Topics	Session #	Topics
1	<p><u>Session 1</u> Introduction to the Courses and Instructor</p> <p>The Need for Ag Education The Need for Agricultural Education</p>	7	<p>Session 7</p> <p><u>The Student</u> (Students..... just who are they? how do they learn?)</p> <p><u>Supervised Agricultural Experience Programs (SAEP)</u></p>
2	<p><u>Session 2</u> <u>The program; requirements for graduation, teacher certification. Planning for success in college. Planning for success in a career.</u> The options in Ag Ed Teaching Communications Mechanics</p> <p><u>What can I do with a degree in Ag. Ed.?</u> <u>Personal Goal Setting</u></p>	8	<p>Session 8 Adult Education in Agriculture</p> <p>The Cooperative Extension Service</p>
3	<p><u>Session 3</u> <u>What is Agricultural Education?</u> <u>Philosophy, history of, and trends in Agricultural and Extension Education. The Total Agricultural Education Program. Operation of Vocational Education and Ag. Ed.</u></p>	9	<p>Session 9 District FFA CDE</p> <p><b>meet at Contest site</b></p>
4	<p><u>Session 4</u> Components of the Agriculture Program <u>Classroom and lab instruction.</u></p> <p><u>What do you teach?</u> And, How do you teach?</p>	10	<p>Spring Break</p>
5	<p><u>Session 5</u> The teacher <u>The Agriculture Teacher, what does he/she do?</u> <u>Characteristics and responsibilities of the Agricultural Educator.</u> <u>Professional Development and Organizations.</u></p>	11	<p>Session 11</p> <p>Youth Organizations -- FFA</p>
		12	<p>Session 12</p> <p>Group visit to an area school</p>
		13	<p>Session 13</p> <p>International Agricultural Education</p>
		14	<p>Session 14</p> <p>Group visit to an area school</p>
		15	<p>Session 15</p> <p>Student teacher panel</p> <p>FFA Alumni Programs</p>
			<p>Session</p> <p>Reports of student visits to area ag programs</p>

6	<u>Session 6</u> Teacher Characteristics Professionalism	Final -- As Scheduled
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e.

**COURSE REQUIREMENTS: Examinations, Homework Assignments, Presentations.**

	Assignment Description	Due	Points
1	Secondary School observations Visit two schools with an agriculture program and interview the teachers and observe classes for three hours in each school. Develop a brief two page, type written report of the activities you observed for each schools and present in class.		100
2	Read and summarize four articles; three articles from Ag Education Magazine (in the ASU library) and one from Journal of Agricultural Education (AAAE Journal - online) and present summary of two in class. These are called abstracts and are ½ page to a page in length. link to--> <b>ASSIGNMENT</b>		150
3	Quizzes/Activities (usually 25 points-- <u>some are announced, some are not</u> ) <i>3 quizzes as scheduled in outline 25 pts./each</i> <i>Activity 1 -- Quiz on History and Philosophy of Agricultural education</i> <i>Activity 2 -- Questions related to the FFA Website</i> <i>Activity 3 -- Complete handout related to secondary school observation -- Visit 1.</i> <i>Activity 4 -- Complete handout related to secondary school observation -- Visit 2.</i> <i>Activity 5 --Complete handout related to Extension Service.</i> <i>Activity 6 -- Complete handout related to the student teacher panel.</i>		200



	<i>Activity 7-- Adult Education Assignment</i> <i>Activity 8 -- Quiz</i> <i>Activity 9 -- Quiz</i> <i>Activity 10 -- State Curriculum Framework Activity</i>		
	<b>NOTE:</b> <i>If you are not there for daily activities there is no way to make them up, since they usually involve unique observations in association with the events of the class. However, the low score of the quizzes and activities will be dropped.</i>		
4	Final		100
	<b>Total</b>		550

f.

**TEXT:**

**RECOMMENDED READING, RESOURCES, AND LINKS:**

Reinventing Agricultural Education for 2020 [http://www.teamaged.org/2020/exec\\_summ/](http://www.teamaged.org/2020/exec_summ/)

Understanding Agriculture: New Directions for Education. National Academy Press (1988). National Research Council; Washington, D.C

<http://www.nap.edu/books/0309039363/html/R1.html>

<http://www.nap.edu/books/0309039363/html/index.html>

The Agricultural Education Magazine <http://www.depts.ttu.edu/agedmagazine/>

Journal of Agricultural Education <http://pubs.aged.tamu.edu/jae/>

Techniques <http://www.acteonline.org/members/techniques/>

Journal of Extension <http://www.ioe.org/index.html>

Journal of Extension Systems <http://www.jesonline.org/index.htm>

Journal of Career and Technical Education <http://scholar.lib.vt.edu/ejournals/JCTE/>

Journal of Agricultural Education and Extension <http://library.wur.nl/eiae/>

Making a Difference (for FFA advisors)

[http://www.ffa.org/media/html/med\\_pub\\_index.htm](http://www.ffa.org/media/html/med_pub_index.htm)

FFA New Horizons (for FFA members)

National FFA Organization <http://www.ffa.org>

The National Association of Agricultural Educators (NAAE) <http://www.naae.org/>

Department of Workforce EducationBAgriculture

<http://www.work-ed.state.ar.us/agriculture.html>

ASU Collegiate FFA <http://www.clt.astate.edu/dagnew/FFACOLL.HTM>

ASU ATA <http://www.clt.astate.edu/dagnew/ATA.HTM>

The Council <http://www.agedhq.org/councilindex.cfm>

American Farm Bureau Foundation for Agriculture <http://www.ageducate.org/>

Not approved by  
Curriculum Committee

### Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal	<i>Molly Brant</i>	10-26-09
Department Head	<i>Molly Brant</i>	10-26-09
Dean	<i>Willy Hooper</i>	10-28-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammy Woods</i>	10/26/09
Vice President for Academic Affairs		

Course Subject: Agricultural Education	Course Number: AGED 1012
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Agricultural Youth Organizations	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: Fall 2010	How frequently will course be offered? Fall and Spring
Is this course repeatable? Y <input checked="" type="radio"/> N <input type="radio"/> How many times?	
Does this course require a fee? No                      How much?                      Type of fee?	

app TEC 11/3/09

Elective       Major       Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites:

Co-requisites:

Grading       Standard Letter       P/F       Other (if other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

The syllabus is from Arkansas State University's Dr. David Agnew and will be remodeled once a faculty member is hired. The web address of the syllabus was [http://www.clt.astate.edu/dagnew/youth course/FFA Course 06.HTM](http://www.clt.astate.edu/dagnew/youth_course/FFA_Course_06.HTM).

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

No

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

No

How does this proposal support the University Mission?

This is a new course to support the proposed Agricultural Education program.

What assessment information is being used to support this proposal?

This is a new course and a new program so no assessment is in place currently.

How will the effect of the change be monitored?

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

The program addition form explains the survey results and desires for the new curriculum proposed.

**If this course will affect other departments, a Departmental Support Form for each affected department must be attached.**

## a. AGED 1012 Agricultural Youth Organizations

b. Survey course of agricultural youth organizations including 4-H, FFA, Grange, and others pertaining to membership, awards programs, benefits, and special recognition programs. Lecture and discussion for two periods per week.

c.

### Objectives:

1. Define terms associated with "youth organizations".
2. List 10 youth organizations.
3. Explain what is meant by Youth Development.
4. List the six stages of development as stated by Havinghurst and using his model describe the unique changes that Adolescence go through.
5. Describe the developmental characteristics of youth age 14-19, and the implications for education.

*Source: Needs of Youth --Extension Publication (Texas)*

6. Explain the justification for youth organizations such as the FFA from the standpoint of the Educational/Psychological theory.

7. Explain the justification for youth organizations such as the FFA from the standpoint of the Philosophical theory.

8. Explain why these concepts of human development, philosophical, educational, psychological theories can affect what you do as an advisor.

9. State the general purposes of a youth organization.

10. 8.

State the mission and purposes of the FFA..

11. What are the benefits to the teacher of having a youth organization support the instructional program

12. Define role model.

13. Explain the function of an FFA advisor as a role model (even more than other teachers).

14. List 10 characteristics of a good role model.

15. List 10 advisor responsibilities

16. Describe the ethical issues associated with being an FFA advisor and prescribe appropriate responses.

17. Identify the duties of the advisor as outlined in the state or national constitution.

18. State the Advisor's part in the opening and closing ceremony

19. List resources that will help you as an advisor do the best job possible.

20. List six Vocational Student Organizations and, a. give a brief history of each; b. describe the unique population or discipline each serves; c. the beliefs/ mottos/creeds; d. membership information; e. activities of the organizations; and f. Demographics, numbers of members, chapters, etc.....

21. Summarize what Federal legislation has to say about the FFA.

22. Summarize how CTSOs and their associated activities are encouraged and protected by law

in

Arkansas.

23. Describe some of the misconceptions about CTSOs.
24. Explain the legal basis for The FFA.
25. State four purposes of the FFA.
26. Discuss why leadership development is needed today.
27. Explain why the FFA is intracurricular not extracurricular.
28. Describe the legal, psychological and philosophical basis for the FFA.
29. List 10 benefits to students from participating in the FFA.
30. Draw a diagram illustrating the interrelationship of classroom instruction, SAE and FFA.
31. Describe how a local FFA chapter is organized and operates.
32. Describe how the Arkansas FFA is structured and operates.
33. Describe how the national FFA is governed.
34. Describe the organization of the national FFA staff.
35. Identify the essentials needed in a local FFA chapter constitution and bylaws.
36. Identify the three divisions and 15 quality standards of a Program of Activities (POA).
37. Identify possible activities to have in a POA.
38. Describe how to have effective committees that build a POA.
39. Develop a Program of Activities.
40. Describe the National Chapter Award system.
41. Define Goal Setting
42. List five benefits of Goal Setting
43. Discuss 10 principles of goal setting
44. Describe the difference in long and short range goals and how they contribute to overall success.
45. List six steps to establishing goals.
46. Identify eight goals for yourself.
47. Describe how you can help students set goals.
50. Describe what a Creed is and contains.
51. Analyze the content of the FFA Creed.
52. Compare and contrast the FFA Creed to other VSOs creeds.
53. State the purpose for students saying the FFA Creed.
54. Explain the history and significant points about the Creed, who wrote and when adopted, types of changes in the revisions, (AHB C.2-7,8; OM-10).
55. Explain how to teach and handle circumstances that may arise around the saying of the creed.
56. Explain how to evaluate student performance in saying the creed.
57. List the rules and procedures for the Creed Speaking CDE.
58. Name the two types of public speaking and describe each
59. List three factors to consider in planning a speech.
60. State six factors to consider in preparing the speech for an audience.
61. Explain how to select a topic for your speech.
62. Explain how to outline a speech.
63. Demonstrate how to write a speech that follows the format of the FFA Leadership CDE.
64. Explain the key elements of the FFA Public Speaking CDE.
65. Explain the procedure to follow in giving "demonstrations" according to the 4-H.
66. Define Leadership
67. Describe two general types of leaders.

68. Describe four basic leadership styles.
69. List the attributes of a good leader.
70. Explain how ethics relates to leadership.
71. State the FFA code of Ethics.
72. List the leadership positions available in the FFA
73. Describe how leaders are selected in the FFA
74. Describe the opportunities in FFA to serve as a leader.
75. Match the various officer duties with the appropriate officer.
76. Describe the various methods of electing officers.
77. Identify the symbol of each officer.
78. Describe how to properly install FFA officers according to the FFA installation ceremonies.
79. Identify criteria for officer selection.
80. Describe what the local, State and National Constitution have to say about the selection of chapter, state and national officers.
81. Define parliamentary procedure and list four reasons for using .
82. Give a brief history of the development of Parliamentary Procedure.
83. Properly state a main motion and handle amendment and an amendment to an amendment.
84. Describe the methods and procedures for voting.
85. Identify the proper use of a gavel.
86. Describe how to properly execute the responsibilities of the chair as in a meeting.
87. Differentiate between privileged, incidental, subsidiary and unclassified motions.
88. List the "Order of Business" of a typical meeting.
89. Demonstrate the ability to properly dispose of 15 common parliamentary abilities.
90. State the rules for the conduct of the of the District and State Parliamentary Procedure CDE.
91. Describe how to effectively train a Parliamentary Procedure Team for CDE

#### **d. Session # / Topics**

1 Orientation and Overview of the Course  
 Youth Development (Focus on adolescence)  
 Career and Technical Student Organizations  
 Ag Youth Organizations,  
 The FFA Creed  
Session 1 notes 4-H History, Purpose, and Operation (guest speaker)  
 The Advisor: Roles and Responsibilities Session 2 notes 3 / Sept 3 Labor Day Holiday Sept 10  
 Relationship and Role of the FFA  
 Orientation to the FFA: FFA Basics (Handout --Quiz) (Room arrangement chart for BB)  
 Chapter/State/National Constitutions & Bylaws (Handout --Quiz)  
 Program of Activities  
 Personal Goal Setting  
 The FFA Creed, the meaning and how to help students learn the creed (Video)  
Session 2 notes Leadership CDEs -- Public Speaking, Parliamentary Procedure  
 Leadership Basis, Principles, Styles  
 Parliamentary Procedure (Video)



Paragraph 1 FFA Creed

Session 3 notes Officer Responsibilities/Duties/Elections/Installation/Training, etc

Conducting Effective Meetings/Ceremonies/Committees/Programs

Effective Public Speaking

Paragraph 2 FFA Creed

Session 4 notes Supervised Agricultural Experience Programs (Video)

Record keeping

Paragraph 3 FFA Creed

Session 5 Notes AR FFA

FFA Camp (Leadership, Recreation, Coop)

FFA Alumni (Speaker)

Paragraph 4 FFA Creed Agricultural Youth Organizations

Session 6 Notes Local, State, and National Awards, CDEs, Fairs and Shows

*(Individual, Team, Chapter, and Advisor)*

Leadership CDEs

District Skills Event

Fairs and Shows

Paragraph 5 FFA Creed

Session 7 Notes

Visit to area school FFA Banquets -- Purposes, Planning and Conduct

Chapter Finances/Fund Raising, and Budgets \$\$\$\$\$

Project PALS (video)

Other FFA Activities/Events, PALs, WLC, Conventions

Student Recruiting PowerPoint Presentation on Alumni

Session 9 Notes Session 10 Notes Final

e.

**1. Advisor's part of "Opening/Closing Ceremonies".** You will be expected to state the Advisor's part at least four (25 points/each time--**100 pts** total). I will expect you to recite it by the second class session. You may be ask to state the Advisor's part at any time, without warning and you may not use references. You will lose 1 point for each word missed. Click here to see that portion of the "Opening and Closing Ceremonies" and more details of the assignment.

**2. State the FFA Creed (20 points each paragraph and 100 final recitation) 100 pts.** We will likely start reciting the creed the second class session. You will need to do the first and second paragraph on the same day. Each paragraph will be worth 20 points for a total of 100 points for all five. One paragraph will be added each class session (session 3 you will present paragraphs 1,2 & 3). At session four you will present paragraphs 1,2,3,4. At session 5 you will present all 5 paragraphs. On that day you will receive a grade for paragraph 5 and then a grade for the whole presentation. You will be allowed to improve your grade with additional opportunities by re-stating the assigned portion of the creed. For each mistake a point will be

subtracted from the total. See the summary [Creed Evaluation Form](#) for the course, and see the [Official Score Card](#) (pdf) from the National CDE handbook to see criteria that are used for evaluation. Also the details of the FFA Creed CDE are located at the [National FFA webpage for CDEs](#) (pdf format--page 71). Link to an online version of the [FFA Creed](#).

**3. FFA Speech -- You will make a simple 6 to 8 minute speech 100 points**

**4. Quizzes/activities/homework 25 pts each. Total 350 pt.**

May include but limited to the following:

Quiz -- Youth Development and Youth Organizations BB

Quiz -- 4-H Programs BB

Quiz -- General FFA Information and History BB

Quiz -- General FFA Information and Symbols BB

Quiz -- The State FFA Constitution and By- Laws BB

Quiz -- Leadership, the Leadership CDEs and Ethics BB

Quiz -- Officer Duties & Responsibilities BB

Quiz -- Conduct of Meetings & Parliamentary Procedure BB

Quiz --SAEP, Child Labor Laws, and POA BB

Quiz -- FFA Events and Activities

Activity -- Site tour of selected websites related to FFA (homework)

**Note: BB = Black Board**

**5. Four Abstracts For more info [click here](#)**

**a. Two out of Making a Differences**

**b. Two out of FFA: New Horizons 100 pts.**

**6. FINAL TEST, Last Class Session 100 pt. [Click here](#) to look at study guide**

**Total Points = 875**

f.

Not approved by  
Curriculum Committee

Arkansas Tech University  
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal	Molly Brant	10-26-09
Department Head	Molly Brant	10-26-09
Dean	Willy Hooper	10-28-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Gammy Lewis	10/26/09
Vice President for Academic Affairs		

Course Subject: Agricultural Education	Course Number: AGED 3003
Cross-listed with Subject:	Course Number:
Official Title (limited to 30 characters including spaces):	
Methods in Ag Education	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input checked="" type="checkbox"/> 98_Other	
Observations of teaching along with lecture	
Effective Catalog Year: Fall 2010	How frequently will course be offered? Fall and Spring
Is this course repeatable? Y <input checked="" type="radio"/> N <input type="radio"/> How many times?	
Does this course require a fee? Yes How much? \$100 Type of fee? instructor travel	

app TEC 11/3/09

Elective       Major       Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites:

AGED 1001, AGED 1012, acceptance into stage 2 of the teaching program, junior standing, and/or instructor's permission.

Co-requisites:

Grading     Standard Letter     P/F     Other (if other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

The syllabus is from Arkansas State University's Kevin Humphrey and will be remodeled once a faculty member is hired. The web address of the syllabus was <http://www.clt.astate.edu/khumphrey/edag4623syllabus.htm>.

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

No

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

No

How does this proposal support the University Mission?

This is a new course to support the proposed Agricultural Education program.

What assessment information is being used to support this proposal?

This is a new course and a new program so no assessment is in place currently.

How will the effect of the change be monitored?

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

The program addition form explains the survey results and desires for the new curriculum proposed.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

## a. AGED 3003 Methods in Ag Education

b. Methods and techniques in teaching agriculture at the secondary level. Lecture 2 hours, laboratory 2 hours per week. Prerequisite: AGED 1001 and, AGED 1012. Instructor travel fee is \$100.

c. *acceptance into Stage 2 of the teaching program  
junior standing, and/or instructor's permission*

Upon completion of the course the student will be able to:

- Develop and demonstrate competence in planning instructional programs for agricultural education.
- Apply principles of teaching-learning to the process of planning and conducting classroom and laboratory activities.
- Identify, select, and use appropriate methods and techniques of teaching.
- Develop plans for meeting the needs of diverse student populations to include disadvantaged, gifted and exceptional students.
- Integrate multi cultural information and experiences into the curriculum.
- Integrate global related issues into the curriculum.
- Prepare and use lesson plans.
- Identify and select appropriate instructional materials.
- Appropriately identify, select, prepare, and incorporate the use of technology, multimedia equipment and materials in instruction.
- Appropriately select, arrange, maintain and manage classroom and laboratory facilities.
- Describe procedures for managing the agricultural education classroom and laboratory for maintaining appropriate student behavior.
- Identify methods and techniques related to working with student organizations at the secondary school level.
- Demonstrate knowledge of the FFA , it's application in the agricultural classroom, laboratory and co-curricular activities.
- Demonstrate knowledge of and participation in the professional associations related to the teaching of agriculture at both the state and national levels.
- Demonstrate knowledge of SAE's, their application in the agricultural classroom, laboratory and co-curricular activities.

d.

Research on Theory and Practice  
Preparation to Teach Agricultural Students  
Techniques in Teaching Agricultural Students  
Evaluating Teaching and Learning  
Materials and Resources  
Program Planning and Evaluation  
Program Public Relations  
Innovations and Technology in Teaching Agriculture  
Mentoring

e.

Video viewing and papers: Three videos will be viewed. A computer generated paper will be submitted along with an oral presentation of the issues involved.

Discuss current issues facing education today and the classroom.

Design and present interest approaches.

Design and submit four complete lesson plans.

Present three complete lessons in class

Design and submit plans and actions to assist learning for all students in the class room.

Address issues, plans and actions to assist students in crisis situations.

Present one complete lesson in the public school setting. (Tentative)

Complete three computer instructional software activities.

Discuss the FFA and its integral part of the agriculture program.

Discuss the SAE and their part of the agriculture program.

Employ the use of technology in the preparation and presentation of assignments to include lessons presented using Power Point.

Communicate and gather information through the Internet and various other electronic sources.

Participate in Mentor program.

Assist in the Spring FFA Career Development Event

Preparation of Professional Notebook

Quizzes and Final exam

f.

A. Primary Required Texts:

Newcomb, L.H., McCracken, J.D. and Warmbrod, J.R. (1993). Methods of Teaching Agricultural Education. (2nd. ed.) Danville, Illinois: The Interstate Printers and Publishers, Inc.

Phipps, L. J. (1980) Handbook on Agricultural Education in Public Schools. (2nd. ed.) Danville, Illinois: The Interstate Printers and Publishers, Inc.

B. Additional Materials Provided:

A Guide to Local Program For Success, First Edition: National FFA Teachers Services

C. In addition to the textbooks it is strongly recommended that you purchase the following:

5 double sided, double density diskettes, for lesson plans, assignments, etc.  
Two, 3", 3-Ring Notebooks

Not approved by  
Curriculum Committee

### Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal	<i>Molly Brant</i>	10-26-09
Department Head	<i>Molly Brant</i>	10-26-09
Dean	<i>Willy Hooper</i>	10-28-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Tommy Lewis</i>	10/26/09
Vice President for Academic Affairs		

Course Subject: Agricultural Education	Course Number: AGED 4003
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces):	
Issues in Agriculture	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: Fall 2010	How frequently will course be offered? Fall and Spring
Is this course repeatable? Y <input checked="" type="radio"/> N <input type="radio"/> How many times?	
Does this course require a fee? No      How much?      Type of fee?	

*app TEC 11/3/09*



Elective     Major     Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites:

AGED 3003, senior standing, and/or instructor's permission

Co-requisites:

Grading     Standard Letter     P/F     Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

The syllabus is from University of Arkansas's Donna Graham and will be remodeled once a faculty member is hired. The web address of the syllabus was <http://www.uark.edu/depts/aedhp/courses/aged4003/syllabus4003.html>.

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

No

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

No

How does this proposal support the University Mission?

This is a new course to support the proposed Agricultural Education program.

What assessment information is being used to support this proposal?

This is a new course and a new program so no assessment is in place currently.

How will the effect of the change be monitored?

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

The program addition form explains the survey results and desires for the new curriculum proposed.

If this course will affect other departments, a Departmental Support Form for each affected

**department must be attached.**

## a. AGED 4003 Issues in Agriculture

b. Lecture and discussion on local, regional, national, and international issues related to agricultural policy, ethics, environment, society, and science. Prerequisites: AGED 3003, *Senior standing, and/or instructor's permission.*

c.

Upon successful completion the course, you should be able to:

- A. Identify selected critical issues related to agriculture.
- B. Explore alternative points of view about each issue, i.e., views of various social groups, views of science, views of politics, views of economics.
- C. Formulate hypotheses to address or resolve each issue.
- D. Objectively discuss each issue from the various alternative points of view.
- E. Identify impediments to the resolution of issues.
- F. Prepare and submit detailed written analyses of various points of view for selected issues.
- G. Prepare and make presentations of alternative points of view for selected issues.
- H. Make use of subject-matter experts in collecting data to inform discussions of selected issues.

d.

This course is intended as an integrating experience. You will be expected to apply what you have learned throughout your college experience -- in terms of subject matter knowledge and procedures for applying knowledge -- to problems of practice which are of concern in the field of agriculture or in society in general. You will be challenged to address selected issues, to identify root problems and causes, to analyze and synthesize all available data, and to bring multiple sources of knowledge and skill to bear in making logical inferences toward resolution of the problem. Each student brings to the class a unique body of knowledge represented by his/her major. As such, you will be expected to serve as an "expert" in that and related fields

Class time will be devoted to introduction of issues, presentation of basic facts about each issue, discussion of the problems inherent in each issue, for limited team activities, and for summary discussions and reports.

### A. Small Group Activities:

Throughout the term, the class will identify a series of issues to address. For some issues, the class will be divided into diverse teams of experts to supply alternate solutions of, or recommendations about, a specific problem within the issue. Each team is encouraged to be as creative as possible in seeking and interpreting information toward problem solution.

After a predetermined time for team work toward problem resolution, each team will present a "project brief" or "consulting report" in the form of a paper and an oral presentation. The report will be a team product and contain at least the following parts:

- Abstract
- Overview of issue and important considerations of the issue.
- Identification of specific problems and dilemmas in the issue.
- Identification of the parties involved.
- Clear description of the parties position on the issue, objectives and guiding values or assumptions.
- Presentation of the facts of the issue.
- Alternatives/consequences toward problem resolution.
- Recommendation.

You will assume the role of one of the major players when preparing the project brief. While it is possible to be biased in your opinion, you should still try to include all these aspects in your report.

Each team member will be expected to contribute equally to each report and team responsibilities should be distributed equally among the team members. Each team member will provide an estimate of the contribution by each other team member toward completion of the team project.

Evidence of the use of external research and information will be expected. All resources must be properly cited. While use of Internet resources is encouraged, approximately 50% of resources used and cited must be from the professional literature base related to the issue under study (The "professional literature base" is defined as "refereed" or "peer reviewed" and includes articles of research or, as appropriate, legal briefs).

Grammar and spelling are considered in grades. Always save your work with a back up file. Reports are to be typed.

## B. Teamwork and Attendance

You will be expected to participate in daily class sessions and group reports. The class sessions will include presentations of factual information regarding agricultural issues by invited experts and class members. "Round table" discussions of each issue may be held during class time, and each individual student will participate as either a round table panel member or a responsive discussant to the panel for each of the issues. You should consider the quality of your participation, not just "air time." You will notice in the evaluation section there are thirty points available for participation (attendance) and twenty-five points available as discretionary points.

How can you lose these points?

1. You will lose 3 points for every unexcused absence.
2. You will lose up to ten points at my discretion in a given teamwork activity for lack of teamwork or "free-riding."

e.

*Team Consulting Reports.* 100 points each = 200 points

*Individual Memos.* 100 points each = 300 points

*Team Presentation of Issue.* 100 points each = 200 points

*References.* 5 points each = 75 points

*Group Process Essays.* 25 points each = 50 points

*Attendance.* 30 points

*Discretionary points.* 25 points

*Interviews.* 30 points

*Citation (name, date, job position) = 5 points*

*Interview (questions asked and summary of responses) = 15 points*

*Perceptions, Implications = 10 points*

**Total points possible: 910 points.**

f.

- A. Other students as members of teams to address various aspects of each issue.
- B. Popular literature related to each selected issue.
- C. Scientific literature related to each issue.
- D. Subject-matter experts related to each issue.
- E. Case studies selected by course instructor(s).

Not approved by  
Curriculum Committee

### Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal	<i>Molly Brant</i>	10-20-09
Department Head	<i>Molly Brant</i>	10-20-09
Dean	<i>Willy Hooper</i>	10-28-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Johnny Lewis</i>	10/26/09
Vice President for Academic Affairs		

Course Subject: Agricultural Education	Course Number: AGED 4013
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces):	
Methods in Ag Laboratories	
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_Lecture/ <input checked="" type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: Fall 2010	How frequently will course be offered? Fall and Spring
Is this course repeatable? Y / <input checked="" type="radio"/> N How many times?	
Does this course require a fee? Yes      How much? 50      Type of fee? Course	

*Agg TEC 11/3/09*

Elective       Major       Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites:

AGME 3003, 3013, and 3023, senior standing, acceptance into stage 2, and/or instructor's permission

Co-requisites:

Grading     Standard Letter     P/F     Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

The syllabus is from Arkansas State University's Kevin Humphrey and will be remodeled once a faculty member is hired. The web address of the syllabus was <http://www.ct.astate.edu/khumphrey/aged4433syllabus.htm>.

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

The course will require a hands-on laboratory setting that has access to motors, welding, construction, and electricity. The students will be required to create and demonstrate a lesson plan that incorporates student activities in each section. The student will have to carry out the lesson plan on other course students to learn about the pitfalls and concerns that could arise while teaching high school students in the laboratory setting.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

The course will require a hands-on laboratory setting that has access to motors, welding, construction, and electricity. The students will be required to create and demonstrate a lesson plan that incorporates student activities in each section. The student will have to carry out the lesson plan on other course students to learn about the pitfalls and concerns that could arise while teaching high school students in the laboratory setting.

How does this proposal support the University Mission?

This is a new course to support the proposed Agricultural Education program.

What assessment information is being used to support this proposal?

**This is a new course and a new program so no assessment is in place currently**

**How will the effect of the change be monitored?**

**Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.**

**The program addition form explains the survey results and desires for the new curriculum proposed.**

**If this course will affect other departments, a Departmental Support Form for each affected department must be attached.**



a. AGED 4013 Methods in Ag Laboratories

b. Methods and management techniques in all types of agricultural laboratories that may be in a secondary agricultural science program. Emphasis on management of students and facilities, equipment, and materials. Lecture 2 hours, Laboratory 4 hours per week. Prerequisites: AGME 3003, 3013, and 3023. Course fee is \$50.

senior standing, acceptance into Stage 2, and/or instructor's permission. per

c.

Upon completion of this course each student will be able to:

- Develop units of instruction containing lesson plans, demonstration plans, and transparency masters.
- Conduct proper demonstrations in agriculture mechanics.
- Demonstrate the ability to communicate with all students to include students with special needs.
- Demonstrate the maintenance and proper operation of a selected power tool to a large group and develop a demonstration plan.
- Develop high level problem solving activities in agricultural mechanics.
- Develop and present a plan of instruction in a selected area of agricultural mechanics for a small group and a large group setting.
- Discuss, develop and present a plan of instruction to address exceptional students and students with disabilities in the agricultural mechanics lab.
- Develop a list of supplies, materials and equipment necessary to conduct an instructional program in agricultural mechanics.
- Prepare and demonstrate a teaching aid to improve students understanding of a topic in agricultural mechanics.
- Develop a maintenance program for an agricultural mechanics laboratory.
- Develop a comprehensive safety program for an agricultural mechanics program.
- Develop an inventory system using microcomputers for an agricultural mechanics program.
- Integrate appropriate technology such as microcomputers into teaching agricultural mechanics instruction.
- Integrate appropriate mechanical technology into teaching agricultural mechanics instruction.

d.

Overview of course / Introductions

- Learning/teaching theory and principles as it relates to agricultural mechanics. Types of agricultural programs conducted and how LABORATORIES fit within the total program. Issues and Agricultural Mechanics program content (General and AR)
- Planning an agricultural mechanics program: community survey, priority setting, sources of curriculum materials, advisory committees. Inventory records, contests and awards. Materials, grading, housekeeping, and public relations.
- Safety in the laboratory: safety plans, color coding, appropriate clothing, safety equipment, behavior, cleanup, testing
- Developing a demonstration plan: Planning, organizing, evaluating small and large group demonstrations.

Arkansas Ag mechanics program visit (To be determined).  
 Computer use in teaching agricultural mechanics  
 Arkansas Ag. mechanics program visit (To be determined).  
 Small group demonstrations  
 Large group demonstration  
 FFA Agricultural Mechanics CDE's & Preparation  
 Lab Organization and Preparation & Preparation for district contests  
 District Agricultural FFA Career Development Events (contests).  
 Planning classroom and laboratory facilities.  
 Arkansas Ag mechanics program visit (To be determined).  
 Managing an agricultural mechanics laboratory. Multi-teacher departments,  
 team teaching.  
 Teaching and the exceptional student in the lab  
 Arkansas Ag mechanics program visit (To be determined)  
 Managing self directed projects.  
 Developing a budget for an agricultural program.  
 Program evaluation and maintenance.

e.

#### Course Requirements

As a student in this program attendance, participation and input in class is valued and an important part of the teaching-learning environment of the course. If absent from class it is the student's responsibility to acquire the notes and materials that were missed.

#### 1. Workload:

Success in this course depends on a number of issues. One very important issue is the amount of time spent in preparation and study. It is recommended that for every one hour in class, a minimum of two hours should be set aside for study, preparation and planning. With this minimum time frame in mind for your studies, you should do well.

#### 2. Make-up Policy:

If absent from class you must schedule a time with the instructor in which the missed materials can be acquired. An excused absence is required for any missed tests. It is recommended that when possible, make prior arrangements. All assignments are due on their deadlines. Late submissions will result in a reduction of points.

#### Academic Integrity Expectations:

According to the ASU Student Handbook, ASU enthusiastically promotes integrity and professional ethics among all members of the ASU academic community. Violations of this policy are considered as serious misconduct and may result in disciplinary action and severe penalties. Plagiarism and cheating will not be tolerated. A grade of "F" will be given for either.

#### 3. Assignments

Assignment point values:	Possible Points
Small Group Demonstration (1 @ 100)	100
Large Group Demonstration (1 @ 100)	150
Computer Assignments (2 @ 100)	200
Ag. Mech. Lesson Plans (3 @ 100)	300
Assistance at District Ag. Contest	200
Ag. Mechanics Instructional Rotation Plan	100

Attendance Ag. Program Mech. Labs		
	(4 @ 25 pts each.)	100
Quizzes		100
Final Examination		100
	TOTAL POSSIBLE POINTS	1350.

f.

Books:

Planning, Organizing and Teaching Agricultural Mechanics, #178, Hobar Publications.

Power Tool Safety, Instructor Packet, #273, Hobar Publications.

Journals: (all issues)

Journal of Agriculture Education. American Association of Agricultural Educators, AAAE

Journal of Agricultural Mechanization, JAM

National Association of Colleges and Teachers of Agriculture, NACTA

Magazines: ( all issues)

The Agricultural Education Magazine

Making A difference. An FFA publication

FFA New Horizons. Official Magazine of the National FFA Organization

Professional Newsletters/Publications: (all issues)

News & Views - National Vocational Agriculture Teachers Association, NVATA

Arkansas Agriculture Teachers Association, AVATA

FFA Advisors: Making A Difference, Teaching - Leading - Learning

Not approved by  
Curriculum Committee

## Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal		
Department Head	<i>Molly Brand</i>	10-26-09
Dean	<i>Molly Brand</i>	10-26-09
Teacher Education Council (if applicable)	<i>Willy Hooper</i>	10-28-09
Graduate Council (if applicable)		
Registrar	<i>Sammy Leach</i>	10/26/09
Vice President for Academic Affairs		

Course Subject: Agricultural Mechanization	Course Number: AGME 1003	
Cross-listed with Subject:	Course Number:	
Official Title (Limited to 30 characters including spaces): Basic Ag Mechanization		
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_Lecture/ <input checked="" type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other		
Effective Catalog Year: Fall 2010	How frequently will course be offered? Fall and Spring	
Is this course repeatable? Y <input checked="" type="radio"/> N <input type="radio"/> How many times?		
Does this course require a fee? Yes	How much? \$50	Type of fee? course

*app TEC 11/3/09*

Elective       Major       Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites:

Math 1113

Co-requisites:

Grading     Standard Letter     P/F     Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

The syllabus is from Arkansas State University's David Agnew and will be remodeled once a faculty member is hired. The web address of the syllabus was [http://www.clt.astate.edu/dagnew/bam/BAM\\_SYLLABUS\\_F06\\_web.htm](http://www.clt.astate.edu/dagnew/bam/BAM_SYLLABUS_F06_web.htm).

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

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## a. AGME 1003 Basic Ag Mechanization

b. Introduction to basic physical concepts important in agricultural technical systems: applied mechanics, power and machinery, management, structure and electrification, and soil and water conservation. Lecture 3 hours per week. Prerequisite: Math 1113. Course fee is \$50.

### c. To provide students:

1. With an introduction to agricultural mechanization.
2. With an introduction to the basic principles and processes associated with agricultural mechanics.
3. An opportunity to demonstrate their skills in selected areas of agriculture mechanics.
4. With the basic principles of safety associated with use and operation of common tools in agricultural mechanics.

d.

## Date                      Topic and Text Reading Assignments

Aug

22 - Overview of course / introductions

General Lab/Shop Safety (Reference - Text pp. 33-57, and Lab Manual tool safety information)

QUIZ 1, General Lab/Shop Safety

29 - Hand tools - Identification, selection, maintenance, use, and - safety -(Reference - Text pp. 61-73)

QUIZ 2, Hand-Tool Identification (A list of tools is in the Lab manual)

Sept.

5 - Demo of, 1) Portable circular saw, 2) Electric Miter Box Saw, 3) Table Saw 4) Radial Arm Saw 5) Band Saw, 6) Jointer,

7) Drill Press, 8) Portable Drill, (RefBLab manual & text pp. 167-209)

Power Tool Safety Quizzes

12 - Demo of, 9) Oxyacetylene Eq, 10) Arc/MIG Welder, 11) Chop Saw, 12) Metal Band Saw, 13) Portable Grinder, 14) Sabra Saw

(Ref - Lab Manual & text pp. 167-209 & 277-352)

Power Tool Safety Quizzes

19 - Chainsaw Safety and Tractor Safety

QUIZ 3, Tractor Safety

QUIZ 4, Chainsaw Safety

26 - Project Drawing, Bill of Materials: Materials

Selection & Estimation- Intro of topic, (Ref. Text pp. 213-245) (Assignment Sheet in Lab Manual).

ACTIVITY (25 pts) - Estimating Build of Materials

Oct.

3 Identifying, Selecting, Cutting, Fasteners, & Shaping WOOD, Text pp. 99-123

Identifying, Selecting, Cutting, Fasteners, & Shaping METAL, Text pp. 135-163

QUIZ 5, Identifying, Selecting, Cutting, Fasteners, & Shaping Wood and Metal,

MEASURING & LAYOUT TOOLS - Text pp 83-96. lab Manual, Assignment sheet will be provided.

RAFTER LAYOUT - Demonstration, Assignment sheet will be provided. Text pp. 576, Lab Manual

QUIZ 6, Measuring Tools and Devices

Activity (25 pts.) - Rafter Layout

10 Introduction to Welding -- Introduction to welding project for the class.

ARC/MIG WELDING-- Equipment Use and Safety, Review and Demonstration of project (Assignment Sheet in Lab Manual) Shielded Metal Arc and Gas Metal Arc Equipment and Safety. (Reference Text pp. 313-351)

ARC/MIG WELDING-- Equip Use & Safety, Review & Demo of project (Assig Sheet in Lab Manual)

OXYACETYLENE WELDING and CUTTING -- Eq Use & Safety, Review & Demo of project -

(Reference: Text pp. 277-285, 286-295, 297-309, and Lab Manual information)

QUIZ 7, Introduction to Welding

17 Review of all Project Activities, Demonstrate Project procedures

TOOL BOX - Review and Demonstration of project (Assig - Sheet in Lab Manual)

TAP & DIE - Intro of topic, Review & Demo of Project - (Assig -Lab Manual. Text pp. 151-157)

ELECTRICITY-- Intro of topic, Review & Demo project (Text pp. 423-445) (Assignment Sheet in Lab Manual)

PLUMBING-- Intro of topic, Review & Demo of project (Text pp. 489-504) (Assignment Sheet in Lab Manual)

QUIZ 8, Project Review

24 Begin Lab Projects (Complete at least one project each class session)



31 Lab Project completion

Nov

7 Lab Project completion

14 Lab Project completion (Plus -- Hydraulics WORKSHEET (Reference--Text pp. 521-535) B Due)

21 Thanks Giving

28 Lab Project completion (Plus -- Small Engines WORKSHEET (Reference--Text pp. 381-403) B Due)

Dec

Final -- as Scheduled

e.

A. Grades will be determined from the following:

1. Activities /Quizzes 25 pts/ea (13, with the low grade being dropped)	300 pts.
2. Lab Assignments (7 major projects)	700 pts.
3. Safety quizzes at 14 @ 25 pts/each (Power tools)	350 pts
4. Final	100 pts.
	-----
	1400 pts.

**Activities 5** - Rafter Layout, Materials Estimation, Tractor/Trailer Course, Hydraulics, Engines,

**Quizzes 8** - General Lab/Shop Safety; Hand-Tool Identification; Tractor Safety; Chainsaw Safety; Identifying, Selecting, Cutting, Fasteners, & Shaping Wood and Metal; Measuring Tools and Devices; Introduction to Welding; Project Review

**Safety Eq Quizzes 14** - 1) Portable circular saw, 2) Electric Miter Box Saw, 3) Table Saw 4) Radial Arm Saw 5) Band Saw, 6) Jointer, 7) Drill Press, 8) Portable Drill, 9) Oxyacetylene Eq, 10) Arc/MIG Welder, 11) Chop Saw, 12) Metal Band Saw, 13) Portable Grinder, 14) Sabra Saw

f. **Agricultural Mechanics, Fundamentals & Application.**

By Elmer Cooper.

Not approved by  
Curriculum Committee

## Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal	<i>Molly Brant</i>	10-20-09
Department Head	<i>Molly Brant</i>	10-26-09
Dean	<i>Willy Hoge</i>	10-28-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy Kuehls</i>	10/26/09
Vice President for Academic Affairs		

Course Subject: Agricultural Mechanization	Course Number: AGME 3003
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces):  Metals and Welding	
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_Lecture/ <input checked="" type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: Fall 2010	How frequently will course be offered? Fall and Spring
Is this course repeatable? Y <input checked="" type="radio"/> N <input type="radio"/> How many times?	
Does this course require a fee? Yes How much? 50 Type of fee? course	

*app TFC 11/3/09*

Elective       Major       Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites:

AGME 1003, junior standing, acceptance into stage 2,  
and/or instructor's permission

Co-requisites:

Grading       Standard Letter       P/F       Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

The syllabus is from Arkansas State University's David Agnew and will be remodeled once a faculty member is hired. The web address of the syllabus was  
[http://www.clt.astate.edu/Dagnew/welding\\_not\\_course/Welding\\_aged\\_2453\\_Outline\\_06.htm](http://www.clt.astate.edu/Dagnew/welding_not_course/Welding_aged_2453_Outline_06.htm).

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

The course will require a hands-on laboratory setting that has access to welding. The students will be required to create and demonstrate a lesson plan that incorporates student activities in each section. The student will have to carry out the lesson plan on other course students to learn about the pitfalls and concerns that could arise while teaching high school students in the laboratory setting.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

The course will require a hands-on laboratory setting that has access to welding. The students will be required to create and demonstrate a lesson plan that incorporates student activities in each section. The student will have to carry out the lesson plan on other course students to learn about the pitfalls and concerns that could arise while teaching high school students in the laboratory setting.

How does this proposal support the University Mission?

This is a new course to support the proposed Agricultural Education program.

What assessment information is being used to support this proposal?

This is a new course and a new program so no assessment is in place currently.

How will the effect of the change be monitored?

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

The program addition form explains the survey results and desires for the new curriculum proposed.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

a. AGME 3003 Metals and Welding

b. An Introduction to agricultural mechanics shop work to include hot and cold metal work, arc welding, and gas welding and cutting. Lecture 2 hours, laboratory 3 hours per week. Course fee is \$50.

*Prereqs: ABME 1603, junior standing, acceptance into Stage 2, and/or instructor's permission fee*

c. To enable the student to identify the safe and appropriate procedures for using the various methods of welding in the agricultural industry. The course objectives are:

- A. Identify appropriate safety procedures for each of the various methods of welding.
- B. Properly select equipment and supplies for each of the various welding methods.
- C. Demonstrate the appropriate procedures for the maintenance of the various methods of welding and the associated equipment.
- D. Demonstrate the appropriate procedures for using various methods of welding in agricultural situations.

d.

Session # / Date      Topics -- Tentative      Tentative

1      Introduction to welding - Review syllabus & Safety Equipment needed. Grading procedures. Safety in welding lab . Introductions to the lab, tool & equipment locations, work stations, expectations on clean-up & safety. Lab procedures & tour.

Explanation of projects & assignment of rotation

2      Principles of oxy-fuel welding, oxy-fuel welding equipment. Preparing for oxyacetylene practice - setting up tanks, regulators, hoses, tip selection, torch step-by-step set-up & shut down. Demonstrations: Oxy-fuel Welding; assignment completion

3      Metallurgy - Working with metals - metal properties, testing procedures, metal identification. Demonstrations: Oxy-fuel Brazing; assignment completion

4      Metallurgy continued - The effects of heating & cooling on metal - heat transfer, heat treatment, distortion & other harmful effects, Oxy-fuel & Arc welding designs & defects      Demonstrations: Oxy-fuel Cutting; assignment completion

5      Oxy-fuel welding techniques and practice - forehand, backhand, position welding, weld types, reading welding symbols, Oxy-fuel cutting.      Demonstrations: Arc welding; assignment completion

6      Principles of oxy-fuel Brazing & related equipment. Preparing for oxyacetylene practice - setting up tanks, regulators, hoses, tip selection, torch step-by-step set-up & shut down. Demonstrations: MIG welding; assignment completion

7      Principles of oxy-fuel Cutting & related equipment. Preparing metal, selection of equipment, appropriate practice, setting up tanks, regulators, hoses, tip selection, torch step-by-step set-up & shut down. Demonstrations: TIG welding; assignment completion

- 8 Principles of arc welding (SMAW) - electricity basics, equipment, machine selection. Basic shielded-metal arc welding techniques & practice patterns, striking the arc, selecting electrodes.  
Demonstrations: Plasmas Cutter; assignment completion
- 9 Continued Assignment/Project completion
- 10 Principles of MIG welding - equipment, machine selection. Basic shielded-metal arc welding techniques & practice patterns, striking the arc. Assignment/Project completion
- 11 Basic MIG welding. Assignment/Project completion
- 12 Basic TIG welding. Assignment/Project completion
- 13 The Plasmas Cutting Process Assignment/Project completion
- 14 Review of principles, completion of projects Assignment/Project completion
- 15 Final-- As scheduled Assignment/Project completion

e.

**Activity Points Details**

Welding Assignments (35@10 pts./each)	350
Activities/quizzes (10@25pts/each)	250
Project(s)	200
Final	100
	900

f. Lab manual required

Not approved by  
Curriculum Committee

Arkansas Tech University  
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal	Molly Brant	10-20-09
Department Head	Molly Brant	10-20-09
Dean	Willy Hooper	10-29-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Jammy Ruedis	10/26/09
Vice President for Academic Affairs		

Course Subject: Agricultural Mechanization	Course Number: AGME 3013
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Ag Structural Systems	
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_Lecture/ <input checked="" type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: Fall 2010	How frequently will course be offered? Fall and Spring
Is this course repeatable? Y (N) How many times?	
Does this course require a fee? Yes How much? \$50 Type of fee? course	

app TEC 11/3/09

Elective       Major       Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites:

AGME 1003, junior standing, acceptance into stage 2,  
and/or instructor's permission

Co-requisites:

Grading     Standard Letter     P/F     Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

The syllabus is from Arkansas State University's Kevin Humphrey and will be remodeled once a faculty member is hired. The web address of the syllabus was  
<http://www.ct.astate.edu/khumphrey/AgEdStructuresClass/Fall03Syllabus.doc>.

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

The course will require a hands-on laboratory setting that has access to construction. The students will be required to create and demonstrate a lesson plan that incorporates student activities in each section. The student will have to carry out the lesson plan on other course students to learn about the pitfalls and concerns that could arise while teaching high school students in the laboratory setting.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

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## a. AGME 3013 Ag Structural Systems

b. Basic carpentry skills associated with the agricultural environment. Focus of instruction in equipment safety and use, building supplies or materials, skills development in framing, roofing, installation of windows, etc. Two hour lecture and two hour laboratory. Prerequisite: AGME 1003, *junior standing*

c. *Acceptance into stage II, and for instructor's permission, per*

- X To teach the fundamental areas and principles of safety related to agricultural structural systems.
- X To provide students with a broad overview of the basic theories and practices of agricultural structural systems and their applications to include planning and construction of agricultural, commercial and residential structures.
- X To provide students a opportunity to demonstrate their skills in selected structural areas.

d.

### Week 1

- X Introduction, Grading Procedures, Projects - (LECT.)
- X Hand Tools - ID, Safety, Use, Selection, Care and Demonstrations - (LAB, rm.134)

### Week 2

- X Power Tools - ID, Safety, Use, Selection, Care and Demonstrations - (LAB, rm. 134)
- X **\*\* Safety Tests (Circ. Saw, Miter Saw, Radial Arm Saw, Table Saw, Hand Drill )**

### Week 3

- X Selection of Structures and Types

### Week 4

- X **Material Selection and Division (\*\*Materials, Selection, and Estimating Problem \*\*)**

### Week 5

- X Design, Planning, and Building Codes - (LECT.)
- X Site Selection and Leveling Instruments - (LAB)

### Week 6

- X Design, Planning, and Building Codes - (LECT.) **(QUIZ - Building Plans)**
- X Site Selection and Leveling Instruments - (LAB)

### Week 7

- X Environmental Issues/Concerns

### Week 8

<b>Week 9</b>	X	Footings, Foundations Systems (QUIZ - Site Selection & Leveling)
<b>Week 10</b>	X	Floor Systems
<b>Week 11</b>	X	Walls and Ceiling Systems (QUIZ)
<b>Week 12</b>	X	Walls and Ceiling Systems
<b>Week 13</b>	X	Roof Systems
<b>Week 14</b>	X	Roof Systems (QUIZ)
	X	Exterior Finishing Systems (**DUE: Materials, Selection, and Estimating Problem**)
	X	(QUIZ - Roof Framing, Patterns and Components)
	X	**** THANKSGIVING HOLIDAY, NO CLASS *** (Nov. 24-30, Monday - Sunday)
<b>Week 15</b>		
<b>Week 16</b>	X	Related Topic of Discussion
	X	Related Topic of Discussion

**e. Tentative Assignments**

**Grading Scale**

<b>Safety Tests</b>	<b>A - 90%</b>
<b>Topic Quizzes</b>	<b>B - 80%</b>
<b>Materials Estimation Problem</b>	<b>C - 70%</b>
<b>Final Test</b>	<b>D - 60%</b>
<b>Lab activities</b>	<b>F - less than 60%</b>

**Tentative Class and Laboratory Activities**

1. Tool Safety (hand and power)
2. Proper use of selected tools/equipment
3. Types of Structures and Selection
4. Materials Selection
5. Estimating
6. Building Layout
7. Concrete
8. Form Concrete
9. Floor and Wall Framing

- 10. Roof Framing
- 11. Roof Coverings
- 12. Finishing

**f. Lab Manual**

Not approved by  
Curriculum Committee

**Arkansas Tech University  
REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal	<i>Molly Brant</i>	10-26-09
Department Head	<i>Molly Brant</i>	10-26-09
Dean	<i>Wally Hooper</i>	10-28-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yammy Kuncio</i>	10/26/09
Vice President for Academic Affairs		

Course Subject: Agricultural Mechanization	Course Number: AGME 3023
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Agriculture Power	
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_Lecture/ <input checked="" type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: Fall 2010	How frequently will course be offered? Fall and Spring
Is this course repeatable? Y <input checked="" type="radio"/> N <input type="radio"/> How many times?	
Does this course require a fee? Yes      How much? \$50      Type of fee? course	

*App TEC 11/3/09*

Elective       Major       Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites:

AGME 1003, junior standing, acceptance into stage 2,  
and/or instructor's permission

Co-requisites:

Grading       Standard Letter       P/F       Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

The syllabus is from Arkansas State University's Kevin Humphrey and will be remodeled once a faculty member is hired. The web address of the syllabus was  
<http://www.clt.astate.edu/khumphrey/aged%202433syllabus.htm>.

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

The course will require a hands-on laboratory setting that has access to motors and electricity. The students will be required to create and demonstrate a lesson plan that incorporates student activities in each section. The student will have to carry out the lesson plan on other course students to learn about the pitfalls and concerns that could arise while teaching high school students in the laboratory setting.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

The course will require a hands-on laboratory setting that has access to motors and electricity. The students will be required to create and demonstrate a lesson plan that incorporates student activities in each section. The student will have to carry out the lesson plan on other course students to learn about the pitfalls and concerns that could arise while teaching high school students in the laboratory setting.

How does this proposal support the University Mission?

This is a new course to support the proposed Agricultural Education program.

What assessment information is being used to support this proposal?

This is a new course and a new program so no assessment is in place currently.

How will the effect of the change be monitored?

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

The program addition form explains the survey results and desires for the new curriculum proposed.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

## a. AGME 3023 Agriculture Power

b. Agriculture power includes electricity and internal combustion engines. Electricity includes systems, devices, motors, installation, and service. Internal combustion power includes small engine repair and maintenance. Prerequisite: AGME 1003. Course fee is \$50.

c.

*^  
junior standing, acceptance into Stage II,  
and/or instructor's permission. per*

The course is divided into two sections: (1) Electricity and (2) Small Gasoline Engines.

Section one covers information designed to give students a basic understanding of electricity as applied in the agricultural, residential, and commercial settings.

Section two covers information designed to give students the fundamentals of operation, servicing and repair of small gasoline engines and applications in an agricultural enterprise.

d.

### Section I: Electricity

#### Unit I: Fundamentals of Electrical Energy

- Explain the theory of electron current
- Define and explain the difference between direct and alternating current
- Explain electromagnetic induction
- Explain transmission of electric power
- Define basic electrical terms
- Discuss electrical codes

#### Unit II: Electrical Components

- List and describe electrical circuit components
- Discuss the sizing system for conductors
- Compute voltage drop

#### Unit III: Electrical Circuit Theory

- Explain Ohm's law
- Apply Ohm's law to resistance, voltage and current
- Analyze various types of wiring circuits

#### Unit IV: Tools For The Job

- Identify tools commonly used for electrical work
- Select tools for specific jobs
- Discuss tool care and maintenance

#### Unit V: Electrical Safety and Grounding

- List and describe steps to insure safe working conditions related to electricity.
- Describe techniques to eliminate the threat of electrical shock
- Describe first-aid required with electric shock
- Explain ways to properly ground electrical equipment
- Describe the operation of GFCIs and their use

#### Unit VI: Wiring Systems

- List the different conductor systems used in residential and light commercial wiring.
- Explain NEC requirements for conduit fill.
- Use National Electrical Code tables to find allowable fill percentages.



Use the code book to find requirements for installation of different conductor systems.

Unit VII: ID and installation of Boxes, fittings, conductors and devices

List types of enclosures used in electrical wiring

Describe each types use

Describe connecting methods

Rough in a basic circuit

Demonstrate proper box installation

Demonstrate correct wire pulling techniques

Correctly cut and strip wire

Properly prepare conductors for connection

Correctly wire electrical devices

Properly ground a receptacle

Split wire a receptacle

Mount fixtures

Unit VIII: Branch Circuits and Service Entrance

Define Branch Circuit

Name Types and Purposes of branch circuits

List minimum NEC regulations for each type of circuit

Calculate circuit loads

List components of the service entrance

Explain the purpose of the step down transformer and indicate its use

Calculate the size of service entrance needed based on the power needs of the dwelling

Select proper conductors and components for the service entrance

Section II. Small Gasoline Engines:

Unit I: Safety and Small Gas Engines

Explain why a clean, well organized shop is extremely important.

List several dangers associated with working in a small engine shop.

Explain the importance of maintaining and using tools properly.

Describe methods for minimizing the risks involved in working with small engines.

Explain the function of OSHA

Unit II: Engine Construction and Principles of Operation

Explain the qualities of gasoline that make it an efficient fuel for small engines

Explain why gasoline is atomized in the small engine

Identify the basic components of a small engine and describe the function of each part

Unit III: Two Cycle, Four Cycle, and Rotary Engines

Describe the four stroke engine operation and explain the purpose of each stroke

Explain the concept of valve timing

Compare the lubrication system in a four cycle engine to that of a two cycle system.

Describe the two-stroke cycle engine operation and explain the principles of two cycle operation

List advantages and disadvantages of the two and four cycle engines

Unit IV: Fuel Systems

Name various fuel types that can be used in a small engine.

Explain the importance of proper fuel-oil mixture in a two cycle

Describe the purpose of the fuel filter

Explain fuel pump operation

Describe the operation of a pressurized fuel system

Unit V: Carburetion

List and explain the principles of carburetion

Identify three types of carburetors  
List basic functions of a governor  
Adjust and maintain common governors  
Describe the purpose of an air cleaner

Unit VI: Ignition Systems

List the primary purpose of the ignition system  
Identify the components in a typical magneto system and describe the function of each part  
Describe the operation of a battery ignition system  
List the advantages of a solid state ignition system

Unit VII: Engine Lubrication

Define friction and explain how it affects internal engine components  
List the functions of lubricating systems  
Explain the operation of enjection pumps, barrel pumps, and positive displacement pumps

Unit VIII: Engine Cooling

Explain how air cooling, exhaust cooling, and water cooling work to lower engine operating temperatures  
Define the basic function of a water pump and give examples of several common  
Explain the function of a thermostat and a radiator

Unit IX: Measuring Engine Performance

Define engine performance  
Define and compute bore, stroke, displacement, compression ratio, force, work, power, energy, and horsepower.  
Differentiate between the various types of horsepower.  
Explain the function of the prony brake and a dynamometer.  
Define and calculate torque  
Explain volumetric efficiency, practical efficiency, mechanical efficiency, and thermal efficiency.

Unit X: Tools and Measuring Instruments

Explain why quality tools and measuring instruments should be used when servicing small engines.  
Summarize the reasons that small engine components must be measured carefully.  
Demonstrate several common measuring techniques.  
Use common hand tools properly.

Unit XI: Trouble Shooting, Service and Maintenance

Describe systematic troubleshooting.  
Use manufacturer's service manuals to determine engine specifications and explain why this information is necessary when servicing a small engine.  
Perform a complete small gas engine break down.  
Perform preventative maintenance on various engine systems, including the crankcase breather, air cleaner and muffler  
Identify all engine components  
Perform a complete small gas engine rebuild.

e.

A. Grades will be determined from the following;

1. Workbook Handout Exercises
2. Quizzes

3. Lab Assignments
4. FFA Career Development Event
5. Final Exam

f.

1. Holzman, Harvey N. (Current edition). Modern Residential Wiring, Goodheart and Wilcox.
2. Roth, Alfred C. (Current edition). Small gas engines: Fundamentals, service, troubleshooting, repair. Goodheart and Wilcox.
3. Roth, Alfred C. (Current edition). Small gas engines: Fundamentals, service, troubleshooting, repair workbook. Goodheart and Wilcox.

Not approved by  
Curriculum Committee

**Arkansas Tech University**  
**REQUEST FOR NEW PROGRAM**  
**(Addition of New Major, Option, or Minor)**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal	Molly Brant	10-26-09
Department Head	Molly Brant	10-26-09
Dean	Wally Hoyle	10-28-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Jammy Herod	10/28/09
Vice President for Academic Affairs		

Program Title:	CIP Code:
Agriculture Education	13.1301
Contact Person: Name Molly Brant, Eldon Clary Institution Name Agriculture Education, College of Education Address 123 Dean Hall, Crabaugh Building E-mail Address <a href="mailto:mbrant@atu.edu">mbrant@atu.edu</a> , <a href="mailto:eclary@atu.edu">eclary@atu.edu</a> Phone Number 968-0251, 968-0418	Proposed Date: May 2010

Program Summary: (Include general description of program with overview of any curriculum additions or modifications, proposed cost, faculty resources, library resources, facilities and equipment, purpose, and any other important information)

The program will teach students how to teach agriculture education in the middle and secondary schools. The degree will be offered in cooperation between Agriculture and Education. There will need to be nine courses added for the 125 hour degree. There are six existing Agriculture courses and six existing Secondary Education courses needed for the degree plus 54 hours of other department's existing courses that will be required. We will need two new Agriculture Education professors and a

app TEC 11/3/09

new shop to hold the welding, machines, electricity, and construction labs. Each faculty addition will cost around \$50,000 for a nine-month contract or \$65,000 for a 12-month position. The shop and shop equipment will cost around \$750,000 for all the welders, the new building, the practice machines, electricity boards and circuits, construction supplies, and tools. The purpose is to provide the students the ability to be exposed and have training in the various areas of agriculture that they may need for future middle or secondary level student instruction.

List existing degree programs that support the proposed program:

Agriculture Business and Secondary Education

Need for the Program: (Survey data on student interest in the program (numbers not percentages), job availability, corporate demands, and employment/wage projections). Focus mostly on state needs. As an attachment, include letters of support from organizations and businesses that can speak to number of job vacancies, whether the degree will provide opportunities for job advancement, increase in wages based on additional education, etc.)

19 out of 20 current Agriculture Business students would switch to an Agriculture Education degree. 61 out of the 69 current Agriculture Education instructors indicated they would like an Agriculture Education degree offered at Arkansas Tech University. 51 out of 67 responding instructors indicated that they had between 1 and 5 current high school seniors that would be interested in attending ATU for the Agriculture Education degree. One instructor indicated they had 16 to 20 students that would probably attend ATU in this program while six instructors indicated they had between 6 and 10 students interested in attending ATU in Agriculture Education. Looking at the low side of each of those ranges, calculations indicated there is 103 current Arkansas seniors that the instructors indicated would probably attend ATU in the 2010-2011 school year. In terms of interest in the program, 40 instructors indicated 1-5 students, 8 indicated 9-10 students, 6 indicated 11-15, 4 indicated 16-20, and 5 indicated more than 20 for a low range estimation of 318 students interested in learning more about an Agriculture Education degree at Arkansas Tech University. After speaking with Bart Draper, who is Program Advisor/ State FFA Executive Secretary for Arkansas, I learned that there are 275 Agricultural Education instructor positions in the state of Arkansas with 10 to 15 positions opening yearly at a \$25,000 to \$30,000 range. The state currently has a couple of schools (Arkansas State University, University of Arkansas, and Southern Arkansas University) offering an Agricultural Education degree, but none are located in the central part of Arkansas.

The letters will be coming this week.

Curriculum Outline by Semester

Attachment showing matrix for both semester starts.

Total number of Semester Hours Required for Graduation:

125

Courses currently offered via distance technology:

List New Courses (Please attach New Course Proposals):

AGED 1001 Orientation to Agricultural Education  
AGED 1012 Agricultural Youth Organizations  
AGED 3003 Methods in Agricultural Education  
AGED 4003 Issues in Agriculture  
AGED 4013 Methods in Agricultural Laboratories

AGME 1003 ~~Fundamentals of Agricultural Systems Technology~~ *Basic Agricultural Mechanization*  
AGME 3003 Metals and Welding  
AGME 3013 ~~Construction and Building Technology~~ *Agricultural Structural Systems*  
AGME 3023 ~~Agriculture Machines and Power~~ *Agriculture Power*

Identify General Education Courses, Core Courses, and Major Courses:

General Education course

ENGL 1013, BIOL 1014, MATH 1113, ENGL 1023, 2 hours of Physical Education, 12 hours of social sciences, CHEM 114, 3 hours of Humanities, and 3 hours of Fine Arts/Humanities.

Core Courses

COMS 1003, SPH 2003, SEED 2002, MATH 2163, PHYS 2014/BIOL 3054, SEED 3552, SEED 4052, SEED 3702, CHEM 2204, SEED 4556, SEED 4503, and SEED 4909.

Major Courses

AGBU 1013, AGED 1001, AGED 1012, AGME 1003, AGPS 1014, AGAS 1014, AGSS 2014, AGED 3003, AGAS 2083, AGME 3003, AGME 3013, AGME 3023, AGBU 4003, AGED 4003, and AGED 4013.

Program Admission Requirements:

Pass Praxis I after taking SEED 2002 to get into Stage 2 of the program and have 2.5 GPA in major courses along with nothing less than a "C" in major or education classes. Apply for stage 2. If accepted, take courses and then apply for internship. Must pass the content knowledge, and test part of the Praxis II before going into internship or student teaching. Complete internship and student teaching. Will graduate with license as long as the student has completed all courses with a 2.5 GPA and nothing less than a "C" in major or education courses.

Provide information on how this program supports the University Mission. List Specific Learning Outcomes and Assessments for the program:

List the names and credentials of all faculty teaching course in the proposed program.

In the Agriculture Department, there are five teachers contributing to the proposed program. Molly Brant received her PhD from Kansas State University in 2005 and has taught since Fall 2005. Randy Renfro received his MS from University of Arkansas in 1983 and has taught since Fall 1993. Alvin Williams received his DVM in 1981 and has taught since Spring 2009. Mike Fairbanks has a PhD from University of Arkansas in 2002 and has taught since Fall 2007. Jim Collins obtained his PhD from

Louisiana State University in 1982 and has taught since Fall 1983.

In the Education Department, there are seven teachers contributing to the proposed program. Eldon Clary received his EdD in 1968 from North Texas State University and has been teaching at ATU since 1967. Patricia Roach has a PhD from the University of Missouri-Columbia in 1981 and started teaching at ATU in 1989. V. Carol Smith got a PhD from the University of Arizona in 1986 and has been teaching at ATU since 2004. Connie Zimmer received her MSLS from Western Kentucky University in 1975 and has taught at ATU since 1990. Sid Womack has a PhD from Texas A&M University in 1979 and has taught at ATU since 1986. Tim Carter has his PhD from the University of Georgia in 1998 and has been teaching at ATU since 1998. Rebecca Callaway has her EdD from Louisiana Tech University in 2004 and has been at ATU since 2006.

**Total number of faculty required (existing and new)**

For new faculty members include credentials/experience and expected hire date

The Agriculture department has five existing faculty members and is requesting two new members. The two new members will hopefully be hired and teaching by Fall 2010. The new faculty will hold PhD's in Agricultural Education and/or the highest degree/certification in their area of expertise. The Secondary Education department has seven existing faculty members and is not requesting any new members to assist in this program.

For proposed graduate programs attach curricula vitae for the faculty teaching the program

**Description of Resources**

Current Library and instructional facilities

The ATU farm, greenhouses, and class rooms will be used to support the Agricultural Education program.

**New Resources Required (include costs and acquisition plan):**

**New Program Costs (Expenditures for first three years of program operation)**

Include:

New administrative costs: None are anticipated

New faculty: 2 fulltime faculty members @ \$58,000 average and 2 adjunct faculty members @ \$600 per credit hour

New library resources and costs: None are anticipated

New/renovated facilities and costs: The shop to house the welding, mechanics, construction, and power will cost around \$750,000 for all equipment and building. The program will need classroom space, but we hope to have enough classrooms to be able to accommodate.

New instructional equipment and costs: The shop and classrooms discussed above should be the Distance delivery costs: None are anticipated

Other new costs: None are anticipated

**Fall Start**

		Freshman	
Fall	Hours	Spring	Hours
ENGL 1013		3 ENGL 1023	3
BIOL 1014		4 COMS 1003	3
MATH 1113		3 PHYSICAL ACTIVITY	1
AGBU 1013		3 AGPS 1014	4
AGED 1001		1 SOCIAL SCIENCES *	3
AGED 1012		2 SOCIAL SCIENCES *	3
		16	17

		Sophomore	
Fall	Hours	Spring	Hours
SPH 2003		3 AGME 1003	3
CHEM 1114		4 FINE ARTS	3
SEED 2002		2 AGSS 2014	4
AGAS 1014		4 PHYS 2014/BIOL 3054	4
MATH 2163		3 SOCIAL SCIENCES *	3
		16	17

		Junior	
Fall	Hours	Spring	Hours
HUMANITIES**		3 PHYSICAL ACTIVITY	1
SEED 3552		2 SEED 3702	2
AGED 3003		3 CHEM 2204	4
SEED 4052		2 AGME 3013	3
AGAS 2083		3 AGME 3023	3
AGME 3003		3 SOCIAL SCIENCES *	3
		16	16

		Senior	
Fall	Hours	Spring	Hours
SEED 4556		6 SEED 4503	3
AGBU 4003		3 SEED 4909	9
AGED 4003		3	
AGED 4013		3	
		15	12

**TOTAL HOURS            125**

\*Hist 2013/2023 or Pols 2003, PSY 2003, and 2 other classes

\*\*ENGL 2003



Spring Start

Freshman		Hours
Spring	Fall	
ENGL 1013	3 ENGL 1023	3
COMS 1003	3 BIOL 1014	4
PHYSICAL ACTIVITY	1 MATH 1113	3
CHEM 1114	4 AGBU 1013	3
SOCIAL SCIENCES *	3 SOCIAL SCIENCES *	3
AGED 1001	1	
AGED 1012	2	
	17	16

Junior		Hours
Spring	Fall	
PHYSICAL ACTIVITY	1 HUMANITIES**	3
SEED 3702	2 SEED 3552	2
CHEM 2204	4 AGBU 4003	3
AGME 3013	3 SEED 4052	2
AGME 3023	3 AGAS 2083	3
SOCIAL SCIENCES *	3 AGME 3003	3
	16	16

TOTAL HOURS 125

Sophomore		Hours
Spring	Fall	
AGME 1003	3 SPH 2003	3
FINE ARTS	3 SEED 2002	2
AGSS 2014	4 AGAS 1014	4
AGPS 1014	4 PHYS 2014/BIOL 3054	4
SOCIAL SCIENCES *	3 MATH 2163	3
	17	16

Senior		Hours
Spring	Fall	
SEED 4556	6 SEED 4503	3
AGED 3003	3 SEED 4909	9
AGED 4003	3	
AGED 4013	3	
	15	12

\*Hist 2013/2023 or Pols 2003, PSY 2003, and 2 other classes

\*\*ENGL 2003

## **Current Agriculture Instructor Survey Results**

## What county are you located?

Other	0	0.00%
Arkansas	0	0.00%
Ashley	0	0.00%
Baxter	0	0.00%
Benton	4	5.88%
Boone	2	2.94%
Bradley	0	0.00%
Calhoun	0	0.00%
Carroll	2	2.94%
Chicot	0	0.00%
Clark	0	0.00%
Clay	1	1.47%
Cleburne	2	2.94%
Cleveland	0	0.00%
Columbia	1	1.47%
Conway	2	2.94%
Craighead	2	2.94%
Crawford	1	1.47%
Crittenden	0	0.00%
Cross	0	0.00%
Dallas	0	0.00%
Desha	1	1.47%
Drew	0	0.00%
Faulkner	4	5.88%
Franklin	2	2.94%
Fulton	1	1.47%
Garland	0	0.00%
Grant	1	1.47%
Greene	0	0.00%
Hempstead	0	0.00%
Hot Spring	1	1.47%
Howard	0	0.00%
Independence	2	2.94%
Izard	1	1.47%
Jackson	1	1.47%
Jefferson	0	0.00%
Johnson	1	1.47%
Lafayette	1	1.47%
Lawrence	1	1.47%
Lee	0	0.00%
Lincoln	0	0.00%
Little River	2	2.94%
Logan	2	2.94%
Lonoke	1	1.47%
Madison	1	1.47%
Marion	1	1.47%
Miller	1	1.47%
Mississippi	2	2.94%
Monroe	0	0.00%

Montgomery	0	0.00%
Nevada	1	1.47%
Newton	1	1.47%
Ouachita	0	0.00%
Perry	0	0.00%
Phillips	1	1.47%
Pike	0	0.00%
Poinsett	0	0.00%
Polk	0	0.00%
Pope	2	2.94%
Prairie	1	1.47%
Pulaski	0	0.00%
Randolph	1	1.47%
St. Francis	0	0.00%
Saline	0	0.00%
Scott	1	1.47%
Searcy	2	2.94%
Sebastian	2	2.94%
Sevier	1	1.47%
Sharp	1	1.47%
Stone	1	1.47%
Union	1	1.47%
Van Buren	2	2.94%
Washington	0	0.00%
White	<b>6</b>	<b>8.82%</b>
Woodruff	0	0.00%
Yell	0	0.00%

**Total** **68**

Mean	40.18
Standard Dev.	22.97
Variance	527.85

**Q2**

How many students are in your program?

<50	3	4.69%
51-100	<b>22</b>	<b>34.38%</b>
101-150	21	32.81%
151-200	9	14.06%
201-250	2	3.13%
251-300	1	1.56%
>301	6	9.38%

**Total** **64**

Mean	3.19
Standard Dev.	1.56
Variance	2.44

**Q11**

How many students do you have in your program for the 2009-2010 school year?

**Freshman**

None	2	2.94%
1-10	1	1.47%
11-20	11	16.18%
21-30	14	20.59%
31-40	11	16.18%
41-50	13	19.12%
>50	<b>16</b>	<b>23.53%</b>
<b>Total</b>	<b>68</b>	

Mean	4.97
Standard Dev.	1.62
Variance	2.63

**Sophomore**

None	0	0.00%
1-10	6	8.82%
11-20	14	20.59%
21-30	<b>19</b>	<b>27.94%</b>
31-40	10	14.71%
41-50	7	10.29%
>50	12	17.65%
<b>Total</b>	<b>68</b>	

Mean	4.50
Standard Dev.	1.58
Variance	2.49

**Junior**

None	0	0.00%
1-10	6	8.82%
11-20	14	20.59%
21-30	<b>25</b>	<b>36.76%</b>
31-40	9	13.24%
41-50	4	5.88%
>50	10	14.71%
<b>Total</b>	<b>68</b>	

Mean	4.31
Standard Dev.	1.48
Variance	2.19

**Senior**

None	0	0.00%
1-10	10	14.71%
11-20	<b>23</b>	<b>33.82%</b>
21-30	9	13.24%
31-40	11	16.18%
41-50	5	7.35%
>50	10	14.71%
<b>Total</b>	<b>68</b>	

Mean	4.12
Standard Dev.	1.65
Variance	2.73

### Q3

Would you be interested in an Agriculture Education program at Arkansas Tech University?		
Yes	<b>61</b>	<b>88.41%</b>
No	8	11.59%
<b>Total</b>	<b>69</b>	

Mean	1.12
Standard Dev.	0.32
Variance	0.10

### Q12

What degree would be best to offer at Arkansas Tech University?		
Doesn't matter	17	24.64%
Agriculture Education by itself	23	33.33%
Agriculture Education and Agriculture Busin	<b>29</b>	<b>42.03%</b>
<b>Total</b>	<b>69</b>	

Mean	2.17
Standard Dev.	0.80
Variance	0.65

### Q4

How many 2009-2010 seniors do you think would attend Arkansas Tech University in Agriculture Education from your program		
None	9	13.43%
1-5	<b>51</b>	<b>76.12%</b>
6-10	6	8.96%
11-15	0	0.00%
16-20	1	1.49%
>20	0	0.00%
<b>Total</b>	<b>67</b>	

Mean	2.00
Standard Dev.	0.60
Variance	0.36

#### Q4-C4

How many 2009-2010 seniors do you think would be interested in learning about an Agriculture Education at Arkansas Tech

None	6	8.70%
1-5	<b>40</b>	<b>57.97%</b>
6-10	8	11.59%
11-15	6	8.70%
16-20	4	5.80%
>20	5	7.25%
<b>Total</b>	<b>69</b>	

Mean	2.67
Standard Dev.	1.35
Variance	1.81

#### Q6

Would you be interested in hosting a student teacher at your program for their student teaching experience?

Yes	<b>57</b>	<b>83.82%</b>
No	11	16.18%
<b>Total</b>	<b>68</b>	

Mean	1.16
Standard Dev.	0.37
Variance	0.14

#### Q8

How many student teachers would you be willing to host during a semester for training and mentoring purposes?

One	<b>48</b>	<b>84.21%</b>
Two	9	15.79%
<b>Total</b>	<b>57</b>	

Mean	1.16
Standard Dev.	0.37
Variance	0.14

#### Q7

How many years have you been teaching? (Not at this program, but during your entire career.)

>1 (in first year of teaching)	1	1.45%
2-5	13	18.84%
6-10	12	17.39%
11-15	10	14.49%
16-20	10	14.49%
>20	<b>23</b>	<b>33.33%</b>
<b>Total</b>	<b>69</b>	
Mean	4.22	
Standard Dev.	1.59	
Variance	2.53	

### Q9

What areas of specialization would be beneficial for students to be able to choose from while completing their Agriculture Edu

Doesn't matter	2	0.65%
Agriculture Mechanics	<b>65</b>	<b>20.97%</b>
Animal Science	61	19.68%
Agriculture Business	43	13.87%
Horticulture	50	16.13%
Land/Forestry	40	12.90%
Parliamentary and Speaking Development	45	14.52%
Other	4	1.29%
<b>Total</b>	<b>310</b>	
Mean	4.27	
Standard Dev.	1.79	
Variance	3.22	

### Other Option [Other]

Floriculture  
 natural resources  
 Food Science  
 FFA

### Q9-C9

What areas of specialization do you believe students would enjoy the most while completing their Agriculture Education degree

Doesn't matter	7	3.14%
Agriculture Mechanics	<b>57</b>	<b>25.56%</b>
Animal Science	52	23.32%
Agriculture Business	19	8.52%
Horticulture	36	16.14%
Land/Forestry	24	10.76%
Parliamentary and Speaking Development	24	10.76%
Other	4	1.79%
<b>Total</b>	<b>223</b>	



Mean	3.93
Standard Dev.	1.84
Variance	3.40

**Other Option [Other]**

Floriculture  
All the above.  
natural resources  
Career Development Event Classes

# **Current ATU Agribusiness Student Survey Results**

**Q2**

What state did you complete your last year of high school education?

Arkansas	31	96.88%
Oklahoma	0	0.00%
Missouri	0	0.00%
Texas	0	0.00%
Louisiana	0	0.00%
Tennessee	0	0.00%
Mississippi	0	0.00%
Other	1	3.13%
<b>Total</b>	<b>32</b>	

Mean	1.22
Standard Dev.	1.24
Variance	1.53

**Other Option [Other]****Q1**

What county did you complete your last year of high school education?

Arkansas	0	0.00%
Ashley	0	0.00%
Baxter	0	0.00%
Benton	0	0.00%
Boone	0	0.00%
Bradley	0	0.00%
Calhoun	0	0.00%
Carroll	1	3.70%
Chicot	0	0.00%
Clark	0	0.00%
Clay	0	0.00%
Cleburne	2	7.41%
Cleveland	0	0.00%
Columbia	0	0.00%
Conway	0	0.00%
Craighead	0	0.00%
Crawford	1	3.70%
Crittenden	0	0.00%
Cross	0	0.00%
Dallas	0	0.00%
Desha	0	0.00%
Drew	0	0.00%
Faulkner	1	3.70%
Franklin	0	0.00%
Fulton	0	0.00%
Garland	0	0.00%
Grant	0	0.00%
Greene	0	0.00%
Hempstead	0	0.00%

Hot Spring	0	0.00%
Howard	0	0.00%
Independence	0	0.00%
Izard	0	0.00%
Jackson	0	0.00%
Jefferson	0	0.00%
Johnson	0	0.00%
Lafayette	0	0.00%
Lawrence	0	0.00%
Lee	0	0.00%
Lincoln	0	0.00%
Little River	0	0.00%
Logan	1	3.70%
Lonoke	0	0.00%
Madison	1	3.70%
Marion	0	0.00%
Miller	0	0.00%
Mississippi	0	0.00%
Monroe	0	0.00%
Montgomery	1	3.70%
Nevada	0	0.00%
Newton	3	11.11%
Ouachita	0	0.00%
Perry	0	0.00%
Phillips	1	3.70%
Pike	0	0.00%
Poinsett	0	0.00%
Polk	1	3.70%
Pope	<b>6</b>	<b>22.22%</b>
Prairie	0	0.00%
Pulaski	0	0.00%
Randolph	0	0.00%
St. Francis	0	0.00%
Saline	1	3.70%
Scott	0	0.00%
Searcy	1	3.70%
Sebastian	1	3.70%
Sevier	0	0.00%
Sharp	0	0.00%
Stone	1	3.70%
Union	0	0.00%
Van Buren	0	0.00%
Washington	1	3.70%
White	0	0.00%
Woodruff	0	0.00%
Yell	3	11.11%

**Total** **27**

Mean 51.07  
Standard Dev. 19.96  
Variance 398.53

**Q3**

Would you switch to an Agriculture Education program if it were offered at Arkansas Tech University?

Yes	19	65.52%
No	10	34.48%
<b>Total</b>	<b>29</b>	
Mean	1.34	
Standard Dev.	0.48	
Variance	0.23	

**Q4**

What ranking/classification do you currently hold?

Freshman	8	40.00%
Sophomore	2	10.00%
Junior	6	30.00%
Senior	4	20.00%
<b>Total</b>	<b>20</b>	
Mean	2.30	
Standard Dev.	1.22	
Variance	1.48	

**Q5**

What would you prefer as a major option?

Doesn't matter	6	20.00%
Agriculture Education only	6	20.00%
Agriculture Education and Agriculture Busin	18	60.00%
<b>Total</b>	<b>30</b>	
Mean	2.40	
Standard Dev.	0.81	
Variance	0.66	

## CURRICULUM CHECKLIST FOR EDITING CURRICULAR PROPOSALS

1. The course number should be checked against the current printed catalog or Banner catalog to see if the course number is currently being used. Re-using the course number should be avoided. Contact the Registrar's Office for additional information, if needed.
2. The course number selected should be appropriate for the course. The level of the course and the sequencing of the course should be considered.
3. Pre/co-requisites in the course description should be verified as correct by checking the current catalog or Banner catalog.
4. The curricular change should be applied to appropriate current programs of study (usually in the current catalog) to ensure proper sequencing of pre/co-requisites.
5. General Education requirements should be checked carefully to ensure compliance.
6. The number of upper division hours should be checked to ensure that 40 or more are required.
7. The number of credit hours required for the degree must be at least 124. Hours required beyond 124 for a new program require a justification.
8. If the number of credit hours in a program of study is being increased, a justification should be included in the proposal.
9. If unable to identify coordinating departments that proposed change affects, Academic Affairs can offer assistance in identifying courses.
10. The proposal should be made available to departmental faculty and other interested parties via electronic distribution at least five business days prior to submission for approval.

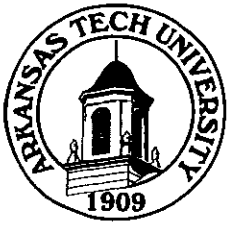
All of the above items have been checked.

  
\_\_\_\_\_

Department Head

  
\_\_\_\_\_

Date



DEPARTMENT OF ART

Norman Building  
203 West O Street  
Russellville, AR 72801-2222

phone: 479-968-0244  
fax: 479-498-6002

<http://fa.atu.edu/art/>

TO: Dr. Thomas DeBlack, Interim Dean  
College of Arts and Humanities

FROM: Dr. Cathy Caldwell, Head  
Department of Art

RE: Curriculum/Catalog Changes

DATE: September 25, 2009

Please see the attachments concerning the following curriculum and catalog changes which have been approved by the Department of Art:

#### **Course Changes**

Art 2503 to upper level course -Art 3403

\*Prerequisite of Art 3503 to reflect course change of Art 2503 to Art 3403

Art 4703 requirement for senior project to be required for fine arts majors only, elective for graphics and art education majors. Change removes the requirement for graphics majors.

Art 4273 includes a presentation of work as part of course description for Graphics majors

Change of Art 3253 to a required course from an upper level elective choice.

#### **Program Modifications**

\*Catalog change: replacement of Art 3403 for Art 2503 in Fine Arts, Art Education major sequence of courses.

Catalog change: deletion of Art 4703 as a required course for Graphics Majors and addition of Art 3253 as a requirement in Graphic Arts sequence of courses.

\* note these changes needs to be forwarded to the Teacher Education Council as it effects Art Education majors

✓  
12-11-09

**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal David Mudrinich	<i>David Mudrinich</i>	9/4/09
Department Head	<i>Cathy Caldwell</i>	9/25/09
Dean	<i>Tom DeBlasi</i>	9/25/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jenny Puder</i>	10/22/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: ART	Course Number: 2503
Cross-listed with Subject:	Course Number:
Official Title - Introduction to Opaque Painting	
Request to change: (check appropriate box)	
<input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010 - 2011	

app TEC 11/3/09  
 app CC 11/19/09  
 app FS 12/8/09  
 12-11-09 ✓



Course Number (Limited to 30 characters including spaces): ART 3403

Course Description: Introduction to Opaque Painting: The exploration of opaque painting techniques. Traditional oil, acrylic and alkyd will be studied. Studio six hours. \$36 course fee.

Cross-list:

Adding Cross-listing    Changing Cross-listing    Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number \_\_\_\_\_

Prerequisite/Co-requisite: Art 1303, 1403, 2403, Sophomore Review or permission of instructor.

Grading    Standard Letter    P/F    Other (If other, please specify below)

Fee: Yes                      How much? \$36                      Type of Fee? Studio/lab

Elective                       Major                       Minor

If major or minor course, you must complete the Request for Program Change form.

Please provide a rationale for the change. - Fine Art and Art Education majors currently are required to take Art 2503 or Art 3533, (Watercolor Painting). The requested course number change would equalize the upper level credits earned in this requirement. The majority of the students who have been enrolled in Art 2503 are Juniors and Seniors in class standing.

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal David Mudrinich	<i>David Mudrinich</i>	9/4/09
Department Head	<i>Cathy Caldwell</i>	9/25/09
Dean	<i>Tom DeBor</i>	7/25/10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yammy Woods</i>	10/27/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: ART	Course Number: 3503
Cross-listed with Subject:	Course Number:
Official Title – Painting Studio I	
Request to change: (check appropriate box)	
<input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input checked="" type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010 - 2011	

*app CC 11/19/09*  
*app FS 12/2/09*

*12-11-09*

Course Number (Limited to 30 characters including spaces): ART 3503

Course Description: - A continued study in opaque or transparent painting techniques. Emphasis will be directed toward the economy of conception and performance in the completion of finished works of art. Studio six hours. \$36 course fee.

Cross-list:

Adding Cross-listing    Changing Cross-listing    Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number \_\_\_\_\_

Prerequisite/Co-requisite: - Art 3403 and Sophomore Review

Grading    Standard Letter    P/F    Other (If other, please specify below)

Fee: Yes                      How much? \$36                      Type of Fee? Studio/lab

Elective                       Major                       Minor

If major or minor course, you must complete the Request for Program Change form.

Please provide a rationale for the change. – New changes to the original prerequisite course number: Art 2503 to Art 3403, requires a catalog update.

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

**TO:** Curriculum Committee or Graduate Council (as appropriate)

**DATE SUBMITTED:** September 18, 2009

Title	Signature	Date
Person Initiating Proposal Lyn Brands	<i>Lyn Brands</i>	Sept 18, 2009
Department Head Cathy Caldwell	<i>Cathy Caldwell</i>	Sept 25, 2009
Dean Tom DeBlack	<i>Tom DeBlack</i>	9/25/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Woods</i>	10/21/09
Vice President for Academic Affairs	<i>John White</i>	

<b>Course Subject:</b> Art	<b>Course Number:</b> 4243
<b>Cross-listed with Subject:</b>	<b>Course Number:</b>
<b>Official Title</b> Professional Portfolio Preparation for Graphic Designers	
<b>Request to change: (check appropriate box)</b>	
<input type="checkbox"/> Course Number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other	
<b>Effective Catalog Year:</b> 2010-11	

*app ce 11/19/09*  
*app fs 12/8/09*

*12-11-09*

<b>Course Number (Limited to 30 characters including spaces):</b>		
		4243
<b>Course Description:</b> The purpose of this course is to prepare the student for entry into the professional world through the development of a resume and the <i>presentation of their work</i> .		
<b>Cross-list:</b> <input type="checkbox"/> Adding Cross-listing <input type="checkbox"/> Changing Cross-listing <input type="checkbox"/> Deleting Cross-listing If adding or changing cross-listing, indicate course subject and number _____		
<b>Prerequisite/Co-requisite:</b>		
<b>Grading</b> <input type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)		
<b>Fee:</b>	<b>How much?</b>	<b>Type of Fee?</b>
<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.		
Please provide a rationale for the change. This change allows for the students to present their work traditionally or electronically.		
If this course will affect other departments a Departmental Support Form for each affected department must be attached.		

**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: September 18

Title	Signature	Date
Person Initiating Proposal David Mudrinich	<i>David Mudrinich</i>	9/18/09
Department Head	<i>Cathy Caldwell</i>	9/23/09
Dean	<i>Ten DeBlak</i>	9/25/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yammy Rueda</i>	10/21/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: Art	Course Number: 4703
Cross-listed with Subject:	Course Number:
Official Title Senior Project and Exhibition	
Request to change: (check appropriate box)	
<input type="checkbox"/> Course Number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010-2011	

app CC 11/19/09  
 app TS 12/8/09  
 12-11-09 ✓

Course Number (Limited to 30 characters including spaces): ART 4703

Course Description: **FROM:** Spring. Prerequisite: Junior Review, Sophomore Review. This course is required for all Graphic Design and Fine Arts majors, and elective for Art Education majors.

**TO:** Spring. Prerequisite: Junior Review, Sophomore Review. This course is required for all Fine Arts majors, and elective for Graphic Design and Art Education majors.

Change is removing Graphic Design majors from a required class to an elective.

Cross-list:

Adding Cross-listing    Changing Cross-listing    Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number \_\_\_\_\_

Prerequisite/Co-requisite: Junior Review, Sophomore Review

Grading    Standard Letter    P/F    Other (If other, please specify below)

Fee:                      How much?                      Type of Fee?

Elective        Major        Minor

If major or minor course, you must complete the Request for Program Change form.

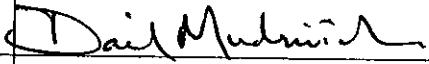


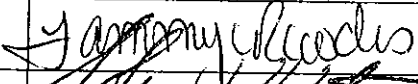
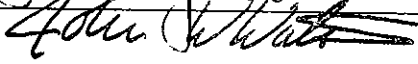
Please provide a rationale for the change. Removes duplication of some course content between Art 4703 and Art 4243-Professional Portfolio Preparation for Graphic Designers. The change will allow course content to concentrate entirely on career areas associated with Fine Art majors.

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

**Arkansas Tech University**  
**REQUEST FOR CHANGE IN PROGRAM**  
**(Modification or Deletion of Existing Major, Option or Minor)**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal David Mudrinich		9/4/09
Department Head		9/25/09
Dean		9/25/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/22/09
Vice President for Academic Affairs		

Program Title: Department of Art – Curriculum in Fine Arts	Effective Date: 2010 – 2011
Detail change in program: - Art 3403 replaces Art 2503 for Suggested Sequence of Courses in Fall semester of Junior year.	
Please provide a rationale for the change. – The course number change of Art 2503 makes that course listing obsolete.	
What impact will the change have on staffing, on other programs and space allocation? - None	
If this course will affect other departments a Departmental Support Form for each affected department must be attached.	

app CC 11/19/09  
 app FS 12/8/09 ✓  
 12-11-09 ✓



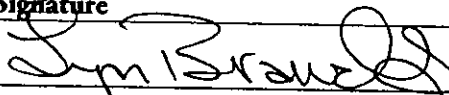


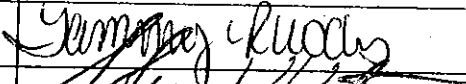
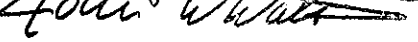
Outline in specific detail how your proposal will alter the program (include course number and title):

Fall Start	
<b>Freshman Fall Semester</b> Add/Change:  Delete:  Total Hours:	<b>Freshman Spring Semester</b> Add/Change:  Delete:  Total Hours:
<b>Sophomore Fall Semester</b> Add/Change:  Delete:  Total Hours:	<b>Sophomore Spring Semester</b> Add/Change:  Delete:  Total Hours:
<b>Junior Fall Semester</b> Add/Change: ART 3403 or 3533 ✓                      3  Delete: ART 2503 or 3533 ✓                      3  Total Hours: 15	<b>Junior Spring Semester</b> Add/Change:  Delete:  Total Hours:
<b>Senior Fall Semester</b> Add/Change:  Delete:  Total Hours:	<b>Senior Spring Semester</b> Add/Change:  Delete:  Total Hours:

**Arkansas Tech University**  
**REQUEST FOR CHANGE IN PROGRAM**  
**(Modification or Deletion of Existing Major, Option or Minor)**

**TO:** Curriculum Committee or Graduate Council (as appropriate)

**DATE SUBMITTED:**

Title	Signature	Date
<b>Person Initiating Proposal</b> Lyn Brands		Sept 18, 2009
<b>Department Head</b> Cathy Caldwell		Sept 28, 09
<b>Dean</b> Tom DeBlack		9/25/09
<b>Teacher Education Council (if applicable)</b>		
<b>Graduate Council (if applicable)</b>		
<b>Registrar</b>		10/21/09
<b>Vice President for Academic Affairs</b>		

<b>Program Title:</b> Curriculum in Art-Graphic Design	<b>Effective Date:</b> 2010-11
<b>Detail change in program:</b> Add Art 3253 as a required course and delete Art 4703, alter sequence of art courses.	
<b>Please provide a rationale for the change:</b> Graphic Design majors need Art 3253 as a required, as opposed to being an elective, for their professional preparation. Deleting Art 4703 allows for course addition.	
<b>What impact will the change have on staffing, on other programs and space allocation?</b>	
None	
<b>If this course will affect other departments a Departmental Support Form for each affected department must be attached.</b>	

app CC 11/19/09  
 app FS 12/8/09  
 12-11-09 ✓

Outline in specific detail how your proposal will alter the program (include course number and title):

Fall Start	
<b>Freshman Fall Semester</b> Add/Change:  Delete:  Total Hours:	<b>Freshman Spring Semester</b> Add/Change:  Delete:  Total Hours:
<b>Sophomore Fall Semester</b> Add/Change:  Delete:  Total Hours:	<b>Sophomore Spring Semester</b> Add/Change:  Delete:  Total Hours:
<b>Junior Fall Semester</b> Add/Change: Art 3253 3 ✓ Delete: Art Elective <sup>5</sup> 3 ✓ Total Hours: 15	<b>Junior Spring Semester</b> Add/Change: Art Elective <sup>5</sup> 3 ✓ Delete: Art Elective <sup>2</sup> 3 ✓ Total Hours: 15
<b>Senior Fall Semester</b> Add/Change:  Delete:	<b>Senior Spring Semester</b> Add/Change: Elective <sup>2</sup> 9 ✓ Delete: Art 4703 3 Elective <sup>2</sup> 6 ✓

\* Add:  
<sup>5</sup> Choose Art 3303 or 4233 ✓

Delete  
<sup>5</sup> Choose Art 3253, 3303, or 4233 ✓

**Arkansas Tech University**  
**REQUEST FOR CHANGE IN PROGRAM**  
**(Modification or Deletion of Existing Major, Option or Minor)**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal David Mudrinich	<i>David Mudrinich</i>	9/4/09
Department Head	<i>Cathy Caldwell</i>	9/25/09
Dean	<i>Tom DeKor</i>	9/25/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy Church</i>	10/21/09
Vice President for Academic Affairs	<i>John Watts</i>	

Program Title: Department of Art – Curriculum in Art for Teacher Licensure	Effective Date: 2010 – 2011
Detail change in program: - Art 3403 replaces Art 2503 as a course. Place Art 3403 in listing of Suggested Sequence of Courses for Fall semester of Junior year. Move Humanities into Fall of Sophomore year.	
Please provide a rationale for the change. – The course number change of Art 2503 makes that course listing obsolete.	
What impact will the change have on staffing, on other programs and space allocation? - None	
If this course will affect other departments a Departmental Support Form for each affected department must be attached.	

app TEC 11/3/09  
 app CC 11/19/09  
 app FS 12/8/09

12-11-09 ✓

Outline in specific detail how your proposal will alter the program (include course number and title):

Fall Start	
<b>Freshman Fall Semester</b> Add/Change:  Delete:  Total Hours:	<b>Freshman Spring Semester</b> Add/Change:  Delete:  Total Hours:
<b>Sophomore Fall Semester</b> Add/Change: Humanities ✓ 3  Delete: ART 2503 or 3533 ✓ 3  Total Hours: 18	<b>Sophomore Spring Semester</b> Add/Change:  Delete:  Total Hours:
<b>Junior Fall Semester</b> Add/Change: ART 3403 or 3533 ✓ 3  Delete: Humanities ✓ 3  Total Hours: 15	<b>Junior Spring Semester</b> Add/Change:  Delete:  Total Hours:
<b>Senior Fall Semester</b> Add/Change:  Delete:  Total Hours:	<b>Senior Spring Semester</b> Add/Change:  Delete:  Total Hours:

**Arkansas Tech University  
REQUEST FOR COURSE DELETION**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Dr. William Schumann	<i>Dr. William Schumann</i>	9/3/09
Department Head Dr. Daniel Martin	<i>Dr. Daniel Martin</i>	9/8/09
Dean Tom DeBlack	<i>Tom DeBlack</i>	9/8/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Woods</i>	10/2/09
Vice President for Academic Affairs	<i>John White</i>	

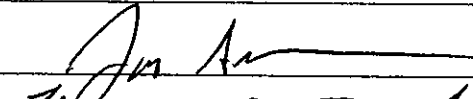
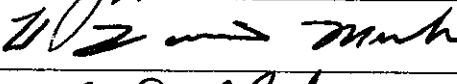

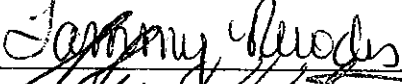
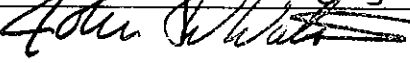
Course Subject: <b>ANTHROPOLOGY ANTH</b>	Course Number: <b>3233</b>
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: <b>MESOAMERICAN ARCHAEOLOGY</b>	
Effective Catalog Year: <b>2010-2011</b>	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form.	
Provide rationale for the request. <b>NO FACULTY TO TEACH COURSE</b>	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. <b>N/A</b>	

*app CC 11/19/09  
app FS 12/8/09  
12-11-09 ✓*

## Arkansas Tech University REQUEST FOR COURSE DELETION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Jason Ulsperger		9/12/09
Department Head Dan Martin		9/29/09
Dean Thomas De Black		9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		9/30/09
Vice President for Academic Affairs		

Course Subject: Criminal Justice <b>CJ</b>	Course Number: 2013
Cross-listed with Subject: n/a	Course Number: n/a
Official Title:  INTRODUCTION TO SECURITY	
Effective Catalog Year: 2010-2011	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor	
Provide rationale for the request. The course involves information covered in other classes in the criminal justice curriculum. Specifically, Introduction to Criminal Justice (CJ 2003) provides students with an adequate overview of security-based issues. In addition, a former faculty member taught this course. Since his departure three years ago, departmental assessments have shown students no longer have an interest in the course. Removing it makes room in the curriculum for another upper division elective suitable to current faculty member expertise.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. n/a	

App CC 11/19/09  
 App FS 12/8/09  
 12-11-09

**Arkansas Tech University**  
**REQUEST FOR COURSE DELETION**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Dennis Williams	<i>Dennis Williams</i>	9/12/09
Department Head Dan Martin	<i>Dan Martin</i>	9/29/09
Dean Thomas DeBlack	<i>Tom DeBlack</i>	9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: CJ	Course Number: 3063
Cross-listed with Subject: RS If cross-listed, should cross-listing be deleted? Yes	Course Number: 3063
Official Title: Probation and Parole	
Effective Catalog Year: 2010/2011	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form.	
Provide rationale for the request. The information covered in this course overlaps with information covered in other courses such as Prisons and Corrections and the Juvenile Justice system. Therefore, it is more efficient to cover this information in these courses and make the probation and parole course unnecessary.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.	

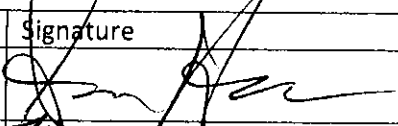


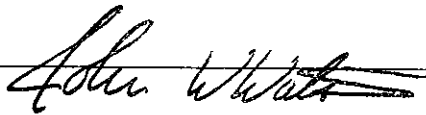
*App CC 11/19/09 ✓  
App FS 12/8/09  
12-11-09*



**Arkansas Tech University  
REQUEST FOR COURSE DELETION**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Sean Huss		9/2/09
Department Head Dan Martin		9/29/09
Dean Thomas DeBlack		9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		
Vice President for Academic Affairs		

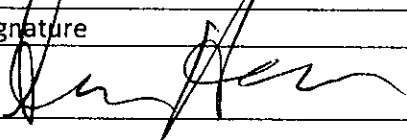

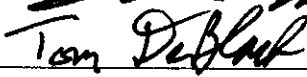
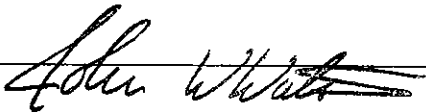
Course Subject: Sociology <i>Soc</i>	Course Number: 3003
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: Sociology of Complex Organizations	
Effective Catalog Year: 2010-2011	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form.	
Provide rationale for the request. This course duplicates materials now covered in Social Stratification (SOC 4063).	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.	

*App CC 11/19/09*  
*App FS 12/8/09*  
*12-11-09*

**Arkansas Tech University**  
**REQUEST FOR COURSE DELETION**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Sean Huss		9/2/09
Department Head Dan Martin	<del></del>	9/29/09
Dean Thomas DeBlack		9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		
Vice President for Academic Affairs		

Course Subject: Sociology <i>SOC</i>	Course Number: 3053
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title:  Population Problems	
Effective Catalog Year: 2010-2011	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form.	
Provide rationale for the request.  The materials offered in this class will be built into the proposed Environment and Society (SOC 3033) class included in these curriculum changes. Population problems will be one of the areas of focus in Environment and Society, along with technology and consumption. In short, Population Problems will duplicate materials in the newly proposed, and more relevant, Environment and Society class. If this course will affect other departments, a Departmental Support Form for each affected department must be attached. n/a	

*Cyzo CC 11/19/09*  
*app FS 12/8/09*  
*12-11-09*

**Arkansas Tech University  
REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Eric Bawne	<i>[Signature]</i>	9/4/09
Department Head W. DANIEL MARTIN, Ph.D.	<i>[Signature]</i>	9/8/09
Dean Tom DeBlack	<i>[Signature]</i>	5/8/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	10/2/09
Vice President for Academic Affairs	<i>[Signature]</i>	

Course Subject: ANTHROPOLOGY ANTH	Course Number: 2103
Cross-listed with Subject:	Course Number:
Official Title (limited to 30 characters including spaces): HUMAN ECOLOGY OF THE MOUNTAIN SOUTH Human Ecology Mountain South	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010-11	How frequently will course be offered? Bi-annually as needed
Is this course repeatable? Y (N) How many times?	
Does this course require a fee? NO How much? Type of fee?	

app CC 11/19/09  
app ES 12/8/09

12-11-09  
KR

Elective     Major     Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites:

N/A

Co-requisites:

N/A

Grading



Standard Letter



P/F



Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- Course subject, number and title
- Catalog course description
- Course goals and/or objectives
- Course outline
- Methods of student performance assessment and evaluation
- Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

N/A

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

N/A

How does this proposal support the University Mission?

nurtures scholarly development & exposes students to cultural diversity

What assessment information is being used to support this proposal?

anthropology minor has grown substantially in the past two years  
(from zero to 12)

How will the effect of the change be monitored?

will monitor for increase in anthropology minors

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

increasing student demand for anthropology instruction

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

N/A

## **Anthropology 2103 Human Ecology of the Mountain South**

**Fall or Spring as needed**

**Time: TBA**

**Dr. Eric Bowne (356-2073, [ebowne@atu.edu](mailto:ebowne@atu.edu))**

**Office hours: TBA**

### **Course Description**

This course provides students with the knowledge and skills to understand changing human-environment relationships in the mountain South and to apply these understandings to the assessment of and potential solutions to contemporary socio-environmental issues in the area. We will explore the emergence of Mississippian societies, their transformation during prehistoric and early historic eras, the impacts of early European settlements and the regions' incorporation into the global marketplace, development and the growth of tourism and industry in the area, and current social and environmental issues in the mountain South.

### **Learning Objectives**

By the end of the course students should:

- Understand the dynamic human ecology of the mountain South through time
- Understand how the human ecology of the region is connected to larger, national and global socio-cultural and political economic forces
- Be able to apply knowledge of the prehistoric and historic human ecology of the mountain South to an assessment of current socio-environmental issues in the area
- Understand what communities are doing to create a more sustainable human ecology in the region
- Be able to situate themselves and their economic choices within the dynamics of human ecology
- Understand how they can contribute to just and sustainable solutions through service learning, practice oriented approaches and their own economic choices

### **Readings for Human Ecology of the Mountain South:**

Davis, Donald Edward. 2000. *Where There Are Mountains: An Environmental History of the Southern Appalachians*. Athens: University of Georgia Press.

McKibben, Bill. 2007. *Deep Economy: The Wealth of Communities and the Durable Future*. New York: Henry Holt and Company.

#### *Selections from:*

Ayers, Harvard. 1998. *An Appalachian Tragedy: Air Pollution and Tree Death in the Eastern Forests of North America*. San Francisco: Sierra Club Books.

Hill, Sarah H. 1997. Weaving New Worlds: Southeastern Cherokee Women and Their Basketry. Chapel Hill: University of North Carolina Press.

Reece, Erik 2006 Lost Mountain: Radical Strip Mining and the Devastation Of Appalachia. New York: Riverhead Books.

Sheppard, Muriel Early. 1935(1991). Cabins in the Laurel. Chapel Hill: University of North Carolina Press.

Silver, Timothy. 2003. Mount Mitchell & the Black Mountains: An Environmental History of the Highest Peaks in Eastern America.

Dawson, Jonathan. 2006. Ecovillages: New Frontiers of Sustainability. Dartington: Green Books.

Dunn, Durwood. 1988. Cades Cove: The Life and Death of a Southern Appalachian Community, 1818-1937. Knoxville: University of Tennessee Press.

Fisher, Stephen L. (ed.). 1993. Fighting Back in Appalachia: Traditions of Resistance and Change. Philadelphia: Temple University Press.

Lockyer, Joshua. 2007. Sustainability and Utopianism: An Ethnography of Cultural Critique in Contemporary Intentional Communities. Ph.D. Dissertation. University of Georgia.

**Exams:**

You will be required to take two mid-term examinations as well as a final exam. The first exam will be composed of short-answer questions and a map section, and will be held in class. The second mid-term exam and the final exam will be take-home exams. Each of the mid-term exams is worth 100 points. The final exam is also worth 100 points, and is not cumulative. The exams will cover both reading assignments and lecture material.

**Article Summaries:**

You will be required to write summaries for five articles during the course of the semester. The summaries should be one-to-two pages in length (single-spaced, typed). Summaries should conclude with a paragraph of your thoughts and/or criticisms of the author's conclusions. Information from articles will be included on exams. Articles are available on reserve in the library.

**Grades:**

Exam one	100
Exam two	100
Final exam	100
Summaries	100
Total	<hr/> 400

**Attendance and other course policies:**

Attendance is extremely important in this course and will be taken daily. Beginning with the second week of class, each absence beyond three will result in a 1% reduction of your final grade and each absence beyond five will result in a 2% reduction of your final grade. Please note that much of the information you will be required to know for examinations will be presented to you in lecture form. If you miss class your grade will suffer accordingly. If you must be absent from class be sure to obtain any notes you missed from another student.

Academic integrity must be maintained, that is, no forms of cheating/plagiarism will be tolerated. Please see your student handbook if you have questions about the meaning of these terms or the consequences of violating the Student Code of Conduct.

Respect others. Each of us are allowed our own opinions and will be given the chance to express them if we so desire – but only if that expression takes a respectful form. I want an open, relaxed atmosphere in which all of us feel comfortable speaking our minds.

No use of the internet, cell phones, texting, etc. Violation of this policy will result in an unexcused absence for the day.

In all cases please use common sense.

## **COURSE OUTLINE**

- I. HUMAN ECOLOGY OF THE NATIVE SOUTH
- II. COLUMBIAN CONSEQUENCES
- III. HUMAN ECOLOGY OF SCOTS-IRISH COLONISTS
- IV. THE ANTEBELLUM PERIOD IN THE MOUNTAIN SOUTH

### **EXAM ONE**

- V. LUMBER AND MINING
- VI. TVA
- VII. CCC
- VIII. TOURISM
- IX. THE NATIONAL PARK SYSTEM

### **EXAM TWO**

- X. MOUNTAIN TOP REMOVAL MINING
- XI. INDUSTRIAL FOOD SYSTEMS
- XII. CSA
- XIII. APPROPRIATE TECHNOLOGY
- XIV. INTENTIONAL COMMUNITIES

### **FINAL EXAM**

**ADDENDUM TO ANTH 2103: Human Ecology of the Mountain South COURSE PROPOSAL IN ANTHROPOLOGY**

**(To take effect as of the fall semester, 2010)**

Per discussions in the Programs and Curriculum meeting on November 19<sup>th</sup>, 2009, we would like to add the following statements to our proposed course addition under the section addressing the question, *"What assessment information is being used to support this proposal?"*

1. **Student Interest:** Informal student surveys have been conducted in anthropology courses for three semesters beginning spring 2008 (i.e., 15 course sections). We are creating the Human Ecology of the Mountain South course to allow our students to gain a greater depth and breadth of experience with the theories and methods of this specialty area in anthropology.
2. **Research in Best Practices:** The areas of specialization of the faculty in anthropology have changed dramatically in recent years. Because of these changes in specialization, as well as faculty turnover and new hiring, it becomes necessary to revisit the existing curriculum to make alterations in electives, so that the needs of the students are met and the department stays current with trends in anthropology. Areas of need were identified that matched specialty areas of faculty, thus leading to the proposed course.
3. **Current Trends in Discipline:** Human ecology is a growing sub-discipline of anthropology. Please find attached examples of American Anthropological Association information on this topic of study.

Thus, to offer students more opportunities for learning consistent with their interests and faculty expertise and to maintain consistency with discipline standards we believe this change reflects the goals of our department as well as the needs of the students.



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## Sections & Interest Groups

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Section List & Links to Websites

### Section List & Links to Websites

AAA Interest Groups

American Ethnological Society

National Association of Student Anthropologists

Section Assembly

Anthropology and Environment Section

Society for Anthropological Sciences

How to Start a AAA Section or Interest Group

Archaeology Division

Society for Anthropology in Community Colleges

Section Governance Information

Association for Africanist Anthropology

Society for Cultural Anthropology

Association for Feminist Anthropology

Society for East Asian Anthropology

Association of Indigenous Anthropologists

Society for Humanistic Anthropology

Association for Political and Legal Anthropology

Society for Latin American and Caribbean Anthropology

Association of Black Anthropologists

Society for Linguistic Anthropology

Association of Latina and Latino Anthropologists

Society for Medical Anthropology

Association of Senior Anthropologists

Interest Groups of the Society of Medical Anthropology

Biological Anthropology Section

Society for Psychological Anthropology

Central States Anthropological Society

Society for the Anthropology of Consciousness

Register for the 2010 Conference

Council for Museum Anthropology

Society for the Anthropology of Europe

Council on Anthropology and Education

Society for the Anthropology of Food and Nutrition

Culture and Agriculture

Society for the Anthropology of North America

Evolutionary Anthropology Society

Society for the Anthropology of Religion

General Anthropology Division & Committees of the General Anthropology Division

Society for the Anthropology of Work

Middle East Section

Society for Urban, National and Transnational/Global Anthropology

National Association for the Practice of Anthropology

Society for Visual Anthropology

Society of Lesbian and Gay Anthropologists

## Section Information

### Section Assembly

The Section Assembly is a governance body whose members consist of the leaders of AAA's 38 Sections. [Contact Section Leaders](#)

### Prizes and Awards

[Section Prizes and Awards](#)

### Annual Reports

[Section Annual Reports from 2001-2007](#)

### Publications

[Section Periodicals](#)

[Section Publications](#)

[Annual Meeting Section Program Editors 2008 Annual Meeting](#)

### Section Listservs

Some sections have listservs for their members. To sign up or read more about them, visit the [listserv page](#).





## Anthropology and the Environment

### A Section of the American Anthropological Association

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## Welcome!

Welcome to the home page of anthropologists interested in ecology, the environment, and environmentalism. We are part of the American Anthropological Association, the professional society of American anthropologists. We welcome members from countries worldwide.

We encourage you to become an A&E Member and join our Eanth-L Listserv.

We are offering cash prizes and awards to scholars of environmental anthropology. Click here to find out about deadlines and how to nominate yourself or someone else.

## A&E Newsletter

Newsletter items are originally published as a column in the Anthropology Newsletter, a monthly publication of the American Anthropological Association. Past newsletters are archived here. The newsletter is not published in June, July or August. If you would like to contribute to the newsletter, please email the editor, Laura Ogden.

## Upcoming Events

Thanks to everyone who came to the A&E events at this year's AAA meeting!

The 2009 annual meeting of the American Anthropological Association will be in November in Philadelphia, PA.

## What's New

2009 AAA Meeting A&E Program - Your guide to A&E-sponsored talks in Philadelphia! (Prepared by Ben Colombi)

A&E Election Results:

A&E President Elect - Glenn Davis Stone  
Senior Board Member - Lisa Cliggett  
Junior Board Member - Laura Ogden  
Student Board Member - Dana Elizabeth Powell

The total number of people voting was 125. The vote was very close, and all candidates received strong support from members.

The term for these new officers begins at the end of the 2009 AAA meeting in Philadelphia.

A&E initiates effort to "green AAA."

- Memo to Executive Board

- Memo Annex
- Committee Report on Greening AAA.

A&E Website Usage Report ( Download )

Last Updated: July 7, 2009 x

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**Arkansas Tech University  
REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Dr. William Schumann	<i>Dr. William Schumann</i>	9/3/09
Department Head Dr. Daniel Martin	<i>Dr. Daniel Martin</i>	9/8/09
Dean Tom DeBlack	<i>Tom DeBlack</i>	9/8/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Garymy Woodis</i>	10/2/09
Vice President for Academic Affairs	<i>John White</i>	

ANTH

Course Subject: <b>ANTHROPOLOGY</b>	Course Number: <b>2303</b>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <b>GLOBALIZATION</b>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: <b>2010 - 2011</b>	How frequently will course be offered? <b>every other year</b>
Is this course repeatable? Y/ <input checked="" type="radio"/> N How many times?	
Does this course require a fee? <b>NO</b> How much? Type of fee?	

*app CC 11/19/09*  
*app FS 12/8/09*  
*12-11-09 ✓*

Elective     Major     Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites:

NONE

Co-requisites:

Grading     Standard Letter     P/F     Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

N/A

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

N/A

How does this proposal support the University Mission?

NURTURES SCHOLARLY DEVELOPMENT AND EXPOSES STUDENTS TO CULTURAL DIVERSITY

What assessment information is being used to support this proposal?

ANTHROPOLOGY MINOR HAS GROWN FROM ZERO MINORS (FALL 2007) TO OVER A DOZEN (FALL 2009)

How will the effect of the change be monitored?

WILL MONITOR FOR INCREASE IN ANTH. MINORS

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

INCREASING STUDENT DEMAND FOR ANTHROPOLOGY INSTRUCTION

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

N/A

2303  
**ANTH-3243-001: Globalization**

Dr. William Schumann  
TR: 1-2.20; T6-A  
Office: Witherspoon 357; Phone: 356-2168  
Email: wschumann@atu.edu  
Office hours: T: 2:30-3:30; W: 2-5

**Course Description:**

This course provides an overview of the economic, social, technological, environmental, and ideological impacts of globalization on national communities, with an emphasis on the cultural dynamics of the process. Through class discussions and lectures, readings, and student research, this course will examine the complex implications of globalization on culture change in different national settings.

**Course Goals**

- Identify the global forces that contribute to culture change with regard to the economies, mobility/movement, and political autonomy of national communities and diverse peoples incorporated within national borders.
- Identify the local cultural responses to globalization—including resistances, assimilations, and alterations—that specify its impacts.
- Identify how globalization contributes to the fluidity of national borders in some senses and the reinforcement of those borders in others.
- Identify how notions of cultural identity have changed under globalization.
- Identify research strategies for analyzing the varied impacts of globalization.

**Required Readings** (available in the university bookstore):

Lewellen, *The Anthropology of Globalization*, Bergin and Harvey (2002)  
Foer, *How Soccer Explains the World: An (Unlikely) Theory of Globalization*, Harper Perennial (2004)  
Condry, *Hip-Hop Japan: Rap and the Paths to Cultural Globalization*, Duke UP (2006)  
Wilson, *The Intimate Economies of Bangkok*, California UP (2004)

**Grading Policies:**

1. Test, 20%; covers reading and lecture/discussion material through 2/12.
2. Participation, 10%; you are responsible for bringing 3 discussion questions to class each day, which I will take up at the beginning of each class. (These will also count as my attendance sheet.) I will randomly select discussion questions/topics from the pile each day. Your contributions to class discussions are vital to earning a high letter grade.
3. Term paper, 25%; each student will be required to write a term paper on the impacts of globalization in one country of your choosing. We will discuss the details of papers on 1/29. Papers must be a *minimum* of 12 double-spaced pages in length, *not including* the bibliography. A short description of your paper topic is due 2/7 (No late submissions). Final papers are due 4/29 (No late submissions). You are encouraged to meet with me outside of class throughout the research and writing process to strengthen your work. Students will present their research during the final 3 class meetings.
4. Research bibliography, 10%; the term paper bibliography is due 2/26 (No late submissions). A minimum of 12 non-electronic sources (e.g., books, journal articles, etc.) are due at this time, though your final bibliography may be longer. We will discuss the details of this assignment on

- 1/31, though you can meet with me prior to then if you want to get started early.
5. Research presentation, 10%; students (whether individually or in teams, depending on the size of the class) are required to co-lead one class discussion during the 3/6-4/3 period. You will be asked to add context to our discussion and analysis of the readings in the Foer text. Each student/student group must schedule a meeting with me during the week of 2/11-2/15 to prepare for presentations. Hand-outs must accompany each presentation.
  6. Final exam, 25%; comprehensive, through oriented towards applying the concepts discussed from 2/12 to the remainder of the course readings.

**Attendance policy:** you are allowed two absences without penalty. Each additional absence will count 3 points (each instance) off your final grade.

### I. Overview of Globalization: Lewellen

1/15 Course introduction

1/17 Lewellen 2: Slouching Towards Globalization (pp. 1-28)

1/22 Lewellen 3: The Anthropology of Globalization

1/24 Lewellen 4: Development, Devolution and Discourse

1/29 Lewellen Ch 5: Constructing Identity

*\*discussion of student papers/set meeting times*

1/31 Lewellen Ch 6: People on the Move

2/5 Lewellen Ch 7: Transnationalism: Living Across Borders; Ch 8: Diaspora: Yearning for Home

2/7 Lewellen Ch 9: Refugees: The Anthropology of Forced Migration; (time permitting) Ch 11: Tribal Cultures: No Longer Victims

**PAPER TOPICS DUE**

2/12 Lewellen Ch 10: Globalization from the Ground Up; Ch 12: Peasants: Survivors in a Global World  
(week of student meetings)

### II. Global Economics of Gender: Wilson

2/14 Wilson Introduction: Intimate Economies

2/19 **TEST ONE: Concepts of Globalization and Anthropological Applications**

2/21 Wilson Ch 1: From Shophouse to Department Store

2/26 Wilson Ch 2: The Economies of Intimacy in the Go-go Bar; **BIBLIOGRAPHIES DUE**

2/28 Wilson Ch 3: MBK: The Retail Revolution and the Infrastructure of Romance

3/4 Wilson Ch 4: The Flexible Citizens of IBC Cable TV

### III. Global Identity Politics: Foer

3/6 Foer Ch 1: How Soccer Explains the Gangster's Paradise (Topic: Nationalism and Violence)

3/11 Foer Ch 2: How Soccer Explains the Pornography of Sects (Topic: Transnationalism)

3/13 Foer Ch 3: How Soccer Explains the Jewish Question (Topic: Reinventing Identities)

3/18 Foer Ch 4: How Soccer Explains the Sentimental Hooligan (Topic: Poverty and Class)

3/20 Foer Ch 6: How Soccer Explains the Black Carpathians (Topic: Diaspora)

3/25 **Spring Break**

3/27 **Spring Break**

4/1 Foer Ch 8: How Soccer Explains the New Oligarchs (Topic: Transnational Governance and Accountability)

4/3 Foer Ch 9: How Soccer Explains Islam's Hope (Topic: Globalization and Religious Fundamentalism)

**IV: Global Consumption: Condry**

4/8 Condry Introduction: Hip-Hop, Japan, and Cultural Globalization

4/10 Condry Ch 1: Yellow B-Boys, Black Culture, and the Elvis Effect

4/15 Condry Ch 2: Battling Hip-Hop Samurai

4/17 Condry Ch 4: Rap Fans and Consumer Culture; Ch 7: Making Money, Japan Style

4/22 Condry Conclusion: Lessons of Hip-Hop Globalization

4/24 Student presentations

4/29 Student presentations

**PAPERS DUE (No late papers accepted.)**

5/1 Student presentations

**Final Exam TBA**



## **ADDENDUM TO ANTH 2303: Globalization COURSE PROPOSAL IN ANTHROPOLOGY**

**(To take effect as of the fall semester, 2010)**

Per discussions in the Programs and Curriculum meeting on November 19<sup>th</sup>, 2009, we would like to add the following statements to our proposed course addition under the section addressing the question, *"What assessment information is being used to support this proposal?"*

1. **Student Interest:** Informal student surveys have been conducted in anthropology courses for three semesters beginning spring 2008 (i.e., 15 course sections). We are creating the Globalization course to allow our students to gain a greater depth and breadth of experience with the theories and methods of this specialty area in anthropology.
2. **Research in Best Practices:** The areas of specialization of the faculty in anthropology have changed dramatically in recent years. Because of these changes in specialization, as well as faculty turnover and new hiring, it becomes necessary to revisit the existing curriculum to make alterations in electives, so that the needs of the students are met and the department stays current with trends in anthropology. Areas of need were identified that matched specialty areas of faculty, thus leading to the proposed course.
3. **Current Trends in Discipline:** Globalization is a growing sub-discipline of anthropology. Please find attached examples of American Anthropological Association information on this topic of study.

Thus, to offer students more opportunities for learning consistent with their interests and faculty expertise and to maintain consistency with discipline standards we believe this change reflects the goals of our department as well as the needs of the students.



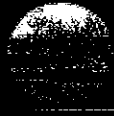
**SUNTA**  
society for urban, national, and transnational/global anthropology



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**Arkansas Tech University  
REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Eric Bowne	<i>Eric Bowne</i>	9/4/09
Department Head W. Dannie / Martin PhD	<i>W. Dannie / Martin</i>	9/8/09
Dean Tom DeBlack	<i>Tom DeBlack</i>	9/8/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy Luodis</i>	10/2/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: ANTHROPOLOGY ANTH	Course Number: 3303
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): SOUTHEASTERN ARCHAEOLOGY	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010 - 11	How frequently will course be offered? EVERY OTHER FALL
Is this course repeatable? Y / <input checked="" type="radio"/> N How many times?	
Does this course require a fee? NO How much? Type of fee?	

*app CC 11/19/09  
app FS 12/8/09  
12-11-09 ✓*

Elective     Major     Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites:

N/A

Co-requisites:

N/A

Grading

Standard Letter

P/F

Other (if other, please specify below)

For the proposed course, attach a syllabus that includes:

- Course subject, number and title
- Catalog course description
- Course goals and/or objectives
- Course outline
- Methods of student performance assessment and evaluation
- Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

N/A

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

N/A

How does this proposal support the University Mission?

nurtures scholarly development & exposes students to cultural diversity

What assessment information is being used to support this proposal?

anthropology minor has grown substantially in the past two years  
(from zero to 12)

How will the effect of the change be monitored?

will monitor for increase in anthropology minors

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

increasing student demand for anthropology instruction

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

N/A

**Anthropology 3303 Southeastern Archaeology**

**Fall (every other year)**

**Time: TBA**

**Dr. Eric Bowne (356-2073 [ebowne@atu.edu](mailto:ebowne@atu.edu))**

**Office hours: TBA**

**Course Description and Objectives:**

The course will survey the rise of chiefdom-level societies in the prehistoric Southeast, reconstruct the "Mississippian world" these chiefdoms created, document the activities of sixteenth-century Spanish explorers in the region, and trace the subsequent decline of Mississippian chiefdoms. In addition to reconstructing the landscape of the ancient South, students will explore long-term social and cultural traits of southeastern Indians and discover the secrets unearthed at famous Mississippian sites such as Cahokia, Moundville, and Etowah.

**Textbooks:**

Charles Hudson, Knights of Spain, Warriors of the Sun: Hernando de Soto and the South's Ancient Chiefdoms (Athens: University of Georgia Press, 1997). Abr. as **KofS**

Charles Hudson, The Southeastern Indians (Knoxville: University of Tennessee Press, 1976). Abbreviated as **SEI**

**Articles:**

Timothy Silver, "Perspectives on the Land" from A New Face on the Countryside (Cambridge: Cambridge University Press, 1990).

David Hally, "An Overview of Lamar Culture" from Ocmulgee Archaeology 1936-1986 (Athens: University of Georgia Press, 1994).

Marvin Smith and David Hally, "Chiefly Behavior: Evidence from Sixteenth Century Spanish Accounts" from Lords of the Southeast (Archaeological Papers of the American Anthropological Association, number 3, 1992).

Richard Polhemus, "Dallas Phase Architecture and Sociopolitical Structure" from Lamar Archaeology (Tuscaloosa: University of Alabama Press, 1990).

Marvin Smith, "Aboriginal Depopulation in the Postcontact Southeast" from The Forgotten Centuries (Athens: University of Georgia Press, 1994).

**Exams:**

You will be required to take two mid-term examinations as well as a final exam. The first exam will be composed of short-answer questions and a map section, and will be held in class. The second mid-term exam and the final exam will be take-home

exams. Each of the mid-term exams is worth 100 points. The final exam is also worth 100 points, and is not cumulative. The exams will cover both reading assignments and lecture material.

### **Article Summaries:**

You will be required to write summaries for five articles during the course of the semester. The summaries should be one-to-two pages in length (single-spaced, typed). Summaries should conclude with a paragraph of your thoughts and/or criticisms of the author's conclusions. Information from articles will be included on exams. Articles are available on reserve in the library.

### **Grades:**

Exam one	100
Exam two	100
Final exam	100
Summaries	50
Total	<u>350</u>

### **Attendance and other course policies:**

Attendance is extremely important in this course and will be taken daily. Beginning with the second week of class, each absence beyond three will result in a 1% reduction of your final grade and each absence beyond five will result in a 2% reduction of your final grade. Please note that much of the information you will be required to know for examinations will be presented to you in lecture form. If you miss class your grade will suffer accordingly. If you must be absent from class be sure to obtain any notes you missed from another student.

Academic integrity must be maintained, that is, no forms of cheating/plagiarism will be tolerated. Please see your student handbook if you have questions about the meaning of these terms or the consequences of violating the Student Code of Conduct.

Respect others. Each of us are allowed our own opinions and will be given the chance to express them if we so desire – but only if that expression takes a respectful form. I want an open, relaxed atmosphere in which all of us feel comfortable speaking our minds.

No use of the internet, cell phones, texting, etc. Violation of this policy will result in an unexcused absence for the day.

In all cases please use common sense.

## **Course Outline**

- I. INTRODUCTION *Read: SEI, 3-14 & KofS, 11-30.*  
1. The South's Long History

II. THE ANCIENT SOUTHERN LANDSCAPE *Read: SEI, 14-22.*

1. The South: Land, Water, and Forests
2. Climate and Climate History
3. Resources of the Ancient South
4. Travel in the Ancient South

**Exam One**

III. LONG-TERM SOCIAL & CULTURAL INSTITUTIONS OF THE ANCIENT SOUTH

1. Languages *Read: SEI, 22-27.*
2. Dress
3. Subsistence Techniques *Read: SEI, 258-316.*
4. Kinship and Clan Systems *Read: SEI, 184-202.*
5. The Southeastern Indian Belief System *Read: SEI, 120-183; 351-365.*
6. Games *Read: SEI, 408-426.*

IV. MISSISSIPPIAN CHIEFDOMS

1. The Political Economy of Mississippian Chiefdoms
2. Early Mississippian (1000-1200 AD)
3. Middle Mississippian (1200-1400 AD)
4. Late Mississippian (1400- 1550 AD)

**Exam Two**

V. THE MISSISSIPPIAN SOCIAL WORLD

1. The Office of Chief
2. Mississippian Economy and Health
3. A Mississippian Social Cycle
4. Warfare

VI. THE SOCIAL GEOGRAPHY OF THE 16TH-CENTURY SOUTH

*Read: KofS, 1-11 & 31-411*

- |                                 |                               |
|---------------------------------|-------------------------------|
| 1. Mississippi Valley Chiefdoms | 7. Timucuan Chiefdoms         |
| 2. Western Chiefdoms            | 8. Northern Horticulturalists |
| 3. Central Chiefdoms            | 9. Atlantic Coast Peoples     |
| 4. Eastern Chiefdoms            | 10. South Florida Peoples     |
| 5. Ohio Valley Chiefdoms        | 11. Gulf Coast Peoples        |
| 6. Appalachian Mt. Chiefdoms    | 12. Plains Hunters            |

VII. THE DECLINE OF THE MISSISSIPPIAN WORLD *Read: KofS, 411-440.*

1. The Aftermath of Early Spanish Exploration
2. Disease and Demographic Decline

**Final Exam**



## **ADDENDUM TO ANTH 3303: Southeastern Archaeology COURSE PROPOSAL IN ANTHROPOLOGY**

**(To take effect as of the fall semester, 2010)**

Per discussions in the Programs and Curriculum meeting on November 19<sup>th</sup>, 2009, we would like to add the following statements to our proposed course addition under the section addressing the question, *"What assessment information is being used to support this proposal?"*

1. **Student Interest:** Informal student surveys have been conducted in anthropology courses for three semesters beginning spring 2008 (i.e., 15 course sections) from which it is clear students are interested in learning the archaeological history of Arkansas and the greater Southeast. We are creating the Southeastern Archaeology course to allow our students to gain a greater depth and breadth of experience with this specialty area in anthropology.
2. **Research in Best Practices:** The areas of specialization of the faculty in anthropology have changed dramatically in recent years. Because of these changes in specialization, as well as faculty turnover and new hiring, it becomes necessary to revisit the existing curriculum to make alterations in electives, so that the needs of the students are met and the department stays current with trends in anthropology. Areas of need were identified that matched specialty areas of faculty, thus leading to the proposed course.
3. **Current Trends in Discipline:** Archaeology in general and Southeastern archaeology in particular are well established sub-disciplines of anthropology. Please find attached examples of the Society of American Archaeology and Southeastern Archaeological Conference for information on these sub-disciplines.

Thus, to offer students more opportunities for learning consistent with their interests and faculty expertise and to maintain consistency with discipline standards we believe this change reflects the goals of our department as well as the needs of the students.

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### Mission Statement

The mission of the Society for American Archaeology is to expand understanding and appreciation of humanity's past as achieved through systematic investigation of the archaeological record. The society leads the archaeological community by promoting research, stewardship of archaeological resources, public and professional education, and the dissemination of knowledge. To serve the public interest, SAA seeks the widest possible engagement with all segments of society, including governments, educators, and indigenous peoples, in advancing knowledge and enhancing awareness of the past.

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## WELCOME TO THE SOCIETY FOR AMERICAN ARCHAEOLOGY

The Society for American Archaeology (SAA) is an international organization dedicated to the research, interpretation, and protection of the archaeological heritage of the Americas. With more than 7,000 members, the society represents professional, student, and avocational archaeologists working in a variety of settings including government agencies, colleges and universities, museums, and the private sector.

Since its inception in 1934, SAA has endeavored to stimulate interest and research in American archaeology; advocated and aid in the conservation of archaeological resources; encourage public access to and appreciation of archaeology; oppose all looting of sites and the purchase and sale of looted archaeological materials; and serve as a bond among those interested in the archaeology of the Americas.

### Our Work

- Government Affairs
- Awards
- Committees and Task Forces
- Publications

### Goals

SAA advances archaeological research and disseminates archaeological knowledge to the professional community and to the public at large. SAA improves the practice of archaeology and promotes archaeological ethics. SAA is dedicated to the conservation of the archaeological record. SAA serves as a bond among archaeologists worldwide in all segments of the archaeological community. SAA effectively serves the needs of the diverse constituencies that comprise its membership. SAA is an effective advocate for archaeology in the legislative and public policy arenas. SAA provides an effective and flexible structure for the Society's operations and initiatives.

### Statement on Diversity

SAA believes that the study and preservation of the archaeological record can enrich our appreciation for diverse communities, foster respect for difference, and encourage the celebration of individual and collective achievement. SAA is committed to promoting diversity in our membership, in our practice, and in the audiences we seek to reach through the dissemination of our research. Moreover, SAA aims to cultivate an inclusive environment that promotes understanding and values diversity in ethnic origin, national origin, gender, race, age, economic status, lifestyle, physical and/or cognitive abilities, religious beliefs, sexual orientation, work background, family structure, and other perceived differences.

(Approved by the SAA Board of Directors April 26, 2006)

# Southeastern Archaeological Conference

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➤ View the sixty-year commemoration poster, "Southeast Archaeological Conference, 1938 - 1998" on the NPS's Southeast Archeological Center Website.

The Southeastern Archaeological Conference (SEAC) was founded in response to the tremendous increase in federally-funded archaeological work in the Southeast during the 1930s. As noted by Stephen Williams (1960), projects in Louisiana, Tennessee, Alabama, and Georgia especially were generating more archaeological data every six months than in the "several previous decades". SEAC was created to allow excavators to quickly share new data with each other and to standardize ceramic types. In the fall of 1937, James A. Ford and James B. Griffin sent their colleagues a six-page mimeographed letter proposing a "Conference on Pottery Nomenclature for the Southeastern United States".

In May 1938, 13 archaeologists met at the Ceramic Repository of the University of Michigan and agreed on the requirements for adequate pottery description and typology that "set the main course of ceramic typology in the Southeast". The report proposed future gatherings of a similar nature that were to be by invitation only to "those who are working in, or are immediately interested in, the problems of correlating Southeastern ceramics". Participants were asked to send other members their descriptions of proposed pottery types well in advance of the conference and to bring with them "representative material", so that discussion would focus on matters already familiar, "not the introduction of new facts or ideas". Thus, SEAC was originally conceived as a small working conference of individuals actively engaged in the study of Southeastern ceramics.

The first conference was so successful and the need to continue its work so urgent that Jesse D. Jennings chaired a second conference in November 1938 at the Central Archaeological Laboratory, Birmingham, Alabama. "Ceramic classification was again the major topic of discussion and a five-period correlation chart of ceramic sequences in eleven regions of the Southeast was constructed" (Williams 1960).

February 1939 saw the publication of the first Southeastern Archaeological Conference *Newsletter*, edited by William G. Haag, who served as editor until 1960 when he was succeeded by Stephen Williams. The first *Newsletter* contained pottery type definitions from the initial conference. Two conferences were also held in 1939, in Birmingham, Alabama, and at Ocmulgee National Monument, Macon, Georgia. Subsequent meetings were held annually, except for an interruption during World War II.

Starting in 1940 and continuing for many years, each conference meeting had a major theme, although the exchange of data about current research remained important. In 1941, the theme was centered on research in four areas: Early Horizons, Hopewellian Phase, Middle Mississippi pottery, and the Protohistoric Horizons. Later themes included projectile point typology (1951), and the archaeology of historic tribes (1952). Conference papers and research notes were published in the *Newsletter*.

As the number of archaeologists in the Southeast grew, so did attendance at the annual conference. For example, at the 1961 Ocmulgee conference there were 91 participants. That year also marked the beginning of the first annual meeting of the newly-founded Conference on Historic Archaeology, held the day before the Southeastern Conference.

In 1964, the SEAC *Newsletter* was supplemented by an annual Bulletin in which the conference

proceedings were published, while less formal contributions were included in the *Newsletter*. The *Bulletin* was succeeded in 1982 by the biannual journal *Southeastern Archaeology*, which has become an outstanding regional journal. Attendance at the annual conference remained relatively constant during the 1960s and early 1970s, and it was not until the 1974 meeting that attendance greatly exceeded 100. During the 1980s membership and conference attendance increased dramatically, reflecting in part the increased research and employment opportunities in contract archaeology.

By spring 2002, membership in the Southeastern Archaeological Conference had reached 1020 and attendance at the annual conference typically exceeds 450. Thematic gatherings have given way to concurrent sessions spanning two and a half days. *Southeastern Archaeology* now typically publishes over 200 pages per year of articles and book reviews.

Despite its increased size, SEAC retains a strong sense of tradition and the annual conference is regarded as a truly special occasion by the membership. If you are not a member, please take advantage of the handy membership form on this web site. If you are a member, thank you for your support in making the Southeastern Archaeological Conference one of the premier regional organizations in America.

↗ [Current SEAC Officers and contacts](#)

↗ [Past meeting dates and locations](#)

↗ [SEAC Articles of Incorporation and Bylaws](#)



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## **COURSES TO BE ADDED TO ANTHROPOLOGY CURRICULUM**

*From  
Dr. Bowne*

### **ANTH ----: Ethnographic Research Methods (offered every other spring)**

#### **Description:**

This course trains students in research methods in anthropology with an emphasis on qualitative research. Students learn the different uses of methodologies to address specific types of research questions, practice participant-observation and interview techniques as part of semester-long research projects, and survey anthropological theory as it relates to conducting ethnographic fieldwork.

### **ANTH ----: Anthropology of Europe (offered every other fall)**

#### **Description:**

This course focuses on the cultural history of and cultural diversity in Europe in the era of modern nation-state. Course topics include: state formation and the development of national communities, supranational integration and cultural identity, immigration and nationalism, and relations between rural cultural enclaves and industrialized population centers. The goal of this course is to analyze how cultural identities have been created, sustained, and challenged given regular transformations in the political, economic, and social fabric of European nation-states.

### **ANTH ----: Globalization (offered every other spring)**

#### **Description:**

This course provides an overview of the economic, social, technological, environmental, and ideological impacts of globalization on national communities, with an emphasis on the cultural dynamics of the process. Through class discussions and lectures, readings, and student research, we will examine the complex implications of globalization on culture change in different national settings.

### **ANTH ----: Southeastern Archaeology (offered every other fall)**

#### **Description:**

The purpose of this course is to survey the rise of chiefdoms in the late prehistoric Southeast, to reconstruct the world these chiefdoms made, to document the activities of sixteenth-century Spanish explorers and colonists, and to trace the subsequent decline of the chiefdoms. The general course outline is as follows: the ancient southern landscape, southeastern prehistory, long-term social and cultural patterns in the Southeast, the rise of chiefdoms, the social geography of the sixteenth-century South, early Spanish exploration, the Hernando de Soto expedition, disease and demographic decline. This is the first of two courses detailing the history and culture of southern Indians.

### **ANTH----: Southeastern Indians (offered every other spring)**

#### **Description:**

An ethnographic and historic survey of southern Indians from Europeans contact through the era of Removal. Particular emphasis will be placed on the following subjects: the decline of chiefdom societies across the South, the Spanish mission system, the development of the trade in deerskins, beaver pelts, and Indian slaves, ethnographic descriptions of the major southern Indians groups (including the Creek, Cherokee, Catawba, Choctaw, Chickasaw, Apalachee,

Natchez, and Seminole), an historical survey of resistance to colonial encroachment, and a detailed discussion of Removal.

**ANTH----: Human Ecology of the Mountain South** (offered every other fall or spring)

Description:

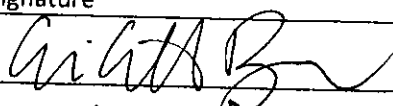


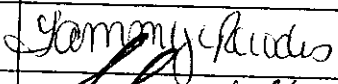
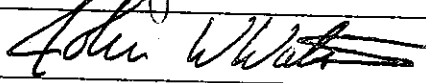
This course provides students with the knowledge and skills to understand changing human-environmental relationships in the mountain regions of the South and to apply these understandings to the assessment of and potential solutions to contemporary socio-environmental issues in the area. Moving chronologically, we will explore the emergence of Mississippian societies, their transformation during prehistoric and early historic eras, the impacts of early European settlements and the regions' incorporation into the global marketplace, development and the growth of tourism and industry in the area, and current social and environmental issues in the mountaun South including mountain top removal mining, farming practices, and the interconnections between environmental change and community vitality.

**COURSES TO BE DROPPED FROM ANTHROPOLOGY CURRICULUM**

**Arkansas Tech University**  
**REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Eric Bourne		9/4/09
Department Head W. Daniel Martin PhD		9/8/09
Dean Tom DeBlak		9-8-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/2/09
Vice President for Academic Affairs		

Course Subject: ANTHROPOLOGY ANTH	Course Number: 3313
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): SOUTHEASTERN INDIANS	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010 - 11	How frequently will course be offered? EVERY OTHER SPRING
Is this course repeatable? Y / <input checked="" type="radio"/> N How many times?	
Does this course require a fee? NO	How much? Type of fee?

app CC 11/19/09  
app FS 12/8/09

Elective     Major     Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites:

N/A

Co-requisites:

N/A

Grading

Standard Letter     P/F     Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

N/A

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

N/A

How does this proposal support the University Mission?

nurtures scholarly development & exposes students to cultural diversity

What assessment information is being used to support this proposal?

anthropology minor has grown substantially in the past two years  
(from zero to 12)

How will the effect of the change be monitored?

will monitor for increase in anthropology minors

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

increasing student demand for anthropology instruction

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

N/A



**Anthropology 3313 Southeastern Indians**  
**Spring (every other year)**  
**Time: TBA**  
**Dr. Eric Bowne (356-2073 [ebowne@atu.edu](mailto:ebowne@atu.edu))**  
**Office hours: TBA**

**Course Description and Objectives:**

This course is an ethnographic and historic survey of southern Indians from European contact through the era of Removal. Particular emphasis will be placed on the following subjects: the decline of chiefdom societies across the South, the Spanish mission system, the development of the deerskin and Indian slave trade, native resistance to colonial encroachment, and a detailed discussion of Removal. The course also includes ethnographic descriptions of major southern Indian groups, including the Creek, Cherokee, Catawba, Choctaw, Chickasaw, Seminole, Apalachee, and Natchez. /By the end of the course students should acquire an understanding of a little known aspect of our country's heritage, be able to distinguish between the various colonial strategies at play in the region, as well as the various forms of native resistance, and gain an appreciation for the place of southern Indians within U.S. society today.

**Textbooks:**

Charles Hudson, The Southeastern Indians (Knoxville: University of Tennessee Press, 1976).

Bonnie McEwan, Indians of the Greater Southeast (Gainesville, University Press of Florida, 2000).

**Selections from:**

Robbie Ethridge and Charles Hudson, The Transformation of Southeastern Indians (Oxford: University of Mississippi Press, 2002).

Eric Bowne, The Westo Indians (Tuscaloosa: University of Alabama Press, 2005).

Claudio Saunt, Black, White, and Indian (Oxford: Oxford University Press, 2005).

Kathryn Holland Braund, Deerskins and Duffels (Lincoln: University of Nebraska Press, 1993).

William Anderson, Cherokee Removal (Athens: University of Georgia Press, 1991).

**Exams:**

You will be required to take two mid-term examinations as well as a final exam. The first exam will be composed of short-answer questions and a map section, and will be held in class. The second mid-term exam and the final exam will be take-home exams. Each of the mid-term exams is worth 100 points. The final exam is also worth 100 points, and is not cumulative. The exams will cover both reading assignments and lecture material.

**Article Summaries:**

You will be required to write summaries for five articles during the course of the semester. The summaries should be one-to-two pages in length (single-spaced, typed). Summaries should conclude with a paragraph of your thoughts and/or criticisms of the author's conclusions. Information from articles will be included on exams. Articles are available on reserve in the library.

**Grades:**

Exam one	100
Exam two	100
Final exam	100
Summaries	50
Total	<u>350</u>

**Attendance and other course policies:**

Attendance is extremely important in this course and will be taken daily. Beginning with the second week of class, each absence beyond three will result in a 1% reduction of your final grade and each absence beyond five will result in a 2% reduction of your final grade. Please note that much of the information you will be required to know for examinations will be presented to you in lecture form. If you miss class your grade will suffer accordingly. If you must be absent from class be sure to obtain any notes you missed from another student.

Academic integrity must be maintained, that is, no forms of cheating/plagiarism will be tolerated. Please see your student handbook if you have questions about the meaning of these terms or the consequences of violating the Student Code of Conduct.

Respect others. Each of us are allowed our own opinions and will be given the chance to express them if we so desire – but only if that expression takes a respectful form. I want an open, relaxed atmosphere in which all of us feel comfortable speaking our minds.

No use of the internet, cell phones, texting, etc. Violation of this policy will result in an unexcused absence for the day.

In all cases please use common sense.

## **Course Outline**

### **I. INTRODUCTION**

1. The meeting of the Old and New Worlds
2. The decline of chiefdoms in the South

### **II. EUROPEAN COLONIZING STRATEGIES**

1. Spanish mission system (Florida and Texas)
2. Beaver trade in the Northeast
3. Plantation system and Indian trade in the South

### **III. NATIVE RESPONSES TO INVASION**

1. Neo-traditional polities
2. Militaristic slaving polities
3. Euro-dependent polities
4. Confederated polities

## **Exam One**

### **IV. LONG-TERM SOCIAL & CULTURAL INSTITUTIONS OF THE ANCIENT SOUTH**

1. Languages
2. Dress
3. Subsistence Techniques
4. Kinship and Clan Systems
5. The Southeastern Indian Belief System
6. Games

### **V. SOUTHERN INDIAN CULTURES**

1. Cherokee
2. Creek
3. Catawba
4. Chickasaw
5. Choctaw
6. Seminole
7. Apalachee
8. Natchez

## **Exam Two**

### **VI. THE SOUTHERN COLONIAL WORLD**

1. Spanish Florida

2. English Virginia
3. English Carolina
4. French Louisiana

#### VII. CONFLICT AND ACCOMODATION (17<sup>th</sup>-19<sup>th</sup> centuries)

1. Indian slave trade
2. Yamassee War
3. Social and cultural implications of European trade
4. French and Indian War
5. Proclamation of 1763
6. The Civilization Plan
7. The Red Stick Uprising

#### VIII. INDIAN REMOVAL AND BEYOND

1. Cherokee Removal/Trail of Tears
2. Dawes Act
3. Indian Reorganization Act
4. Indian schools
5. 20<sup>th</sup> century resistance
6. The five "civilized" tribes today

### **Final Exam**

## **ADDENDUM TO ANTH 3313: Southeastern Indians COURSE PROPOSAL IN ANTHROPOLOGY**

**(To take effect as of the fall semester, 2010)**

Per discussions in the Programs and Curriculum meeting on November 19<sup>th</sup>, 2009, we would like to add the following statements to our proposed course addition under the section addressing the question, *"What assessment information is being used to support this proposal?"*

1. **Student Interest:** Informal student surveys have been conducted in anthropology courses for three semesters beginning spring 2008 (i.e., 15 course sections) from which it is clear students are interested in learning the culture and history of Native Arkansans and other Indians of the greater Southeast. We are creating the Southeastern Indians course to allow our students to gain a greater depth and breadth of experience with this specialty area in anthropology.
2. **Research in Best Practices:** The areas of specialization of the faculty in anthropology have changed dramatically in recent years. Because of these changes in specialization, as well as faculty turnover and new hiring, it becomes necessary to revisit the existing curriculum to make alterations in electives, so that the needs of the students are met and the department stays current with trends in anthropology. Areas of need were identified that matched specialty areas of faculty, thus leading to the proposed course.
3. **Current Trends in Discipline:** The anthropological approach to the study of Native North America is not only well established as a sub-discipline, but was foundational to the development of American anthropology. Please find attached examples of the American Society of Ethnohistory for information on this sub-discipline.

Thus, to offer students more opportunities for learning consistent with their interests and faculty expertise and to maintain consistency with discipline standards we believe this change reflects the goals of our department as well as the needs of the students.

## *Ethnohistory*

### ASE's Quarterly Journal

Over 1400 individuals and institutions currently receive ASE's peer-reviewed journal *Ethnohistory* in print and electronic form. The journal reflects the wide range of current scholarship inspired by anthropological and historical approaches to the human condition. Of particular interest are those analyses and interpretations that explore the experience, organization, and identities of indigenous, diasporic, and minority peoples that otherwise elude the histories and anthropologies of nations, states, and colonial empires. The journal publishes work from the disciplines of geography, literature, sociology, and archaeology, as well as anthropology and history. It welcomes theoretical and cross-cultural discussion of ethnohistorical materials and recognizes the wide range of academic disciplines.

The web site [ethnohistory.org](http://ethnohistory.org) contains the editorial statement, information on submitting manuscripts to the journal, on reviewing books for the journal, and on *Ethnohistory's* presence in indexes and electronic databases. This information can also be found following the Editors' statement in each issue.

#### **Subscribe at:**

<http://www.dukeupress.edu/ethnohistory/>

## *ASE Prizes*

### **Erminie Wheeler-Voegelin - Best Book Award:**

This prize is awarded annually for recognition of the best book-length contribution to ethnohistory. The award was established in 1981 to honor Dr. Erminie Wheeler-Voegelin, an early ethnohistorian and founder of the Society.

### **Robert F. Heizer - Best Article Award:**

This prize is awarded annually for recognition of the best article in the field of ethnohistory. The award was established in 1980 to honor Dr. Robert F. Heizer, ethnohistorian and archaeologist noted for his research in California and Mesoamerica.

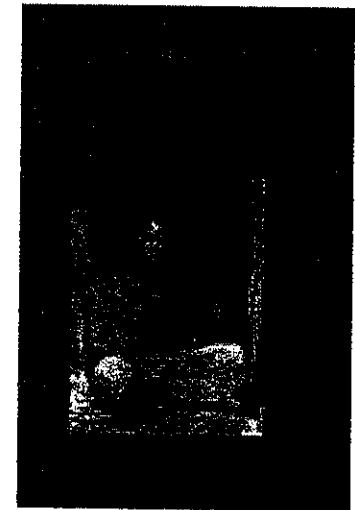
### **Helen Hornbeck Tanner - Best Student Conference Paper Award:**

Every year the ASE awards a prize to the best paper presented by a graduate student at the annual meeting. Named in honour of long-time ASE member who consistently encouraged students during her career.

### **Graduate Student Travel Awards:**

Conference organizers choose among applicants to award money to help cover travels costs to the conference.

## American Society for Ethnohistory



Founded in 1954

[www.ethnohistory.org](http://www.ethnohistory.org)

## About the ASE

The American Society for Ethnohistory (ASE) was founded in 1954 to promote the interdisciplinary investigation of the histories of the Native Peoples of the Americas. The ethnohistorical method, as it has come to be known, involves developing histories informed by ethnography, linguistics, archaeology, and ecology. Today the ASE, is a thriving organization of over 1,000 scholars and readers.

The ASE is the preeminent international organization in the field and sponsors the journal *Ethnohistory*. In membership and purpose, it represents the interests of communities as well as academics. It emphasizes a variety of disciplines, including cultural anthropology, history, American Indian studies, archaeology, ecology, and linguistics. The unifying factor is a commitment to the mission of our association - professionals from a variety of backgrounds who are helping to create inclusive histories of indigenous and other peoples around the world.

## Past Meetings

2008 Eugene, OR	2002 Quebec City, QC
2007 Tulsa, OK	2001 Tucson, AZ
2006 Williamsburg, VA	2000 London, ON
2005 Santa Fe, NM	1999 Mashantucket, CT
2004 Chicago, IL	1998 Minneapolis, MN
2003 Riverside, CA	1987 Mexico City

## Membership Benefits

- One-year print subscription to our journal *Ethnohistory* (four issues)
- Free online access to *Ethnohistory* at [ethnohistory.dukejournals.org](http://ethnohistory.dukejournals.org)
- RSS feeds and table-of-contents alerting for *Ethnohistory*
- Attend annual meetings in select locations across North America. ASE meetings allow generous time for the discussion of your own and related research. They provide a congenial setting in which to meet both new scholars and leading international researchers. Annual meetings also feature outings to locales of ethnohistoric interest and a book fair.
- The opportunity to present a paper or serve as a chair or discussant at the annual meetings in select locations across North America
- Participation in an invaluable forum for historians, anthropologists, ethnographers, archaeologists, and other scholars devoted to the study of cultures and societies throughout the world

### Rates:

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\$99.00 USD/year Institutions  
\$700.00 USD Life Time Membership

Tear here

## American Society for Ethnohistory Membership Form

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**Arkansas Tech University**  
**REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Dr. William Schumann	<i>Dr. William Schumann</i>	9/3/09
Department Head Dr. Daniel Martin	<i>W. Daniel Martin</i>	9/8/09
Dean Tom DeBlack	<i>Tom DeBlack</i>	9/8/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Rude</i>	10/2/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: ANTHROPOLOGY ANTH	Course Number: 3403
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): ETHNOGRAPHIC METHODS	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010-2011	How frequently will course be offered? every other year
Is this course repeatable? Y/N <input checked="" type="radio"/> How many times?	
Does this course require a fee? NO How much? Type of fee?	

app CC 11/19/09  
app FS 12/8/09  
12-11-09 ✓



<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: N/A	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Catalog course description</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> <li>Course bibliography, reading list, and /or listing of other instructional media</li> </ol>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. N/A	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. N/A	
How does this proposal support the University Mission? NURTURES SCHOLARLY DEVELOPMENT AND EXPOSES STUDENTS TO CULTURAL DIVERSITY	
What assessment information is being used to support this proposal? ANTHROPOLOGY MINOR HAS GROWN FROM ZERO MINORS (FALL 2007) TO OVER A DOZEN (FALL 2009)	
How will the effect of the change be monitored? WILL MONITOR FOR INCREASE IN ANTH. MINORS	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. INCREASING STUDENT DEMAND FOR ANTHROPOLOGY INSTRUCTION	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. N/A	

3403

**ANTH 3243 Ethnographic Field Methods**

(to become ANTH 3403)

Dr. William R. Schumann

MWF:

9-9:50 Witherspoon 368

Office: Witherspoon 357; Phone: 356-2168

Email: wschumann@atu.edu

Office Hours: M 10-12; T 11-12; W 10-11, 1-2 *or by appointment.*

**Course Description:**

This course trains students in research methods in anthropology with an emphasis on qualitative research. Students learn the different uses of methodologies to address specific types of research questions, practice participant-observation and interview techniques as part of semester-long research projects, and survey anthropological theory as it relates to conducting ethnographic fieldwork.

**Overview:**

This course offers a study of the basic field research techniques of cultural anthropology, with a focus on qualitative methods in particular. Through readings, short in-class and out-of-class writing and research projects, and a semester-long field research project, students are encouraged to develop critical interviewing, writing, and data analysis skills that can be applied to anthropological research and other career opportunities. The long-term project is concerned with documenting social change in central Arkansas through life history interviews, which will entail the creation of questionnaires, participant observation, transcription, writing, and analysis of information gained through interactions with the Unity Baptist Church of Dardanelle, Arkansas, a historically African-American church. Several days of the course will be dedicated to preparing for and assessing this project, but this course also requires a commitment to self-motivated, out-of-class student work. Some of the results of this process will be published on the internet through Arkansas Tech's Digital History Institute program, which is housed in the Department of History at ATU.

**Textbooks (available at the bookstore):**

O'Reilly. *Ethnographic Methods*. Routledge.

Smith, *Decolonizing Methodologies*. Zed Books.

\*There will also be several course readings supplements, which will be distributed either as handouts or via email.

**Course goals:**

- Students should be able to develop interview questions, learn to conduct interviews, and transcribe interview data.
- Students should be able to set interview data in cultural/historical contexts.
- Students should be able to write, based on participant observation, accurate, detailed field notes that can be used for writing projects.

- Students should be able to identify how different data collection techniques can be applied to meet specific research problems.
- Students should be able to develop writing skills that can be applied to anthropological and non-anthropological projects, both within and beyond the academic setting.
- Students should be able to identify the ethical demands of conducting ethnographic field work.

### **Grading policies:**

I. 80% of grade: Students will compile a *Research Portfolio* over the course of the semester, which will contain the following elements, all of which must be typed in 12pt Times New Roman unless otherwise indicated:

1. Draft interview questionnaires. (5%)
2. Revised interview questionnaires. (2%)
3. Mock life history interview drafts (typed), including copies of interview notes (not typed). (15%)
4. Participant observation field notes. (15%)
5. Interview transcripts. (15%)
6. Research ethnography drafts (6-8 pages). (10%)
7. In-class auto-ethnographies (not typed) (3%)
8. Final draft of research ethnography (15%)

Though I will take up and grade the majority of the portfolio assignments over the course of the semester, you must keep up with and turn in ALL portfolio assignments at the end of the semester. Please buy a folder or 3-ring binder to keep this information together until it is all due.

II. Participation in and outside of class (10%)

III. Final exam: research presentations (10%)

### **Course policies:**

- Come to class and come prepared.
- Respect others. From time to time, we will encounter controversial issues. I encourage you to express your opinions of these issues, but also insist that we all maintain mutual respect for all members of this classroom community.
- No cell phones. Answering your phone or texting in class counts as an unexcused absence.
- Maintain academic integrity. No forms of cheating or plagiarism are tolerated. Please see your student handbook (p. 12) if you have questions about the meaning of these terms or the consequences of violating the Student Code of Conduct.
- *Please type course title/number and section number in email subject line for all email correspondence.*

### **Schedule:**

- 1.12 Course introductions  
 1.14 O'Reilly Ch. 1  
 1.16 \*Atkinson, Paul, Amanda Coffey, Sara Delamont, John Lofland, and Lyn Lofland  
 2007 "Currents of Cultural Fieldwork" in Handbook of Ethnography. Sage Publications Ltd

- 1.19 **Martin Luther King, Jr. Holiday**
- 1.21 O'Reilly Ch. 2
- 1.23 O'Reilly Ch. 4
  
- 1.26 O'Reilly Ch. 5
- 1.28 \*Bernard, H. Russell 1995 "Anthropology and Research Design" in Research Methods in Anthropology. Qualitative and Quantitative Approaches. Second ed. AltaMira press
- 1.30 TBA
  
- 2.2 \*Patton, Michael Quinn 2002 "Qualitative Interviewing" in Qualitative Research & Evaluation Methods 3<sup>rd</sup> edition. Sage publications, Inc.
- 2.4 O'Reilly Ch. 6
- 2.6 *Questionnaire workshop; **draft questionnaires due***
  
- 2.9 \*Agar 1980 "Beginning fieldwork." In The Professional Stranger. Academic Press.
- 2.11 \*Flick, Uwe 2006 "Sampling" in An Introduction to Qualitative Research. Third ed. Sage publications
- 2.13 *Research workshop: participant observation*
  
- 2.16 \*Fetterman, David M. 1998 "Gearing Up: Ethnographic Equipment" in Ethnography Step by Step. Second ed. Sage publications
- 2.18 *Interviewing workshop: taking notes*
- 2.20 \*Silverman, David 2004 " Focus group research" in Qualitative Research. Theory, Method, and Practice. 2<sup>nd</sup> ed. Sage publications, Ltd.; **revised questionnaires due**
  
- 2.23 \*Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 1995. "Pursuing Members' Meanings" in Writing Ethnographic Fieldnotes. The University of Chicago Press
- 2.25 \*Pickering, Michael 2008 "Engaging with Memory" in Research Methods for Cultural Studies. Edinburgh University Press.*Interviewing Workshop: mock life history interviews*
- 2.27 \*Silverman, David 2004 " The active interview" in Qualitative Research. Theory, Method, and Practice. 2<sup>nd</sup> ed. Sage publications, Ltd.
  
- 3.2 O'Reilly Ch. 8
- 3.4 *Interviewing Workshop: mock life history interviews*
- 3.6 *Interviewing Workshop: mock life history interviews*
  
- 3.9 \*Hammersley, Martyn and Paul Atkinson 2007 "Writing ethnography" in Ethnography. Principles in practice. Third ed. Routledge O'Reilly Ch. 7
- 3.11 \*Gubrium and Holstein 2008 " Narrative Ethnography" in Handbook of Emergent Methods Ethnography. The Guilford Press
- 3.13 *Participant observation workshop: discussing field research; exchange life history write-ups.*
  
- 3.16 *Writing workshop: peer review of mock life history write-ups; **first drafts due***
- 3.18 O'Reilly Ch. 7
- 3.20 *Writing workshop: transcribing*
  
- 3.23-3.27 **SPRING BREAK**

- 3.30** *Writing workshop: transcribing; field notes due*
- 4.1 \*Dicks and Mason 2008 " Hypermedia Methods for Qualitative Research" in Handbook of Emergent Methods. The Guilford Press
- 4.3** *Ethnographic writing workshop: contextualizing data; exchange research ethnography drafts; interview transcripts due*
- 4.6 O'Reilly Ch. 9
- 4.8 \*Davies 2008 "Reflexivity and ethnographic research" in Reflexive Ethnography. Routledge.
- 4.10** *Writing samples workshop: peer review; research ethnography drafts due*
- 4.13 \*Ellen 1984 "Ethics in relation to informants, the profession, and governments." In Ethnographic research. A guide to general conduct. Academic Press Limited; internet readings TBA
- 4.15 \*Lareau, Annette and Jeffrey Schultz 1996 "Common Problems in Field Work: A Personal Essay" in Journeys Through Ethnography. Realistic Accounts and Fieldwork. Westview Press
- 4.17** *Writing workshop: in-class auto-ethnography: due at end of class*
- 4.20 \*Rosaldo. "Subjectivity in social analysis" In Culture and Truth. Beacon Press.
- 4.22 Smith, Introduction and Ch. 1
- 4.24 Smith, Ch. 3
- 4.27 Smith, Ch. 4
- 4.29 Smith, Ch. 5, 7
- 5.1** Smith, Ch. 8; **Final Portfolio due, including final research ethnography**

**ADDENDUM TO ANTH 3403: Ethnographic Research Methods COURSE PROPOSAL IN ANTHROPOLOGY**

**(To take effect as of the fall semester, 2010)**

Per discussions in the Programs and Curriculum meeting on November 19<sup>th</sup>, 2009, we would like to add the following statements to our proposed course addition under the section addressing the question, *"What assessment information is being used to support this proposal?"*

1. **Student Interest:** Informal student surveys have been conducted in anthropology courses for three semesters beginning spring 2008 (i.e., 15 course sections). We are creating the Research Methods course to allow our students to gain a greater depth and breadth of experience with the theories and methods of this general area in anthropology.
2. **Research in Best Practices:** Research methods allow students to develop career-oriented skills from anthropology instruction.
3. **Current Trends in Discipline:** Research methods are fundamental to anthropology. Please find attached examples of American Anthropological Association information on this topic of study.

Thus, to offer students more opportunities for learning consistent with their interests and faculty expertise and to maintain consistency with discipline standards we believe this change reflects the goals of our department as well as the needs of the students.

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[Exciting Times for NAPA](#)

As we approach the AAA Annual Meeting in Philadelphia, it's time to think of where NAPA has been,

[October 2009 e-Newsletter](#)

We would all like to thank our contributors

## Exciting Times for NAPA

Posted by [admin](#) in [News/Announcements](#) on November 10th, 2009

As we approach the AAA Annual Meeting in Philadelphia, it's time to think of where NAPA has been, where we want to go in the coming year and how we can begin to prepare for it. We hope that you will join us for the many exciting NAPA events that will happen in Philadelphia. Some [...]

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## October 2009 e-Newsletter

Posted by [enanas](#) in [News/Announcements](#) on October 16th, 2009

We would all like to thank our contributors and our NAPA members for all of your patience while we resolve technical issues regarding our e-Newsletter over the last six months. We are confident that our technical issues have been resolved and that we will be able to post our e-Newsletter in a timely manner from [...]

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## AAA Nominations Open Until October 2nd

Posted by [admin](#) in [News/Announcements](#) on September 17th, 2009

The NAPA Nominations Committee invites any NAPA members to nominate themselves for the upcoming AAA elections for various open seats, see below. The deadline for nominations is October 2. All of the information you need is located on the AAA website: <http://www.aaanet.org/about/Elections/OverviewofProcess.cfm>. If you would like one of us on the nominations committee to write [...]

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## The Development Of The 2009 MA Survey

Posted by [admin](#) in [News/Announcements](#) on August 16th, 2009

A major Initiative in 2009 for CoPAPIA (Committee on Practicing, Applied, and Public Interest Anthropology), a new standing committee of the AAA, is to undertake an MA alumni online survey across all major fields, from archaeology/CRM to cultural and applied anthropology. This will be the first AAA-sponsored survey on MAs; there are few data on [...]

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## Special MA Career Survey

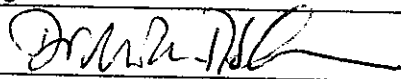
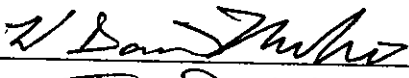

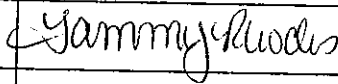
Posted by [admin](#) in [News/Announcements](#) on August 13th, 2009

Dear NAPA Member:

**Arkansas Tech University**  
**REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Dr. William Schumann		9/3/09
Department Head Dr. Daniel Martin		9/8/09
Dean Tom DeBlack		9/8/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/2/09
Vice President for Academic Affairs		

Course Subject: ANTHROPOLOGY ANTH	Course Number: 4103
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): ANTHROPOLOGY OF EUROPE	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010 - 2011	How frequently will course be offered? every other year
Is this course repeatable? Y/ <input checked="" type="radio"/> N How many times?	
Does this course require a fee? NO	How much? Type of fee?

app CC 11/9/09  
app FC 12/8/09  
12-11-09 ✓



Elective     Major     Minor  
If major or minor course, you must complete the Request for Program Change form.

Prerequisites: N/A      Co-requisites:

Grading     Standard Letter     P/F     Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:  
a. Course subject, number and title  
b. Catalog course description  
c. Course goals and/or objectives  
d. Course outline  
e. Methods of student performance assessment and evaluation  
f. Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.  
N/A

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.  
N/A

How does this proposal support the University Mission?  
NURTURES SCHOLARLY DEVELOPMENT AND EXPOSES STUDENTS TO CULTURAL DIVERSITY

What assessment information is being used to support this proposal?  
ANTHROPOLOGY MINOR HAS GROWN FROM ZERO MINORS (FALL 2007) TO OVER A DOZEN (FALL 2009)

How will the effect of the change be monitored?  
WILL MONITOR FOR INCREASE IN ANTH. MINORS

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. INCREASING STUDENT DEMAND FOR ANTHROPOLOGY INSTRUCTION

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.  
N/A

403

**ANTH 3243: Anthropology of Europe**

(to become ANTH 4103)

Dr. William R. Schumann

Fall 2009

Section 001, MWF 9-9.50 Dean 207

Office: Witherspoon 357; Phone: 356-2168

Email: wschumann@atu.edu

Office Hours: M 11-12; T 11-12; R 11-1 *or by appointment.*

**Course Description:**

This course focuses on cultural history and diversity in Europe in the era of modern nation-state. Course topics include: state formation and the development of national communities, relations between rural cultural enclaves and industrialized population centers, supranational integration and cultural identity, and nationalism in the era of global immigration into Europe. The goal of this course is to analyze how cultural identities in Europe have been formed, sustained, and challenged given these multiple transformations in the political, economic, and social fabric of European nation-states. This is a reading and writing-intensive course.

**Textbooks (available at the bookstore):**

Berdahl. *Where the World Ended: Re-Unification and Identity in the German Borderland.* U of California Press.

Suarez-Navaz. *Rebordering the Mediterranean: Boundaries and Citizenship in Southern Europe.* Berghahn.

Winders. *European Culture Since 1848: From Modern to Postmodern and Beyond.* Palgrave Macmillan.

Additional readings available on the course's Blackboard site.

**Course goals:**

The course is organized into four sections to examine four specific questions about culture and culture change in Europe.

**1. What is Europe?** We will examine how Europe has been defined in relation to cultural, geographic, and conceptual references to difference from Europe. As this is a long-term and ongoing process, we will examine historical and contemporary factors shaping this dynamic, including the formation of the European nation-state and nationalism, wholesale economic transformations (from rural to urban to industrial to global), and the roles of kinship, gender, and race in determining belonging in national and/or socioeconomic communities.

**Goals:** students should be able to articulate the social, economic, and political factors that have led to the formation of European nation-states.

**2. Nation and Identity in Focus: The British Isles.** The next section of the course will examine the premises explored in the first section through a closer look at the United Kingdom (UK) and its relationship with Ireland. In particular, we will consider: how ethnic differences are managed within the UK regarding the Irish, Welsh and Scots, as well as persons of non-European descent; how cultural authenticity is marketed beyond UK and Irish borders; how popular culture intersects with ethno-national politics; and how political transformations within the UK have changed meanings of national identity within the so-called "Celtic fringe".

**Goals:** students should be able to identify differences and similarities in the cultures of Ireland, England, Scotland, and Wales; students should be able to identify the historical and contemporary factors informing these distinctions.

**3. The Revolutions of the East.** Shifting the conceptual and geographic focus of the course, this section will explore the social, economic, and political implications and impacts of the post-Soviet/socialist era in Eastern Europe.

**Goals:** students should be able to identify the changing statuses of work, family, gender, ethnicity, and nationality within the post-socialist frameworks of East European nation-states.

**4. Integration and Immigration.** Europe's political and cultural borders have never been absolutely fixed in time or place; however, the globalizing forces of European integration and transnational migration have significantly altered the post-war dynamics of cultural, economic, and political life. The final section of the course will examine European nationalism—at both the national and supranational levels—as a cultural and legal response to these issues.

**Goals:** students should be able to identify how the processes of supranational integration and transnational migration are reshaping cultural ideals of Europe's national and/or racial composition.

### ***GRADING POLICIES***

**Participation. 10% of grade.**

**Announced essay quizzes. 20% of grade.** We will periodically assess our comprehension of course content through pre-arranged essay quizzes; topics will be determined in class and completed outside of class.

**Mid-term examination. 20% of grade.**

**Final examination. 25% of grade.**

**Research paper on culture change in Europe. 25% of grade.** *All papers must be typed in black ink in 12 point Times New Roman, double spaced with standard margins and pagination; papers should be 15 pages in length. Papers should follow the style guide of the American Anthropological Association; go to <http://www.aaanet.org/publications/guidelines.cfm> for additional information. No exceptions to this format.*

Research papers should explore the impacts of Europe's social/demographic, economic, and political transformations on a particular cultural group residing in one or more European nation-states, i.e., indigenous minorities or majorities, migrant communities of European or non-European origin, rural or urban populations, political, bureaucratic, or institutional cultures, etc. The goal of the research paper is to analyze European cultural identities as both historically situated and flexible with regard to the current circumstances of membership in Europe's local, national, and supranational communities. Papers may be written and researched from any number of angles or perspectives, but each should address the following questions in some way:

What cultural, economic, or political factors have historically shaped cultural identity or membership in the group you are researching?

How does the group's dominant or subordinate status in the context of the nation-state enable or constrain group self-determination and cultural expression?

What is the relevance of transnational processes, such as European integration or cross-border human migration, to your group?

### ***COURSE POLICIES***

Come to class and come prepared.

Respect others. From time to time, we will encounter controversial issues. I encourage you to express your opinions of these issues, but also insist that we all maintain mutual respect for all members of this classroom community.

No cell phones. Answering your phone or texting in class counts as an unexcused absence.

Maintain academic integrity. No forms of cheating or plagiarism are tolerated. Please see your student handbook (p. 12) if you have questions about the meaning of these terms or the consequences of violating the Student Code of Conduct.

Please type course title/number and section number in email subject line for all email correspondence.

## **SCHEDULE**

### **I. What is Europe?**

8.19 Introduction to the course

8.21 Davies, Norman. 1997. "Introduction." Pp. 1-46. In *Europe: A History*. Pimlico.

8.24 Goody, Jack. 2004. (1988). "Past encounters." Pp. 1-110. In *Islam in Europe*. Polity Press.

8.26 Winders Chs. 1-3

8.28 Winders Chs. 4-5

8. 31 Llobera, Joseph. 2004. "What's in a name? Kinship, territory and religion in the making of national identity." Pp. 46-63. In *Foundations of National Identity: From Catalonia to Europe*.

Berghahn Books;

Winders Ch. 8

9.2 Winders, Chs. 9-10

9.4 Zimmerman, Andrew. 2001. "Anthropological Patriotism: The Schulstatistick and the Racial Composition of Germany." Pp135-146 in *Anthropology and Antihumanism in Imperial Germany*: The University of Chicago Press;

MacLaughlin, Jim. 1999. "Pestilence on their backs, famine in their stomachs": the racial construction of Irishness and the Irish in Victorian Britain." Eds. Colin Graham and Richard, Kirkland. Pp. 50-76. New York: St. Martin's Press.

9.7 LABOR DAY: NO CLASS

9.9 Tsoukalas, Constantine. 2002. "The irony of symbolic reciprocities- the Greek meaning of „Europe“ as a historical inversion of the European meaning of „Greece“." *The Meaning of Europe: Variety and Contention within and among Nations*. Mikael af Malmborg and Bo Strath, eds. Pp. 27-50. New York: Berg.

9.11 Aguilar, Paloma. 2003. "Institutional legacies and collective memories: the case of the Spanish transition to democracy." *States of Memory: Continuities, Conflicts, and Transformations in National Retrospection*. Ed. Jeffrey K. Olick. Pp. 128-160. Durham, NC: Duke University Press.

### **II. Nation and Identity in Focus: The British Isles**

9.14 Discuss paper topics

9.16 Thomas, Hugh. 1995 (1972). "The union of England and Wales" through "The social order." *A History of Wales 1485-1660*. Pp. 45-55, 144-167.

- 9.18 Lilley, Keith D. 2002. "Imagined Geographies of the Celtic Fringe and the Cultural Construction of the Other in Medieval Wales and Ireland." Pp. 21-36 in *Celtic Geographies: Old Culture New Times*, edited by D. C. Harvey, R. Jones, N. McNroy, and C. Milligan. Routledge.
- 9.21 Merrington, Peter. 2003. "Staging History, Inventing Heritage: The New Pageantry and British Imperial Identity, 1915-35." Pp 239-258 in *Archaeologies of the British: Explorations of Identity in Great Britain and its Colonies 1600-1945*, edited by S. Lawrence. London, Routledge.
- 9.23 Brown, Jacqueline Nassy. 2005. "Genealogies: Place, Race, and Kinship." Pp.70-96 in *Dropping Anchor, Setting Sail: Geographies of Race in Black Liverpool*. Princeton University Press
- Gilroy, Paul. 1987. "'The whisper wakes, the shudder plays': „race“, nation and ethnic absolutism." *'There Ain't No Black in the Union Jack': The Cultural Politics of Race and Nation*. Pp. 43-72. Chicago, IL: University of Chicago Press.
- 9.25 Darby, Wendy Joy. 2000. "Landscape of nation." Pp. 67-99. *Landscape and Identity: Geographies of Nation and Class in England*. New York: Berg.
- 9.28 Kockel, Ullrich. 2008. "Turning the World Upside Down: Towards a European Ethnology in (and of) England." Pp 149-163 in *Everyday Cultures in Europe Approaches and Methodologies*, edited by M.N. Craith, U. Kockel, and R. Johler. Ashgate Publishing;
- Green, Sarah. 2002. "Culture in a network: dykes, webs, and women in London and Manchester." *British Subjects: An Anthropology of Britain*. Ed. Nigel Rapport. New York: Berg.
- 9.30 Parman, Susan. "Scottish crofters: narratives of change among small landholders in Scotland." Eds. George Spindler and Janice E. Stockard. Pp. 304-333. *Globalization in Fifteen Cultures*. New York: Thompson Wadsworth.
- 10.2 Gold, John R., & Gold, Margaret M. 1995. "Selling Highland Scotland: The Role of Heritage." Pp.140-159 in *Imagining Scotland: Tradition, Representation and Promotion in Scottish Tourism Since 1750*. Ashgate Publishing;
- McArthur, Colin. 2003. "Scotland and the Braveheart Effect." Pp 123-136 in *Brigadoon, Braveheart and the Scots: Distortions of Scotland in Hollywood Cinema*: London. New York. I.B. Tauris.
- 10.5 Foer, Franklin. 2004. "How soccer explains the pornography of sects." Pp. 35-64. *How Soccer Explains the World: An Unlikely Theory of Globalization*. New York: Harper Perennial.
- 10.7 Wilson, Thomas M. and Hastings Donnan. 2006. "Controlling bodies." Pp. 43-67. *The Anthropology of Ireland*. New York: Berg.
- 10.9 Crooke, Elizabeth. 2005. "The Construction of Community Though Heritage in Northern Ireland." Pp 223-233 in *Ireland's Heritages Critical Perspectives on Memory and Identity*, edited by M. McCarthy. Ashgate Publishing;
- Gaffey, Sheila. 2004. "The Role of Place in the Production of Uniqueness."Pp. 107-118 in *Signifying Place: The Semiotic Realisation of Place in Irish Product Marketing*. Ashgate Publishing;
- McGovern, Mark. 2003. "The Cracked Pint Glass of the Servant: The Irish Pub, Irish Identity and the Tourist Eye." Pp. 83-101 in *Irish Tourism: Image, Culture and Identity*, edited by M. Cronin and B. O'Connor. Great Britain: Cromwell Press.
- 10.12 Gramich, Katie. 1997. "Cymru or Wales?: exploration in a divided sensibility." Pp. 97-112 in *Studying British Cultures*, Routledge.

Robinson, Vaughan. 2003. "Croeso I Gymru-Welcome to Wales? Refugees and Asylum Seekers in Wales." Pp.179-200 in *A Tolerant Nation? Exploring Ethnic Diversity in Wales*, Ed. Charlotte Williams. Cardiff, UK: University of Wales Press.

**10.14** MacLeod, Gordon. 2002. "Identity, Hybridity and the Institutionalisation of Territory, On the Geohistory of Celtic Devolution." Pp 53-68 in *Celtic Geographies: Old Culture, New Times*, edited by D.C. Harvey, R. Jones, N. McInroy, & C. Milligan. Routledge;

Fowler, Carwyn. 2004. "Welsh national identity and the British political process." In *Relocating Britishness*. (Stephen Caunce, Ewa Mazierska, Susan Sydney-Smith, and John K. Walton, eds.), pp. 96-216. Manchester, UK: Manchester University Press.

### **10.16 MIDTERM EXAM**

## **III. Eastern Europe's Many Revolutions**

**10.19** Berdahl Intro and Ch. 1

**10.21** Berdahl Ch. 2

**10.23** Berdahl Ch. 3-4

**10.26** Berdahl Ch. 5-6

**10.28** Berdahl Ch. 7 and Epilogue.

**10.30** Bringa, Tone. 1995. "A Bosnian village." Pp. 37-84. *Being Muslim the Bosnian Way*. Princeton, NJ: Princeton University Press.

**11.2** Petryna, Adriana. 2002. "Life politics after Chernobyl." *Life Exposed: Biological Citizens after Chernobyl*. Pp. 1-33. Princeton, NJ: Princeton University Press.

**11.4** Kaneff, Deema. 1996. "Responses to Democratic Land Reforms in a Bulgarian Village." Pp. 85-114 in *After Socialism: Land Reform and Social Change in Eastern Europe*. New York: Berghahn Books

**11.6** Haney, Lynne. 2002. "Materializing Need: The Regulation of Poverty and the Stigmatization of the Poor." Pp. 173-205 in *Inventing the Needy: Gender and the Politics of Welfare in Hungary*, University of California Press.

Dunn, Elizabeth C. 2004. "Accountability, corruption, and the privatization of Alima." *Privatizing Poland: Baby Food, Big Business, and the Remaking of Labor*. Pp. 28-57. Ithaca, NY: Cornell University Press.

## **IV. Integration and Immigration**

**11. 9** Demossier, Marion. 2007. "The political structuring of cultural identities in the European Union." Ed. Marion Demossier. Pp. 49-66. *The European Puzzle: The Political Structuring of Cultural Identities at a Time of Transition*. New York: Berghahn Books.

Shore, Cris. 2000. "Symbolising boundaries: the single currency and the art of European governance." Pp. 87-122. *Building Europe: The Cultural Politics of European Integration*. New York: Routledge.

Winders Ch. 14

**11.11** Hervik, Peter. 2006. "The emergence of neo-nationalism in Denmark, 1992-2001." Eds. Andre Gingrich and Marcus Banks. Pp.92-106. *Neo-Nationalism in Europe and Beyond: Perspectives from Social Anthropology*. New York: Berghahn Books.

Holmes, Douglas R. 2000. "Factual racism." Pp. 116-137. *Integral Europe: Fast-Capitalism, Multiculturalism, Neofascism*. Princeton, NJ: Princeton University Press.

11.13 Suarez-Navaz TBA

11.16 Suarez-Navaz TBA

11.18 Suarez-Navaz TBA

11.20 Suarez-Navaz TBA

11.23 Suarez-Navaz TBA

11.25 **THANKSGIVING BREAK**

11.27 **THANKSGIVING BREAK**

11.30 Student paper presentations

12.2 Student paper presentations

12.4 Student paper presentations

12.7 Course evaluations; final exam review

**ADDENDUM TO ANTH 4103: Anthropology of Europe COURSE PROPOSAL IN ANTHROPOLOGY**

**(To take effect as of the fall semester, 2010)**

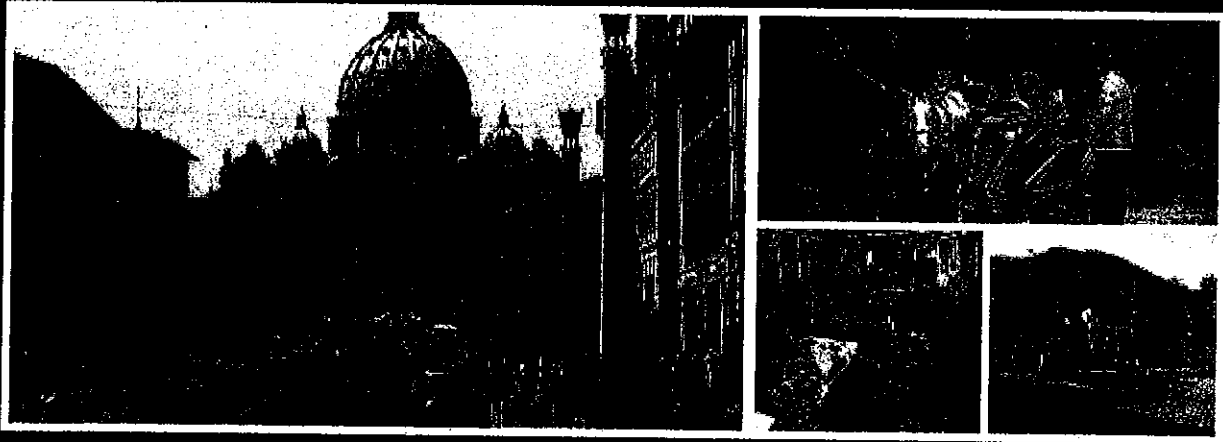
Per discussions in the Programs and Curriculum meeting on November 19<sup>th</sup>, 2009, we would like to add the following statements to our proposed course addition under the section addressing the question, *“What assessment information is being used to support this proposal?”*

1. **Student Interest:** Informal student surveys have been conducted in anthropology courses for three semesters beginning spring 2008 (i.e., 15 course sections). We are creating the Anthropology of Europe course to allow our students to gain a greater depth and breadth of experience with this specialty area in anthropology.
2. **Research in Best Practices:** The areas of specialization of the faculty in anthropology have changed dramatically in recent years. Because of these changes in specialization, as well as faculty turnover and new hiring, it becomes necessary to revisit the existing curriculum to make alterations in electives, so that the needs of the students are met and the department stays current with trends in anthropology. Areas of need were identified that matched specialty areas of faculty, thus leading to the proposed course.
3. **Current Trends in Discipline:** Anthropological studies of Europe are a growing sub-discipline of anthropology. Please find attached examples of American Anthropological Association information on this sub-discipline.

Thus, to offer students more opportunities for learning consistent with their interests and faculty expertise and to maintain consistency with discipline standards we believe this change reflects the goals of our department as well as the needs of the students.



WELCOME ABOUT SAE JOIN MEETINGS ACTIVITIES NETWORKS GALLERY



### **JOIN US FOR:**

#### ***Events at AAA Meetings***

- ~ Distinguished International Lecturers
- ~ Featured Sessions and Roundtables
- ~ Membership Meetings and Recognition of Awards

#### ***Section Activities***

- ~ Book Prizes
- ~ Annual Student Paper Competitions
- ~ Pre-dissertation Fellowships Co-sponsored with the Council for European Studies
- ~ Section Publications

#### ***Scholarly Networks***

- ~ H-SAE
- ~ Research Network for Post-Socialist Cultural Studies (SOYUZ)
- ~ Europeanist Network for Environmental Anthropology
- ~ German Studies Network

into bars, restaurants and clubs as societies move towards secularism. Newly immigrant Muslim populations in France, Germany, Holland and Great Britain outnumber the long established ones of the Balkans. Issues of belonging and othering, of social justice and market economics, of cultural innovation and conservative nationalism, are central to understanding Europe, and at the heart of key theoretical debates in anthropology globally.

The SAE is the section of the American Anthropological Association that promotes the anthropological study of European societies and cultures, in its own journal and other publication projects, through discussion on H-SAE, and through sponsored panels at the AAA meetings. We





Elective       Major       Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites:

CJ 2003

Co-requisites:

Grading     Standard Letter     P/F     Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

n/a

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

n/a

How does this proposal support the University Mission?

The proposed class allows criminal justice faculty the diversity to create a course around current topics relevant to criminal justice. This includes issues, including but not limited to, domestic violence, crimes against the elderly, white-collar crime, and death penalty disputes. Therefore, this proposed course enhances student intellectual growth by making them more attuned to current trends in criminal justice. In addition, the debates and research involved in the course provides students with a skill set needed in order to pursue advanced degrees, whether they are criminal justice majors or minors from other disciplines related to the study of crime (e.g., psychology, rehabilitation science, sociology, business, and biology). Overall, this seminar meets goals of both intellectual growth and skills development for students across disciplines.

What assessment information is being used to support this proposal?

As part of the yearly departmental assessment, focus group meetings with graduating students indicate a desire for more variety with upper division criminal justice electives. This information has led the criminal justice faculty to conclude that a seminar in criminal justice should be offered to meet student demand.

How will the effect of the change be monitored?

The effect of the class will be monitored as part of the new criteria for yearly departmental assessment.

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

It is important to note that the specialty areas of criminal justice have changed with new hires over the past four years. In addition with fitting the mission of the university (see above), this seminar course will allow new faculty members to spread their knowledge from their fields of expertise to students outside the boundaries of the standard criminal justice curriculum.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

n/a

Request for Course Addition: Seminar in Criminal Justice

Course Subject/Title: Seminar in Criminal Justice, CJ 4141-4

**Course Description:** Prerequisites: Consent of instructor. This course is a directed seminar in an area of criminal justice selected by both the student and supervising faculty member. Topics will vary depending on the research underway, community or student need, and the unique educational opportunity available. This course may be repeated for course credit if the content differs.

**Course Goals and/or Objectives:** The goal of this course is to familiarize students with current issues in criminal justice not covered in the core curriculum or by elective classes currently offered. The specific focus will depend upon research underway, community or student need, and the unique educational opportunity available.

**Course Outline:** This will vary depending on the topic covered in the seminar.

**Methods of Student Performance Assessment and Evaluation:** Faculty will evaluate students based on test performance and a required paper.

**Course Bibliography, Reading List, and /or Listing of Other Instructional Media:** This will vary depending on the topic covered in the seminar.

## Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal David Ward	<i>David Ward</i>	<del>9/17/09</del> 9/21/09
Department Head Dan Martin	<i>Dan Martin</i>	9/29/09
Dean Thomas De Black	<i>Tom DeBlack</i>	9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy Stuedes</i>	10/2/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: PSY	Course Number: 2063
Cross-listed with Subject: SOC	Course Number: 2063
Official Title (Limited to 30 characters including spaces): Research Design for the Behavioral Sciences	
Research Design Behavioral Sci <sup>30</sup>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010-2011	How frequently will course be offered? Each academic year
Is this course repeatable? Y <input checked="" type="radio"/> N How many times? No	
Does this course require a fee? No	How much? Type of fee?

app cc 11/19/09  
app FS 12/8/09 ✓  
12-11-09

provide a more hands on experience with research methodology in the upper division methodology course.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.



Elective     Major     Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites:

SOC 1003 or PSY 2003

Co-requisites:

Grading     Standard Letter     P/F     Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

n/a

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

n/a

How does this proposal support the University Mission?

This proposal supports the University Mission in that it will increase students' understanding of social science research. This includes not only increasing their ability to conduct their own research endeavors, but also their ability to interpret and understand research findings surrounding them in their day-to-day lives.

What assessment information is being used to support this proposal?

Students have commented informally and in the course evaluations for the methods course (PSY 3063) that there is too much information to be covered in one semester. Based on these assessments and the frustration of the professor to adequately cover so much material, we are creating this course which will focus on research design allowing the upper division methods course to go more in depth and involve application of research methodology. We believe this change reflects the goals of our department as well as the needs of the students.

How will the effect of the change be monitored?

As part of the departmental assessment, we will monitor the effects through students' performance in the course and their end of the semester course evaluations.

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

In addition to the student demand mentioned above, this proposed additional course will allow faculty to

**Course Description:**

**1. SOC (PSY) 2063 Research Design for the Behavioral Sciences**

**Prerequisites:** SOC 1003. This course is designed to introduce you to the foundations of behavioral science, the logic of research design and the many possible modes of operation. This class focuses on teaching students in the behavioral sciences the basic principles that guide the research process, the elements of research design, how to read and critique research articles, and how to write a literature review for a research project.

SOC/PSY 2063  
Research Design for  
Behavioral Sciences  
Spring 2011

**CONTACT INFORMATION:**

Office Hours: Thursday 9am-1pm  
Office: WPN 356  
Telephone: 498-6050  
Email: jmiklesschluterman@atu.edu

**Dr. Mikles-Schluterman (Dr. Mikles)**

TR 1-2:20pm

**TEXTS:** Babbie, E. (2008). The Practice of Social Research 11th edition. Belmont, CA: Wadsworth Publishing Company.

**COURSE DESCRIPTION:** "an introduction to research design with emphasis on foundations of social science, structuring of inquiry, and modes of operation." *See attached page*  
*Prereqs: Psy 2003 or Soc 1003*

**COURSE OBJECTIVES:** This course is designed to introduce you to the foundations of social science, the logic of research design and the many possible modes of operation. This course is reading and work intensive meaning you should put in at least 5-7 hours a week on this course. My goals for this course include:

- To demonstrate the basic principles that have created and guide social science research
- To introduce you to the research process, the elements of research design and the modes of operation
- To teach you how to read a research article and conduct a literature review
- To further spark your interest in sociology and to create an appreciation for the possibilities of sociological research

**EVALUATION:**

Grading is based on performance. If you would like any advice or help please feel free to contact me. In this course each of you can earn up to 1000 points:

Mid-term Exam	200pts
Final Exam	200pts
Article Summaries	300 pts
<u>Project Proposal</u>	300 pts
	1000 pts

**Article Summaries:** There will be article summaries due every week. These summaries are meant to be very time intensive and to be taken seriously. They are designed to introduce you to the nature of research, to familiarize you with the process of finding and reading scholarly work, as well as to give you examples of research methodologies that we will be learning about in the Babbie text.

**Attendance:** Attendance will be taken every day, because I want to keep record of who is attending. You will not receive points for attendance per say, but your attendance is ESSENTIAL to performing well in this class. Let me be clear: I EXPECT you to be in class EVERY day that we meet. If for some reason you cannot be in class on a day that something is due, I expect you to send the assignment with a classmate, friend, parent, child, pet, etc., or email it to me on that day. NO late assignments are accepted for any reason.

**Project Proposal:** The culmination of what you have learned in the class will be demonstrated in a final project. For this final project you and your partner will propose a research project. As such the final project will include two parts: 1) a written document, 10-15 pages (and an electronic copy to be submitted to online plagiarism checkers), and 2) a class presentation of your proposal, 15-20 minutes. More instructions for this project will be given later. **Exams:** There will be two exams at 200 points each. As such, exams make up 40% of your overall grade. Exams will consist of multiple choice questions covering all material up to that point. All exams will require a thorough understanding of the course material, which includes all text material as well as lecture notes.

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**THIS IS A TENTATIVE CLASS SCHEDULE AND IS SUBJECT TO CHANGE.**

**Section 1: An Introduction to Inquiry**

Jan. 13 Syllabus and introductions

Jan. 15 Research Process and Why you should learn about research methods

Jan. 20 Chapt. 17 Reading and Writing Social Research---Meet in Library RM 300A

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Jan. 27 Chapt. 4 Research Design

Jan. 29 (*article summaries due*)

**Section 3: Modes of Operation**

Feb. 3 Chapt. 9 Survey Research

Feb. 5 (*article summaries due*)

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Feb. 17 Meeting to discuss paper (*1<sup>st</sup> draft of lit review due*)

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Feb. 26 MID-TERM EXAM Chapters 17, 2, 4, and 9 of Babbie; lecture notes

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Mar. 3 Chapt. 5 Conceptualization and Measurement

Mar. 5 (*article summaries due*)

Mar. 10 Chapt. 7 The Logic of Sampling

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Mar. 17 Chapt. 14 Quantitative Data Analysis

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Mar. 23-27 SPRING BREAK

Mar. 31 Meeting to discuss paper (*1<sup>st</sup> draft of analyses due*)

Apr. 2 Meeting to discuss paper (*1<sup>st</sup> draft of analyses due*)

**Re-visiting Section 3: Modes of Operation**

Apr. 7 Chapt. 10 Qualitative Research

Apr. 9 (*article summaries due*)

Apr. 14 Chapt. 12 Evaluation Research

Apr. 16 (*article summaries due*)

Apr. 21 Review of presentations

Apr. 23 (*article summaries due*)

Apr. 28 (*article summaries due*) Last day of classes

May 4-8 Final Exam Week

## **GRADING SCALE**

The grading scale is as follows:

900+	= A
800-899	= B
700-799	= C
650-699	= D
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## **MAKE-UP POLICY**

*All work is due on the specified dates.*

**ASSIGNMENT POINTS:** If your absence from class is required on a day when an assignment is due you should notify me in advance so that arrangements can be made. **Assignments will NOT be accepted late!** If it is an unexpected absence you should make every effort to email the assignment to me or send it with a friend. Assignments will NOT be accepted late!

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Cheating/Plagiarism on an assignment means copying the work of someone else who is or has taken the class, or anyone else and turning it in as your own work. Cheating on an exam or quiz means that you bring to class with you on exam day materials that provide you with answers, **OR** that you look at someone else's answers during an exam. Any evidence of cheating on an assignment will result in failing that assignment. Any evidence of cheating on an exam will result in failing that exam, and possibly failing the course.

## **DISABILITY SERVICES**

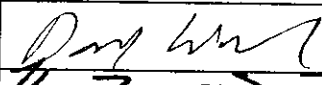
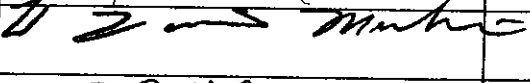

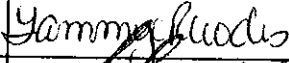

If you have any special needs you should contact the Office of Disability Services, then inform me about any arrangements that need to be made. If you will be taking your exam in the Learning Center it is your responsibility to make that appointment with them before each exam **AND** to remind me to get your exam there early. You should send me an email reminder a day in advance of each exam.

## Arkansas Tech University

### REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal David Ward		09/21/09
Department Head Dan Martin		9/29/09
Dean Thomas DeBlack		9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/2/09
Vice President for Academic Affairs		

Course Subject: PSY	Course Number: 2093
Cross-listed with Subject: n/a	Course Number:
Official Title (Limited to 30 characters including spaces): Human Sexuality	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010	How frequently will course be offered? annually
Is this course repeatable?    No    How many times?	
Does this course require a fee? No	How much?                      Type of fee?

app CC 11/19/09  
app TS 12/8/09

1-8-10  
KR

Elective       Major       Minor  
If major or minor course, you must complete the Request for Program Change form.

Prerequisites:  
none

Co-requisites:

Grading       Standard Letter       P/F       Other (If other, please specify below)

- For the proposed course, attach a syllabus that includes:
- a. Course subject, number and title
  - b. Catalog course description
  - c. Course goals and/or objectives
  - d. Course outline
  - e. Methods of student performance assessment and evaluation
  - f. Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.  
no

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.  
no

How does this proposal support the University Mission?  
It will increase the understanding of the social sciences and the diversity of human behavior.

What assessment information is being used to support this proposal?

Our review with students suggest more topical psychology should be offered

How will the effect of the change be monitored?

Student interviews and capstone interview

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.  
Our department faculty and expertise has grown in recent years and our curriculum need to support that.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.  
n/a

# HUMAN SEXUALITY

9  
PSY 2083 SECTION 001

FALL 2010

**Instructor:** Jason E. Warnick, Ph.D.

**Office:** 350 Witherspoon

**Phone:** (479) 356-2005

**Email:** [jwarnick@atu.edu](mailto:jwarnick@atu.edu)

**Webpage:** <http://www.jasonwarnick.com>

**Office Hours:** M: 1-3; W: 1-3; F: 1-3; and by appointment.

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## Catalog Description

A survey of psychological applications in industrial settings with emphasis upon selection, placement, and training techniques; organizational theory; and decision-making processes.

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## Course Objectives

This course is designed to introduce students to the psychological themes associated with human sexuality. Major topics to be considered (but are not limited to) the following: love and intimacy, sexual behaviors, gender roles, sexual orientation, sexual development and paraphilias.

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## Course Materials

**Required Text:** Hock, R. R. (2010). *Human Sexuality (2<sup>nd</sup> Edition)*. Pearson/Prentice Hall (ISBN: 0-205-66071-1).

**Website:** Blackboard (<http://blackboard.atu.edu/>)

This book is available at the Tech Bookstore. Additionally, Exams, Assignments and the Final Comprehensive Exam will be made available on the internet via Blackboard.



## Academic Policies

### **Exams (100 points each)**

These exams will be in a multiple choice format and will cover the required readings for two weeks. These exams are time restricted (approximately 1 minute per question), consist of approximately 50 questions, and you can only take the test ONE TIME. Each exam will be available for approximately two weeks and will be due on Friday's at 5pm.

### **Assignments (25 points each)**

These assignments will consist of essay questions. Assignments #2 & #3 require answers be at least 200 words in length. Each assignment will be available for at least two weeks and will be due on Friday's at noon.

### **Final Exam**

**Comprehensive Final Exam (100 points):** This exam will cover all of the readings assigned during the semester. This exam will be in a multiple choice format. Additionally, the exam will be time restricted (approximately 1 minute per question), consist of 100 questions, and you can only take the test ONE TIME. This exam will be available during the entire Final Exam week and will be due on Tuesday, December 14<sup>th</sup> at 5pm.

**Grading:** Grades will be posted on Blackboard after each exam/quiz/essay. The lowest EXAM grade will be dropped from the final course grade (note: neither a quiz grade nor the final exam grade will be dropped from the course grade). Final grades will be based on the following percentages:

A=100 – 90.0%    B=89.99 – 80.0%    C=79.99 – 70.0%    D=69.99 – 60.0%    F=59.99 - 0%.

**Make-up Tests:** Make-up exams and assignment submission after the due date will only be allowed when adequate documentation (e.g., doctor's note) is provided.

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### University Services

**Special Needs:** Any student requiring assistance should contact the Office of Testing and Disability Services at 968-0302. The instructor will be happy to make reasonable accommodations. Please provide requests as early as possible as notification of need on the day of a test may not be honored.

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### **Additional Policies**

- As this is an internet-based course, it is expected that you have access to a well functioning computer and internet service. Thus, computer or internet-service problems that occur during an exam/study quiz/essay will not be considered as a legitimate excuse. I know that this is a strict policy, but previous classes used these excuses as a method to cheat. The drop-grade policy will allow for an unexpected computer or internet problem without affecting your grade.
- Any evidence of academic dishonesty (e.g., cheating, plagiarism, etc.) will MINIMALLY result in an F grade assigned for the course. Further details concerning academic dishonesty procedures can be found in the Student Handbook. Claiming ignorance of what constitutes academic dishonesty is not an adequate defense. If you have questions about these issues, please feel free to contact me.
- As stated above, I will make myself available during both scheduled office hours and by appointment. Feel free to contact me during these times or by email with any of your questions or concerns.
- I believe that the grade a student earns should be a fair and accurate representation of what they have learned and the quality of their completed projects/assignments. Due to this belief, I DO NOT CURVE FINAL GRADES and I DO NOT PROVIDE EXTRA CREDIT TO INDIVIDUAL STUDENTS.

## Calendar of Events

<b>Week</b>	<b>Dates</b>	<b>Topic</b>
Week 1	Aug 19 – Aug 21	<i>Review of Course Requirements and Course Syllabus</i>
Week 2	Aug 24 – Aug 28	Chapter 1: <i>Studying Human Sexuality.</i>
Week 3	Aug 31 – Sept 4	Chapter 2: <i>Sexual Anatomy.</i> <b>Exam 1 Due by 5:00pm!</b>
Week 4	Sept 7 – Sept 11	Chapter 3: <i>The Physiology of Human Sexual Responding.</i> <b>Assignment #1 Due by 5:00pm!</b>
Week 5	Sept 14 – Sept 18	Chapter 4: <i>Love, Intimacy, and Sexual Communication.</i> <b>Exam 2 Due by 5:00pm!</b>
Week 6	Sept 21 – Sept 25	Chapter 5: <i>Contraception: Planning and Preventing Pregnancy.</i>
Week 7	Sept 28 – Oct 2	Chapter 6: <i>Sexual Behaviors: Experiencing Sexual Pleasure.</i> <b>Exam 3 Due by 5:00pm!</b>
Week 8	Oct 5 – Oct 9	Chapter 7: <i>Sexual Problems and Solutions.</i> <b>Assignment #2 Due by 5:00pm!</b>
Week 9	Oct 12 – Oct 16	Chapter 8: <i>Sexually Transmitted Infections.</i> <b>Exam 4 Due by 5:00pm!</b>
Week 10	Oct 19 – Oct 23	Chapter 9: <i>Conception, Pregnancy, and Birth.</i>
Week 11	Oct 26 – Oct 30	Chapter 10: <i>Gender: Expectations, Roles, and Behaviors.</i> <b>Exam 5 Due by 5:00pm!</b>
Week 12	Nov 2 – Nov 6	Chapter 11: <i>Sexual Orientation.</i> <b>Assignment 3 Due by 5:00pm!</b>
Week 13	Nov 9 – Nov 13	Chapter 12: <i>Sexual Development Throughout Life.</i> <b>Exam 6 Due by 5:00pm!</b>
Week 14	Nov 16 – Nov 20	Chapter 13: <i>Sexual Aggression and Violence: Rape, Child Sexual Abuse, and Harassment.</i>
Week 15	Nov 23 – Nov 27	<i>No Class!! Thanksgiving Break!!</i>
Week 16	Nov 30 – Dec 4	Chapter 14: <i>Paraphilias: The Extremes of Sexual Behavior.</i> Chapter 15: <i>The Sexual Marketplace: Prostitution and Pornography.</i> <b>Exam 7 Due by 5:00pm!</b>
Week 17	Dec 9 – Dec 14	<b>Final Comprehensive Exam Due by 5:00pm!</b>

**Disclaimer:** This schedule is subject to change due to extenuating circumstances. Changes to this schedule will either be emailed and/or posted on Blackboard.

## Karen Riddell

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**From:** jason.warnick@gmail.com on behalf of Jason E. Warnick, Ph.D. [jwarnick@atu.edu]  
**Sent:** Thursday, January 07, 2010 12:35 PM  
**To:** Karen Riddell  
**Subject:** Re: PSY 2093

Karen,

Sorry about that. Here it is:

A survey of the psychological themes associated with human sexuality. Topics include, but are not limited to: love and intimacy, sexual behaviors, sexual problems, gender, and sexual orientation.

Thanks,  
Jason Warnick

On Wed, Jan 6, 2010 at 10:05 AM, Karen Riddell <[kriddell@atu.edu](mailto:kriddell@atu.edu)> wrote:

Drs. Martin and Warnick,

I'm putting the new courses in the catalog and I think the PSY 2093 Human Sexuality has the wrong description on the syllabus provided with the course proposal. The description is the same as the Industrial Psychology course. Could you look at that and send me the correct course description.

Thanks.

Karen Riddell

Coordinator of Academic Support Services

Academic Affairs

Arkansas Tech University

Administration 200

Phone: 479-890-5104

Fax: 479-968-0644

Email: [kriddell@atu.edu](mailto:kriddell@atu.edu)

**Arkansas Tech University**  
**REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Julie Mikles-Schluterman	<i>Julie Mikles-Schluterman</i>	9/02/09
Department Head Dan Martin	<i>Dan Martin</i>	9/29/09
Dean Thomas De Black	<i>Tom DeBlack</i>	9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Guades</i>	10/5/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: SOC	Course Number: 2063
Cross-listed with Subject: PSY	Course Number: 2063
Official Title (Limited to 30 characters including spaces): Research Design for the Behavioral Sciences	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010-2011	How frequently will course be offered? Each academic year
Is this course repeatable? Y / N How many times? No	
Does this course require a fee? No	How much? Type of fee?

*app CC 11/19/09*

*app FS 12/8/09*

*12-11-09 ✓*

Elective       Major       Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites:

SOC 1003      or      Psy 2003

Co-requisites:

Grading       Standard Letter       P/F       Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

*See Attached*

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

n/a

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

n/a

How does this proposal support the University Mission?

This proposal supports the University Mission in that it will increase students' understanding of social science research. This includes not only increasing their ability to conduct their own research endeavors, but also their ability to interpret and understand research findings surrounding them in their day-to-day lives.

What assessment information is being used to support this proposal?

Students have commented informally and in the course evaluations for the methods course (SOC 3063) that there is too much information to be covered in one semester. Based on these assessments and the frustration of the professor to adequately cover so much material, we are creating this course which will focus on research design allowing the upper division methods course to go more in depth and involve application of research methodology. We believe this change reflects the goals of our department as well as the needs of the students.

How will the effect of the change be monitored?

As part of the departmental assessment, we will monitor the effects through students' performance in the course and their end of the semester course evaluations.

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

In addition to the student demand mentioned above, this proposed additional course will allow faculty to

provide a more hands on experience with research methodology in the upper division methodology course.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

**SOC/PSY 2063  
Research Design for  
Behavioral Sciences  
Spring 2011**

**CONTACT INFORMATION:**

Office Hours: Thursday 9am-1pm

Office: WPN 356

Telephone: 498-6050

Email: jmiklesschluterman@atu.edu

**Dr. Mikles-Schluterman (Dr. Mikles)**  
**TR 1-2:20pm**

**TEXTS:** Babbie, E. (2008). The Practice of Social Research 11th edition. Belmont, CA: Wadsworth Publishing Company.

**COURSE DESCRIPTION:** "an introduction to research design with emphasis on foundations of social science, structuring of inquiry, and modes of operation." *Prereqs: SOC1003 or PSY 2003*

**COURSE OBJECTIVES:** This course is designed to introduce you to the foundations of social science, the logic of research design and the many possible modes of operation. This course is reading and work intensive meaning you should put in at least 5-7 hours a week on this course. My goals for this course include:

- To demonstrate the basic principles that have created and guide social science research
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**Project Proposal:** The culmination of what you have learned in the class will be demonstrated in a final project. For this final project you and your partner will propose a research project. As such the final project will include two parts: 1) a written document, 10-15 pages (and an electronic copy to be submitted to online plagiarism checkers), and 2) a class presentation of your proposal, 15-20 minutes. More instructions for this project will be given later. **Exams:** There will be two exams at 200 points each. As such, exams make up 40% of your overall grade. Exams will consist of multiple choice questions covering all material up to that point. All exams will require a thorough understanding of the course material, which includes all text material as well as lecture notes.

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**Re-visiting Section 3: Modes of Operation**

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Apr. 9 (*article summaries due*)

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Apr. 23 (*article summaries due*)

Apr. 28 (*article summaries due*) Last day of classes

May 4-8 Final Exam Week

## GRADING SCALE

The grading scale is as follows:

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Dean Thomas DeBlack	<i>[Signature]</i>	9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	10/2/09
Vice President for Academic Affairs	<i>[Signature]</i>	

Course Subject: PSY	Course Number: <del>2063</del> 2133
Cross-listed with Subject: n/a	Course Number:
Official Title (Limited to 30 characters including spaces): Cross-Cultural Psychology	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010	How frequently will course be offered? annually
Is this course repeatable?    No    How many times?	
Does this course require a fee? No	How much?                      Type of fee?

app CC 10/19/09  
app TS 10/18/09

12-11-09 ✓

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: none	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: a. Course subject, number and title b. Catalog course description c. Course goals and/or objectives d. Course outline e. Methods of student performance assessment and evaluation f. Course bibliography, reading list, and /or listing of other instructional media	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.  no	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.  no	
How does this proposal support the University Mission? It will increase the understanding of the social sciences and the diversity of human behavior.	
What assessment information is being used to support this proposal?  Our review with students suggest more topical psychology should be offered	
How will the effect of the change be monitored?  Student interviews and capstone interview	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. Our department faculty and expertise has grown in recent years and our curriculum need to support that.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. n/a	

*Psychology*  
Cross-cultural Human Development  
Psychology 2133

**Instructor:** Qing Zeng, Ph.D., Assistant Professor  
**Class Time:** TR 11:00 a.m. – 12:20 p.m.  
**Classroom:** 368 WPN  
**Office:** 360 WPN      **Office Hours:** Wednesday 9:00-11:00 a.m.  
**Telephone:** 479.968.0463  
**E-mail Address:** qzeng@atu.edu

**I. Course Description:**

What makes people in different countries 'different'? How can psychologists explain cross-cultural variations in attitudes and behaviors? Do people fall in love in the same way in every country? Do children of different countries acquire language in the same procedure?

**Catalog Description:** This course is designed to link basic principles in cross-cultural developmental psychology and practical everyday events and questions as above ones together to help students cultivate a global and multicultural perspective on human behavior and gain an understanding of, and appreciation for, human development as it takes place in diverse cultural settings throughout the world. Experiential learning will be an important component of this course. Each student will have a chance to observe the behavior of a child/adolescent of different ethnic background from his or her own and develop their own cross-cultural viewpoint on human development.

**General Course Objectives:**

The purpose of this course is to acquaint students with basic information about *human development in a cross-cultural perspective*, to provide opportunities to expand awareness and sensitivity to global similarities and differences in behavior of children, adolescents and/or adults, while helping to reduce any ethnocentric or biased thinking that we may have, whether conscious or unconscious. By allowing students to experience variations in behavior not normally found in our own surroundings, this perspective contributes to an understanding of human adaptation. Upon completion of the course students will be able to

1. Acquire theoretical and empirically based knowledge of human development in various cultures;
2. Consider cultural universals and variations in human development that stems from racial and ethnic influences;
3. Make connections from their first hand experience with children/adolescents of different ethnicity to the theories, principles presented and discussed in class.

**II. Required Texts:**

Gardiner, H. W. & Kosmitzki, C. (2008). *Lives across Cultures: Cross-cultural Human Development*. New York: Allyn and Bacon.

Some articles from academic journals such as Child Development.

Optional: Crash (2004); the Namesake (2006).

### **III. Measurement and Assignments:**

Evaluation of student performance is based on a composite score including essay-styled exams, writing projects of one long paper and 2 short papers, and class participation and involvement.

Class attendance and participation	20%
Impressions of children of different cultures	5%
Comparing of your own childhood with a friend's	5%
Midterm Exam	20%
Term Paper	20%
Presentation of your paper	5%
<u>Final Exam</u>	<u>25%</u>
Total	100%

(1) Class attendance and participation: You are required to read the textbooks before each class. Formulate three discussion questions of your own for each reading assignment. Your preparedness is reflected in your participation in class discussion and presentation as well as writing short "one-minute" paper in class which has no make-up if missed. On the Final's day you are to submit your **self-rated** score on class attendance and participation on a scale of 10 points.

(2) Impressions of children of different cultures: Before you do any serious readings for this course, write your general impressions of children from different cultures, one or more from each continent of Africa, North- and South-America, Asia, Europe and Oceania; or children who immigrated from those cultures with their parents. No reference should be used. Two to three double-spaced pages. **Due Tuesday, Jan. 20.**

(3) Make friends with a child/adolescent/adult of different cultural/ethnic background: The experiential learning component of this course is to conduct a naturalistic observation of a child (age 0 to 12) of different ethnic background from your own (or adolescent/adult if a child is not available). Spend 3-5 hours observing/talking with this friend, find out what his/her experiences are like and make note; and then recollect your own past experiences in childhood/adolescence and make a comparison. This should be a short paper of 2-3 double spaced pages. Obtain permission from a parent/caregiver if necessary before your actual observations take place. **Due: Tuesday, Mar. 31** in class.

(4) Term Paper/Project: 8-10 pages. We'll talk more in class.

(5) MidTerm and Final Exam will be combination of multiple choice and short essay type questions. You will demonstrate your understanding of the course material and your ability to analyze, critique, and synthesize various readings, as well as your writing ability.

#### IV. Student Code of Conduct

Academic Integrity: It is our expectation that students will conduct themselves based on highest moral values and practices. Academic dishonesty or academic misconduct (such as cheating on tests or plagiarism in term papers and projects) is not tolerated and will be reported for disciplining. Please refer to ATU 2008-2009 Undergraduate Catalog for specific information related to maintaining Academic Integrity under the section of Regulations and Procedures (p.71).

Classroom Behavior: In class, you are expected to conduct yourself in an appropriate manner, respecting the rights of your fellow students and your professor. A part of your conduct includes coming in and leaving the classroom. Please arrive on time, *keep private conversations to a minimum*, show respect for the others even if you may disagree with their opinions, and refrain from packing up before the end of the class. Cell phones, iPods, MP3, and/or other noise-producing devices **must be turned OFF at the beginning of class** to show respect to fellow students, the instructor and the shared class time (otherwise you lose half of your participation score each time). In the situation when it is absolutely necessary to keep the phone on, such as when there is a medical condition in immediate family member, please inform the instructor in advance and turn the cell phone on vibration alert so that it will not disturb other class members.

#### V. Attendance and Due Date Policy:

Students are expected to attend class in keeping with University Policy stated in the Catalog. In those instances when a student is ill or misses class for other legitimate reasons, the student is responsible for securing notes on assignments or presentations from another student who was present at the period missed. This is particularly important as the instructor may assign additional material/activities during the semester that is not included in the syllabus. If there are questions about assignments, class content, or clarification of issues discussed, the student should approach the instructor with specific rather than general/vague questions.

Assignments are due as written in the syllabus. Assignments handed in late will be graded a letter grade lower for every late day, the day they are due will be included as the first day.

#### VI. Tentative Schedule of Classes (subject to change as necessary):

Introduction; Ch1-Ch5; MidTerm Exam; Ch6-Ch11; **Final Exam**

#### VII. VI. **Converting Your Points to Grades**

90%+ =A; 80%~89%=B; 70%~79%=C; 60%~69%=D; 59% or below=F.

## Arkansas Tech University

### REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal David Ward	<i>David Ward</i>	09/21/09
Department Head Dan Martin	<i>Dan Martin</i>	9/29/09
Dean Thomas DeBlack	<i>Tom DeBlack</i>	9/26/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammy Woods</i>	10/2/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: PSY	Course Number: 3083
Cross-listed with Subject: n/a	Course Number:
Official Title (Limited to 30 characters including spaces): Psychology of Women	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010	How frequently will course be offered? annually
Is this course repeatable? No How many times?	
Does this course require a fee? No	How much? Type of fee?

*App CC 11/9/09*  
*App FS 12/8/09*

*12-14-09*



<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: none	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Catalog course description</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> <li>Course bibliography, reading list, and /or listing of other instructional media</li> </ol>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.  no	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.  no	
How does this proposal support the University Mission? It will increase the understanding of the social sciences and the diversity of human behavior.	
What assessment information is being used to support this proposal?  Our review with students suggest more topical psychology should be offered	
How will the effect of the change be monitored?  Student interviews and capstone interview	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. Our department faculty and expertise has grown in recent years and our curriculum need to support that.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. n/a	

Psychology 3083  
**Psychology of Women**  
*Fall 2009*

PSY 3143-01

Class Time/Location: 11:00a.m.-12:20p.m. TR/WPN334

Instructor: Qing Zeng, Ph.D.

Office: Witherspoon Hall 360

Office Hours: 2:00p.m. -4:00p.m. Tuesdays, 9:00a.m.-12:00p.m. Wednesdays, or by appointment

Telephone: 479.968.0463 E-Mail: [qzeng@atu.edu](mailto:qzeng@atu.edu)

**Catalog Description.** The purpose of this course is to examine the lives of girls and women, including topics such as gender stereotypes, the development of gender roles, gender comparisons, women and work, love relationships, women's physical and mental health, violence against women, and women in later adulthood. Students who take this course should acquire an understanding of what it means to be female in North America.

### **I. Course Objectives**

Welcome to Psychology 3143-01, a seminar in psychology of women!

The purpose of this course is to examine the lives of girls and women, including topics such as gender stereotypes, the development of gender roles, gender comparisons, women and work, love relationships, women's physical and mental health, violence against women, and women in later adulthood. Students who take this course should acquire an understanding of what it means to be female in North America.

Lectures, student-monitored discussions, and videos besides written assignments will be used to help students in understanding individual, interpersonal, contextual, and cultural factors contributing to women and girls' psychological development. As the course instructor, I'm hopeful that each of you will work toward the following goals:

1. To understand the basic information about women's lives, with a particular emphasis on the complexity of the issues.
2. To develop critical-thinking skills, so that you can analyze both the professional research and the articles in the popular media.
3. To know how to design your own psychology research project, to conduct the research, and to write an appropriately professional summary of the research, which emphasizes the potential methodological flaws in the research.
4. To explore your own ideas and attitudes about gender, appreciating that we do not need to be constrained by traditional gender roles.
5. To appreciate the inequities that many individuals face, based on social categories other than gender; these categories include age, disability, sexual orientation, ethnicity, social class, and country of residence. We will also consider some information about inequities in other cultures, outside North America.

Prerequisite: PSY 2003.

Academic Planning: PSY 3143 fulfills three credit hours of upper division psychology.

## II. Required Text

Matlin, M. W. (2008). *The psychology of women* (6th ed.). Belmont, CA: Wadsworth.

Although the textbook is not particularly hard to read, you'll need to understand the material in the textbook in order to do well in the course. You will not be able to achieve this understanding from a superficial reading of the chapters. You should master the terminology and concepts in the textbook. The lectures and class discussion will assume that you are familiar with this information.

Further reading recommended:

Gilligan, C. (1993). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press. (ATU Library Call Number: 305.4 G415i)

Miller, J. B. (1986). *Toward a new psychology of women*. Boston: Beacon Press. (ATU Library Call Number: 155.6 M615t2)

## III. Grading and Evaluation Policies

There will be 420 points for this course. The points break down as follows:

Exams: (55 points x 2 + 100 for the final)	210 points
Class participation:	50 points
Term paper:	100 points
<u>Written assignments:</u>	<u>60 points</u>
Total	420 points

Three exams (210 points) will be given over the semester. They will cover five, four, and six chapters respectively and will be worth about 55 points for the first two and 100 points for the final exam. They will take the format of multiple-choice questions and short essay questions.

Note: Makeup exams will be offered **only** in the case of a medically certified illness, school related excused absence, or a documented family emergency. To preserve academic integrity, the makeup exam will be altogether different from the scheduled exam; it will consist entirely of essay questions.

Class participation (50 points): Active participation and involvement in class is a key factor in learning for this course. Class participation will be a subjective score provided by your Self-Rating. Class participation score will reflect student's effort in two aspects: (1) Each student is expected to play an active role in class discussion and make contributions to class discussion by asking questions relevant to the course content and giving thoughtful comments from reflection and/or observation; (2) Each student should also take active part in group activity in organizing and presiding the chapter discussions (groups will be no more than 5 students and each group will have at least two chances to monitor a discussion/presentation). Prior to each class you need to read the Chapter beforehand, note any questions concerning the chapter information from your

own reflections and gather concrete **examples** from your observation, experience, and knowledge to illustrate your statements/comments. You are encouraged to keep a contribution log of the questions you asked. This way you will have solid evidence for your Self-Rating of Class Participation as you will **rate your own** participation on a scale of 10 by the end of the semester. The instructor will normally agree with your Self-Rating but she reserves the right to make adjustment if it is way too under- or over-rated. Class participation will be 50 points of your total score for this course. It is closely tied to class attendance.

Furthermore, you are encouraged to actively observe behavior of individuals (both male and female) of various ages informally—10 minutes or so at a time, in the parks, campus, shopping mall, gas station, community centers, home or wherever/whenever you can.

Term Paper/Research Project (100 points): A paper of 8-10 pages, double-spaced, 12 point-font in APA style on a research topic of your choice in the field of psychology of women. Observe the due date. No late work will be accepted. See Handout for more information.

Written Assignments (60 points): Short extemporaneous essays such as one-minute essay or worksheets will be assigned throughout the semester to encourage reading ahead as well as class attendance. There will be no make-up for this part.

Can I earn extra points? Yes. Throughout the semester, there will be opportunities for extra credit that will be announced in class and posted online in Blackboard. An example will be a one-page paper worth of 5 points noting your attendance of an invited speech or other events and your thoughts about its relevance to topics in psychology of women.

#### **IV. Attendance**

As class attendance is essential for students to receive maximum benefit from any course including this course (p. 77, ATU 2009-2010 Undergraduate Catalog), students are expected to attend all class sessions to assure their learning. However, something unexpected could happen that prevents a student from attending class. If a student misses a class, the student is responsible for securing any information missed during an absence by contacting a classmate. If there are unclear areas, the student should take the initiative to approach the instructor with **specific questions**, such as “Why do some of the researchers emphasize on gender comparison rather than gender differences?” or “Am I right in interpreting that the sexual double standard is pretty much universal?” Vague questions such as “What did I miss?” to the instructor, on the other hand, will be provided with a general answer--“You missed a whole class”.

#### **V. Student Code of Conduct**

Academic Integrity: It is our expectation that students will conduct themselves based on highest moral values and practices. Academic dishonesty or academic misconduct (such as cheating on tests or plagiarism in term papers) is not tolerated and will be reported for disciplining. Please refer to ATU 2009-2010 Undergraduate Catalog for specific information related to maintaining Academic Integrity under the section of *Regulations and Procedures* (p.76).

Classroom Behavior: In class, you are expected to conduct yourself in an appropriate manner, respecting the rights of your fellow students and your professor. A part of your conduct includes coming in and leaving the classroom. Please arrive on time, *keep private conversations to a minimum*, show respect for the others even if you may disagree with their opinions, and refrain from packing up before the end of the class. Cell phones, iPods, iPhones, and/or other noise-producing devices **must be turned OFF at the beginning of class** to show respect to fellow students, the instructor and the shared class time (otherwise you lose 10 points from your participation score). In the situation when it is absolutely necessary to keep the phone on, such as when there is a medical condition in immediate family member, please inform the instructor in advance and turn the cell phone on vibration alert so that it will not disturb other class members.

## VI. Converting Your Points to Grades

Final Grade Determination based on 420 total points.

Point Range/Final Grade

378 -- 420	A
336 -- 377	B
294 -- 335	C
252 -- 293	D
251 or Below	F

## VII. Tentative Course Outline (Some Dates Are Subject to Change)

<u>Dates</u>	<u>Contents</u>
8/20	Introduction to the course/overview—syllabus
8/25- 8/27	Ch.1 Introduction(concepts, history, & bias in research) /grouping
9/1-9/3	Ch.2 Gender Stereotypes
9/8-9/10	Ch.3 Infancy & Childhood
9/15-9/17	Ch.4 Adolescence
9/22-9/24	Ch.5 Gender and Cognitive abilities
9/24	ch.5/Review1
9/29	Exam #1 (Ch.1-Ch.5)
10/1-10/6	Ch.6 Gender Comparisons/Gilligan
10/8-10/13	Ch.7 Women's work
10/15-10/20	Ch.8 Love Relationships
10/22-10/27	Ch9 Sexuality
10/27	Review2
10/29	Exam #2 (includes Ch.6-Ch.9)
11/3-11/5	Ch.10 Pregnancy, Childbirth & Motherhood
11/10-11/12	Ch. 11 Women's Physical Health/ Ch. 12 Psychological Disorders
11/17-11/19	Ch.13 Violence against Women
11/24-12/1	Ch.14 Older Adulthood (Term Paper due)
12/3	Ch.15 Moving Onward.../Project Presentation
12/8	Reading Day
12/15 (10:30a.m.-12:30p.m.)	Final Exam (Covering Ch.10 to Ch.15 plus some of Ch.1 w/o ch12)

**Arkansas Tech University**  
**REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Dr. David Osburn	<i>Dr. David Osburn</i>	9-18-09
Department Head Dr. Daniel Martin	<i>D. Martin</i>	9/21/09
Dean Dr. DeBlack	<i>Tom DeBlack</i>	9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhoads	<i>Tammy Rhoads</i>	10/2/09
Vice President for Academic Affairs Dr. John Watson	<i>John Watson</i>	

Course Subject: <i>Psychology Psy</i>	Course Number: <i>3173</i> <del>3173</del>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <i>Psychology of Consciousness</i>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: <i>2010</i>	How frequently will course be offered? <i>Each <del>year</del> year</i>
Is this course repeatable? <i>Y</i> / (N) How many times?	
Does this course require a fee? <i>No</i>	How much? Type of fee?

*app CC 11/19/09*  
*app FS 12/18/09*

*12-14-09 ✓*

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites:	Co-requisites:
UPPER <del>DIVISION</del> Standing	
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Catalog course description</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> <li>Course bibliography, reading list, and /or listing of other instructional media</li> </ol>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. No	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. The course will be offered on Blackboard	
How does this proposal support the University Mission? Part of the university Mission is to nurture scholastic development and provide a solid educational foundation. This course provides foundation for advanced psychological studies	
What assessment information is being used to support this proposal? This course has class 15 to 20 students, and as offered on Blackboard could easily draw greater numbers.	
How will the effect of the change be monitored? Student support, evaluation, etc.	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. This course provides more options for the students. It investigates an area of psychology	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. This course would not affect other departments.	

**PSY 3173 – TC1**

**Psychology of Consciousness**

**Instructor: Dr. David Osburn**

Office WPN 351

Hours : 10:00 – 12:00 TR, 1:00 – 3:00 MWF

Phone: 498 – 6051, [dosburn@atu.edu](mailto:dosburn@atu.edu)

Upper division standing. per Dr. Osburn file

→ **Catalog Entry:** PSY 3173 Psychology of Consciousness. ~~Prerequisite six hours of psychology or instructor's approval.~~ An introduction to the various theoretical viewpoints as to the topic of consciousness and how it is investigated.

**Course Description:** This course examines a variety of approaches in determining just what consciousness is and the methods involved in investigating it. This course will commence with Wundt's attempts to define the components that make up consciousness, Freud's emphasis on the unconsciousness in everyday life, and various biological/physiological theories in determining how consciousness occurs.

**Text:** *Consciousness, an Introduction, Susan Blackmore, Oxford University Press, 2001*  
There will also be supplemental readings

**Justification/Rational:** Provide 3 hours upper division credit in psychology.

**Course Objectives:** Provide a foundation for the study of the concept of Consciousness.

**Course Grade:** The course grade will be based on the students reaction papers and participation in the ongoing course discussion threads.

**WRITING ASSIGNMENTS:**

There will be a series of daily writings in this course as assigned by the professor, reaction papers to the assigned readings. Additionally there will be ongoing discussion threads about the major concepts and the methodological issues in the study of consciousness. The grading of the writings will be focused on the completeness of addressing the issues from the text and directed reading.

- 90% of Reaction papers completed    A
- 80% of Reaction Papers completed    B
- 70% of Reaction Papers completed    C
- 60% of Reaction Papers completed    D



**Arkansas Tech University**  
**REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal David Ward	<i>David Ward</i>	9/29/09
Department Head Daniel Martin	<i>Daniel Martin</i>	9/29/09
Dean Thomas DeBlack	<i>Tom DeBlack</i>	9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yammy Cheddis</i>	10/2/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: PSY	Course Number: 3813
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces):  Lifespan Development	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010	How frequently will course be offered? Each semester
Is this course repeatable? No	
Does this course require a fee? No	

*app CC 11/19/09*  
*app FS 12/18/09*  
*12-14-09 ✓*

Elective (Psychology)       Major (Nursing)

This is an elective for the Psychology Program. The Nursing program's Program Change form is attached.

Prerequisites:  
(1) Nursing Major OR (2) Psy major with 90 earned hours OR (3) Permission of Instructor .

Co-requisites: None

Grading

Standard Letter

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. No

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. No

How does this proposal support the University Mission?

This course will inform students of the diversity of human behavior, and prepare students to meet the demands of an increasingly competitive and intellectually challenging future by helping the nursing program meet the demands of accreditation organizations and the psychology program increase its psychological content offerings.

What assessment information is being used to support this proposal?

The Nursing Department's review process showed that they need to offer a one-semester developmental lifespan course to come into align with other nursing programs and meet accreditation demands. The psychology program wants to increase the ability to understand lifespan developmental psychology at a very high level.

How will the effect of the change be monitored?

During the assessment periods the nursing program and the psychology program will continue to discuss how the course is meeting its goals. Each program will continue to monitor if this course meets the individual goals of the respective department.

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

The Nursing Departments review process showed that they need to offer a one-semester developmental lifespan course to come into align with other nursing programs and meet accreditation demand.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached: the Nursing Program Change is attached

## PSY 3813 Lifespan Development

**Instructor:** Dr. David Ward  
WPN 357  
[dward@mail.atu.edu](mailto:dward@mail.atu.edu)

**Catalogue description:** PSY 3813. Lifespan Development. Prerequisite: (1) Nursing Major OR (2) Psy major with 90 earned hours OR (3) Permission of Instructor. A study of the processes of human development from conception through the lifespan. Research, application, and other considerations for Nursing majors will be emphasized. Topics include, but are not limited to: how the maturation process affects an individual's physical and psychological state, genetic influences, child cognitive processes, moral reasoning, and early, middle, and late adulthood biological, psychosocial, and cognitive developmental processes. ✓

**Text:** Kail/Cavanaugh (2009), Human Development: A Life-Span View, 5e, Wadsworth Publishing

**Course Justification:** This course's content contributions to the education and occupational requirements of many fields including clinical and counseling psychology, rehabilitation science, nursing, education, and any area of human services. It is also an important topical area for preparation in graduate training for gerontology or any area of psychology or nursing.

**General Course Objectives:** This course is designed with several purposes. It is designed to help you develop into a better student and critical thinker. To meet these goals, the class will often challenge your reading and thinking skills with discussions and tests about the complexities and motivations of people's development. Another purpose of the course is to learn about adult and adolescent development and the psychological attributes common in different life stages. At the end of the course, you will have a good understanding of biological, psychosocial, and cognitive developmental process. You should also have a better ability to understand psychological research, both its potentials and limitations.

### Specific Course Objectives:

1. Demonstrate knowledge of scientific research related to human development through the lifespan.
2. Identify and understand the major theories of lifespan development
3. Apply knowledge of psychosocial, physical and cognitive aspects of human development during each stage of the lifespan.
  - a. Conception
  - b. Early Childhood
  - c. Middle Childhood
  - d. Adolescence
  - e. Young Adulthood
  - f. Middle Adulthood
  - g. Late Adulthood
  - h. The End of Life

**Evaluation/grading:** Four components are assigned for each chapter and three of these are graded: a chapter(s) and/or other information to read, a "study" test, essay questions, and a multiply choice test.

**Study Quizzes. (10% of grade)** These are like "study tools" for the chapters. These quizzes are untimed and can be taken as many times as you desire. Each quiz will be available for several days before, though they are due at the same time as, the multiply-choice test for each chapter. Study quizzes will NOT be available during any makeup period.

**Essays. (40% of grade).** A set of essay questions for each chapter will be posted under course documents several days before they are due. These essays are actually more like mini-papers than

test-essay questions. You will have the questions to prepare your answers, but the essays **MUST** be turned in via a Blackboard (under assignments). You can get the essays by simply logging onto the test – you can sign on and off the essays as many times as you like. **You are expected to write them in a word processor and “cut and paste” the answers into Blackboard.** Specific grading criteria will be provided (see course information page), and essays will be graded pass/fail. Discussion or sharing of answers of these questions with other students is cheating.

**Multiply-Choice Tests (50% of grade).** The multiple choice quizzes are the most important thing you do for each chapter. These are normal in class MC tests of the material.

Grades will be assigned on the standard scale: 90-100% = A, 80 – 89% = B, etc.

**Cheating and Plagiarism** will simply not be accepted. If caught cheating or plagiarizing, you will be given an F in the course and reported to the proper judiciary boards. See your student handbook for further details.

### Course Outline:

- I. Human Development
  - a. Lifespan Approach
  - b. Theory and Research
- II. Beginnings: The first three years
  - a. Forming a new life
  - b. Physical and cognitive development
  - c. Psychosocial development
  - d. Nursing considerations
- III. Early Childhood
  - a. Physical and cognitive development
  - b. Psychosocial development
  - c. Nursing considerations
- IV. Middle Childhood
  - a. Physical and cognitive development
  - b. Psychosocial development
  - c. Nursing considerations
- V. Adolescence
  - a. Physical and cognitive development
  - b. Psychosocial development
  - c. Nursing considerations
- VI. Young Adulthood
  - a. Physical and cognitive development
  - b. Psychosocial development
  - c. Nursing considerations
- VII. Middle Adulthood
  - a. Physical and cognitive development
  - b. Psychosocial development
  - c. Nursing considerations
- VIII. Late Adulthood
  - a. Physical and cognitive development
  - b. Psychosocial development
  - c. Nursing considerations
- IX. The End of Life with emphasis on the psychosocial aspects as it relates to Nursing.

September 29, 2009

Colleagues,

The proposed course (PSY 3813) does not affect the Psychology Program of Study; it only changes the Nursing Program as a required course. Therefore, I am not sure if the "Request for Change in Program" (Nursing) is needed for the PSY course edition. However, I included it so you can easily see why they wanted the course. The attached form is the same as the nursing program provided with their other curriculum changes.

Sincerely,

A handwritten signature in black ink, appearing to read 'D. Ward', written in a cursive style.

David Ward, Ph.D

Associate Professor of Psychology

**Arkansas Tech University**  
**DEPARTMENTAL SUPPORT FORM**

This form must be completed for every department affected by the course change.

Department Affected:	This department
Nursing	<b>supports</b> the change.
Comments:  PSY 3813 is being developed in the Behavioral Sciences Department at the request of the Nursing Department.	

Department Head Signature: *Patricia Burns*

Date: 9/29/09

## Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal David Ward	<i>David Ward</i>	09/21/09
Department Head Dan Martin	<i>Dan Martin</i>	9/29/09
Dean Thomas DeBlack	<i>Tom DeBlack</i>	9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Lewis</i>	10/2/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: PSY	Course Number: 4003
Cross-listed with Subject: n/a	Course Number:
Official Title (Limited to 30 characters including spaces): Advanced Research Method and Lab for Psychology	
Adv. Research Method/Lab Psy	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010	How frequently will course be offered? annually
Is this course repeatable? No How many times?	
Does this course require a fee? No	How much? Type of fee?

app CC 11/9/09

app FS 12/8/09

12-14-09

<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: none Psy 2003, Psy 2063, Psy 2053	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Catalog course description</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> <li>Course bibliography, reading list, and /or listing of other instructional media</li> </ol>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.  no	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.  no	
How does this proposal support the University Mission? It will increase the understanding of the social sciences and the scientific method	
What assessment information is being used to support this proposal?  Students have commented informally and in the course evaluations for the current methods courses that there is too much information for one semester. Based on these assessments and those of the professors we believe our department now has the resources to cover this material the way most psychology programs do.	
How will the effect of the change be monitored?  Student interviews and capstone interview for end of course and degree requirements	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. Our department faculty and expertise has grown in recent years and our curriculum need to support that. Also, Psychology graduate schools also usually expect two courses in research methods.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.  n/a	



# ADVANCED RESEARCH METHOD AND LAB FOR PSYCHOLOGY

PSY 4003 SECTION 1  
FALL 2010

CLASS: T-TR 9:30-10:50 AM  
WPN ROOM 334

**Instructor:** Jason E. Warnick, Ph.D.

**Office:** 350 Witherspoon

**Phone:** (479) 356-2005

**Email:** jwarnick@atu.edu

**Webpage:** <http://www.jasonwarnick.com>

**Office Hours:** MWF: 1-3; and by appointment.

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## Catalog Description

Prerequisite: PSY 2003, 2053, 2063.

A study of research methods in psychology. Emphasis is placed upon developing skills in data gathering and analysis, report writing and application of basic research strategies.

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## Course Objectives

This course is designed to introduce students to the field of experimental psychology. Students will be exposed, in the lectures, readings, and laboratory assignments to: a) the principles of designing and conducting scientific experiments, b) conducting and interpreting descriptive and inferential statistics, and c) the details of the APA writing style and the peer-reviewed publication process. Additionally, the course will incorporate technology in the assignments. Most importantly, students will get a glimpse of the creative and exciting world of experimental psychology.

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## Course Materials

### Required Texts:

1) *Essentials of Research Design and Methodology* (2005) by A. S. Kaufman & N. L. Kaufman (ISBN: 0-471-47053-8).

2) *Publication Manual of the American Psychological Association* 6<sup>th</sup> Edition (2009) by the APA

3) Research articles available on Blackboard.

**Website:** Blackboard (<http://blackboard.atu.edu/>)

**NOTE:** The course lectures will be based on, and supplement, the required text. This book is available at the Tech Bookstore. Additionally, assignments, demonstrations, and further readings will be made available on the internet via Blackboard.

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## Academic Policies

**Individual Assessment** \* signifies laboratory based assignment.

**Exams:** There will be three exams worth 100 points each. These exams will consist of approximately 30-50 multiple choice questions. The questions will cover content from both the readings and lectures.

**Research Article Quizzes:** There will be 10 quizzes worth 10 points each for a total of 100 points. The quizzes will consist of 5-10 multiple choice questions covering the content from the assigned research articles.

**\*APA Style Assessment:** There will be one paper (text will be provided in class) that will be worth 50 points. The manuscript will be assessed as to the compliance with APA style.

**\*Portfolio:** At 5 lab meetings, you will turn in a listing of activities that you completed for the group project for 10 points each for a total of 50 points. Each of the other group members must sign each page of your portfolio. Each page of the portfolio will be assessed (pass/fail) as to whether the group work is equally distributed among the group members.

**Team Assessment** \* signifies laboratory based assignment.

**\*Pre-Review Manuscript:** The manuscript that will be reviewed by the other teams will be worth 50 points. The manuscript will be assessed on the compliance with APA style, clarity, coherence, grammar and spelling.

**\*Manuscript Review:** Each team will review two other team's manuscripts for a total of 50 points (25 points each). The reviews will be assessed on their clarity, coherence and overall display of professionalism.

**\*Final Manuscript:** The final manuscript will be worth 100 points. The manuscript will be assessed on how well the manuscript reflects the changes suggested in the reviews, compliance with APA style, clarity, coherence, grammar and spelling.

**\*Poster Session:** There will be one poster presentation worth 50 points. The poster presentation will be assessed in terms of visual and oral presentation of the research project.

**\*Group Project Discussion:** There will be one group project discussion worth 50 points. The group will give a Powerpoint-based presentation detailing their research project (i.e., Background, Methods, Planned Statistical Procedures, Hypotheses). The group will also provide two research articles that will be used in their manuscript to the instructor one week before the scheduled discussion. The group will lead the class in a group discussion on these articles. Further, the students will provide a 5-10 question quiz over the research articles to the instructor one week before the scheduled discussion. This quiz will be worth 25 points.

**Graduate School Presentation:** There will be one graduate school presentation worth 25 points.

**\*\*\*PLEASE NOTE: On Team Assessment assignments, I will assess each student's contribution and will grade each student separately.**

## **Grading**

\*Grades will be posted on Blackboard after each assessment.

\*In order to properly pursue a research agenda, one must have a solid understanding of the core issues in the scientific enterprise (e.g., methodology, data analysis, writing a research report, etc). As the Team Assessment portion of the course requires you to conduct a research project from beginning (planning and conducting the study) to end (reporting the study in a visual/verbal medium and written format), it is imperative that group members have an understanding of experimental psychology. **Students that do not grasp the subject matter are unable to fully participate in the research project and do not deserve the potential substantial benefit to their course grade from the Team Assessment projects.** Thus, final grades will be weighted in two different formats depending on how well students perform in the Individual Assessment. In other words, you must demonstrate you understand the material to get the full weight of the Team Assessments added to your grade.

\*Final grades will be determined in one of two ways:

- **Method 1:** If your Exam, Research Article Quiz, APA Style Assessment & Portfolio average is a 75.0% or better, your grade will be determined by the following percentages and total number of points earned on the Individual and Team Assessments:  
A=100-90.0% (850-765) B=89.99-80.0% (764-680) C=79.99-70.0% (679-595)  
D=69.99-60.0% (594-510) F=59.99-0% (509-0).
- **Method 2:** If your Exam, Research Article Quiz, APA Style Assessment & Portfolio average is a 74.0% or lower, your grade will be consist of **100%** of your Exam, Research Article Quiz, APA Style Assessment & Portfolio scores & **50%** of your Pre-Review Manuscript, Manuscript Review, Final Manuscript & Poster Session, Group Project Discussion, and Graduate School Presentation scores.  
A=100-90.0% (675-607) B=89.99-80.0% (606-540) C=79.99-70.0% (539-472)  
D=69.99-60.0% (471-405) F=59.99-0% (404-0).

**Attendance and Make-up/Late:** Attendance to both the class and the lab is **MANDATORY**. Four unexcused class absences and/or two unexcused lab absences will result in an F for the course. Excused absences, make-up exams, and assignment submission after the due date will only be allowed when adequate documentation (e.g., doctor's note) is provided.

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## **University Services**

**Special Needs:** Any student requiring assistance should contact the Office of Testing and Disability Services at 968-0302. The instructor will be happy to make reasonable accommodations. Please provide requests as early as possible as notification of need on the day of a test may not be honored.

## Additional Policies

- I will respect you and attempt to provide an informative and entertaining course. In return I ask that you respect your classmates and me by arriving to class on time with cell phones turned off. Text messaging during class will not be tolerated. Also, while the class and lab section is in a computer lab, it does not mean you can use the computers. Using the computers without permission during the lectures will not be tolerated. In other words, act like the professional you are training to become.
- ALL MANUSCRIPTS WILL BE SUBMITTED THROUGH TURNITIN.COM!! Any evidence of academic dishonesty (e.g., cheating, plagiarism, etc.) will MINIMALLY result in an F grade assigned for the course. Further details concerning academic dishonesty procedures can be found in the Student Handbook. Claiming ignorance of what constitutes academic dishonesty is not an adequate defense. If you have questions about these issues, please feel free to contact me prior to submitting an assignment.
- I believe that the grade a student earns should be a fair and accurate representation of what they have learned and the quality of their completed projects/assignments. Due to this belief, I DO NOT CURVE FINAL GRADES and I DO NOT PROVIDE EXTRA CREDIT TO INDIVIDUAL STUDENTS.
- As stated above, I will make myself available outside of class during both scheduled office hours and by appointment. Feel free to contact me during these times or by email with any of your questions or concerns.

### Class Calendar of Events

Tuesday	Thursday
	Aug 20: Course Introduction
Aug 25: Publication & Peer-Review Process (pp. 261-276)	Aug 27: Research Ethics (pp. 233-260)
Sept 1: Scientific Integrity	Sept 3: The Scientific Method (pp. 1-25)
Sept 8: Theories & Hypotheses (pp. 26-63)	Sept 10: Reliability & Validity (pp. 65-122; 158-197)
Sept 15: Example Group Project Discussion / Example Graduate School Presentation.	Sept 17: Validity (pp. 65-122; 158-197)
Sept 22: <b>Group Project Discussion! / Graduate School Presentation.</b>	Sept 24: <b>Test 1! (Covers readings &amp; lectures from 8/20 to 9/17)</b>
Sept 29: <b>Group Project Discussion! / Graduate School Presentation.</b>	Oct 1: Quasi-Experiments (pp. 123-157)
Oct 6: <b>Group Project Discussion! / Graduate School Presentation.</b>	Oct 8: Randomized Experiments (pp. 123-157)
Oct 13: <b>Group Project Discussion! / Graduate School Presentation.</b>	Oct 15: Experimental Designs (pp. 123-157)
Oct 20: <b>Group Project Discussion! / Graduate School Presentation.</b>	Oct 22: Experimental Designs (pp. 123-157)
Oct 27: <b>Group Project Discussion! / Graduate School Presentation.</b>	Oct 29: <b>Test 2! (Covers readings &amp; lectures from 10/1 to 10/22)</b>
Nov 3: <b>Group Project Discussion! / Graduate School Presentation.</b>	Nov 5: Descriptive Statistics (pp. 198-232)
Nov 10: <b>Group Project Discussion! / Graduate School Presentation.</b>	Nov 12: Inferential Statistics (pp. 198-232)
Nov 17: <b>Group Project Discussion! / Graduate School Presentation.</b>	Nov 19: Alternative Statistical Procedures (Nonparametric, etc.)
Nov 24: <b>Group Project Discussion! / Graduate School Presentation.</b>	Nov 26: <u>Thanksgiving Break: No Class</u>
Dec 1: Alternative Research Techniques (Qualitative, Meta-analysis, etc.)	Dec 3: Alternative Research Techniques (Qualitative, Meta-analysis, etc.)
<b>Finals Week: Test 3! (Final Exam covers readings and lectures from 11/5 to 12/3)</b>	

**Disclaimer:** This schedule is subject to change due to extenuating circumstances. Changes to this schedule will either be emailed and/or posted on Blackboard.

## Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal David Ward	<i>David Ward</i>	09/21/09
Department Head Dan Martin	<i>Dan Martin</i>	9/29/09
Dean Thomas DeBlack	<i>Tom DeBlack</i>	9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Tommy Fawcett</i>	10/2/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: PSY	Course Number: 4133
Cross-listed with Subject: n/a	Course Number:
Official Title (Limited to 30 characters including spaces): Psychopharmacology	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010	How frequently will course be offered? annually
Is this course repeatable?    No    How many times?	
Does this course require a fee? No	How much?                      Type of fee?

*app CC 11/19/09*

*app FS 12/8/09 ✓*

*12-14-09 ✓*

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: <del>none</del> Psy 2003 Psy 2053 or Permission + Psy 3053 of instructor	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Catalog course description</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> <li>Course bibliography, reading list, and /or listing of other instructional media</li> </ol>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.  no	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.  no	
How does this proposal support the University Mission? It will increase the understanding of the social sciences and the diversity of human behavior.	
What assessment information is being used to support this proposal?  Our review with students suggest more topical psychology should be offered	
How will the effect of the change be monitored?  Student interviews and capstone interview	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. Our department faculty and expertise has grown in recent years and our curriculum need to support that.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.  n/a	

# PSYCHOPHARMACOLOGY

PSY 4133 SECTION 001

SUMMER II 2010

**Instructor:** Jason E. Warnick, Ph.D.

**Office:** 350 Witherspoon

**Phone:** (479) 356-2005

**Email:** jwarnick@atu.edu

**Office Hours:** by appointment.

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## Course Description

Prerequisites: PSY 2003, PSY 2053 or permission of instructor.

+ Psy 3053

An introduction to the field of psychopharmacology. Representative topics include (but are not limited to) neuronal structures and processes, neurochemicals and neurotransmission, and the biological basis and pharmacological treatment of neurodegenerative diseases and mental illness.

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## Course Objectives

This course is designed to provide a survey of the field of psychopharmacology. Opportunities will be made available for students to gain the experience of reading, writing and presenting empirical research articles, and incorporating technology (e.g., word processing, internet, and email) in their assignments. Most importantly, students will be exposed to a field of scientific inquiry that is influencing society's conceptions of the mind, personality and free will.

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## Course Materials

**Required Text:** Dawson Hedges & Colin Burchfield (2006). *Mind, Brain, and Drug: An Introduction to Psychopharmacology*. Pearson Education.

**Recommended Text:** *Publication Manual of the American Psychological Association* 5<sup>th</sup> Edition (2001) by the APA (ISBN: 1-55798-810-2).

**Website:** Blackboard (<http://blackboard.atu.edu/>)

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## Academic Policies

**Take-home Tests:** These tests will consist of answers to questions from the lecture/readings and argumentative essays. There will be 4 short papers worth 100 points each for a total of 400 points.

**Term Paper:** There will be one paper due at the last day of class worth 100 points. The topic of the paper will need to be approved by the instructor by Friday, July 11<sup>th</sup>. The paper needs to be approximately 5-8 pages of text in APA (5<sup>th</sup> ed.) format. Only use primary peer-reviewed sources as references; in other words, do not use web sites (e.g., Wikipedia) or popular media (e.g., Psychology Today). Any evidence of plagiarism will minimally result in an F in the class. If you do not understand what constitutes plagiarism, do not hesitate to contact me prior to



turning in your paper.

**Presentations:** Students will develop a powerpoint presentation that discusses one pharmacological compound. The presentation will discuss the development of the compound, its medical/recreational uses, its adverse effects, and any other interesting features. The presentation will be worth 100 points.

**Grading:** Grades will be posted on Blackboard after each short paper and presentation. Final grades will be based on the following percentages:

A=100 - 90%   B=89 - 80%   C=79 - 70%   D=69 - 60%   F=59 - 0%.

### University Services

**Special Needs:** Any student requiring assistance should contact the Office of Testing and Disability Services at 968-0302. The instructor will be happy to make reasonable accommodations.

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### Additional Policies

- While we will discuss many medical-related topics in this course, the information is not meant to convey medical advice, diagnosis or treatment recommendation. The instructor is a biobehavioral researcher/theoritian, not a medical professional. If there is a medical issue that you are concerned about, please meet with a medical professional. Further, personal medical history will not be allowed to be discussed in class. If a student insists on discussing their own, or someone elses, medical history, the student will be asked to leave the classroom.
- I will respect you and attempt to provide an informative and entertaining course. In return I ask that you respect your classmates and me by arriving to class on time with cell phones turned off.
- ALL MANUSCRIPTS WILL BE SUBMITTED THROUGH TURNITIN.COM!! Any evidence of academic dishonesty (e.g., cheating, plagiarism, etc.) will MINIMALLY result in an F grade assigned for the course. Further details concerning academic dishonesty procedures can be found in the Student Handbook. Claiming ignorance of what constitutes academic dishonesty is not an adequate defense. If you have questions about these issues, please feel free to contact me prior to submitting an assignment.
- Any evidence of academic dishonesty (e.g., cheating, plagiarism, etc.) will MINIMALLY result in an F grade assigned for the course. Further details concerning academic dishonesty procedures can be found in the Student Handbook. Claiming ignorance of what constitutes academic dishonesty is not an adequate defense. If you have questions about these issues, please feel free to contact me.
- As stated above, I will make myself available outside of class by appointment. Feel free to contact me by email with any of your questions or concerns.

## Calendar of Events

Mon, July 7: Course Introduction/Structure and Function of Nervous System (*pp. 3-46*)

Tues, July 8: Structure and Function of Nervous System (*pp. 3-46*)

Wed, July 9: Structure and Function of Nervous System (*pp. 3-46*)

Thurs, July 10: Structure and Function of Nervous System (*pp. 3-46*)

Fri, July 11: Pharmacokinetics and Pharmacodynamics (*pp. 47-63*)

Mon, July 14: Techniques in Psychopharmacology/Animal Modeling (*handouts*)

Tues, July 15: Depression (*pp. 66-72*)

Wed, July 16: Antidepressants (*pp. 202-237; 301-304*)

Thurs, July 17: Anxiety and Anxiolytics (*pp. 73-79; 97-110; 307-312*)

Fri, July 18: Sedatives (*pp. 97-110*)

Mon, July 21: Schizophrenia and Neuroleptics (*pp. 79-83; 256-279*)

Tues, July 22: Bipolar Disorder and Mood Stabilizers (*pp. 238-255*)

Wed, July 23: Pain and Opiates (*pp. 161-178*)

Thurs, July 24: Pain, Opiates and other pharmacotherapies (*pp. 161-178; handouts*)

Fri, July 25: Alcohol (*pp. 110-117*)

Mon, July 28: Marijuana (*pp. 180-187*)

Tues, July 29: Stimulants (*pp. 127-160*)

Wed, July 30: Hallucinogens (*pp. 187-193*)

Thurs, July 31: Inhalants (*pp. 193-195*)

Fri, Aug 1: Cognitive Enhancers (*pp. 280-298; 304-307*)

Mon, Aug 4: Student Presentations

Tues, Aug 5: Student Presentations

Wed, Aug 6: Student Presentations

Thurs, Aug 7: Student Presentations

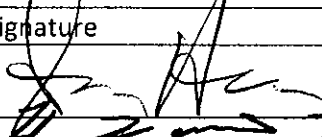
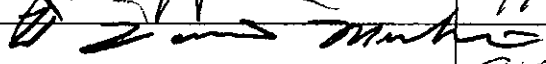

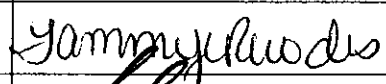
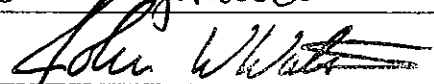
Fri, Aug 8: Student Presentations

**Disclaimer:** This schedule is subject to change due to extenuating circumstances. Changes to this schedule will either be emailed and/or posted on Blackboard.

**Arkansas Tech University**  
**REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Sean Huss		9/2/09
Department Head Dan Martin		9/29/09
Dean Thomas De Black		9/3/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/5/09
Vice President for Academic Affairs		

Course Subject: Sociology	500	Course Number: 3033
Cross-listed with Subject: n/a		Course Number: n/a
Official Title (Limited to 30 characters including spaces):  ENVIRONMENT AND SOCIETY		
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other		
Effective Catalog Year: 2010-2011	How frequently will course be offered? Each academic year	
Is this course repeatable? Y / N    How many times? No		
Does this course require a fee? No	How much?	Type of fee?

app CC 11/19/09  
app FS 12/8/09  
12-14-09 ✓

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: SOC 1003	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Catalog course description</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> <li>Course bibliography, reading list, and /or listing of other instructional media</li> </ol> <div style="text-align: right; margin-right: 100px;"> <i>See Attached</i> </div>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.  n/a	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.  n/a	
How does this proposal support the University Mission?  This class uses a timely topic (i.e., the environment) to enhance student's intellectual growth by understanding interconnections between norms and values, patterns of consumption, and environmental problems in modern society. The class also has an interdisciplinary character such that individuals in practical sciences (e.g., biology) and behavioral sciences (e.g., sociology) are afforded an opportunity to share a classroom experience. Thus, this class meets goals of both intellectual growth and skills development for students across disciplines.	
What assessment information is being used to support this proposal?  Student interest in prior offerings of this topic as a seminar has led the faculty to conclude that this class should be offered.	
How will the effect of the change be monitored?  The effect of the class will be monitored as part of the new criteria for yearly departmental assessment.	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.  The specialty areas of sociology faculty have changed with new hires over the past four years. Such	

changes require a change in the curriculum to better meet the educational needs of students and create a better fit with areas of expertise among the faculty.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

n/a

## Environment and Society SAMPLE SYLLABUS

Instructor: Sean Huss  
E-Mail: shuss@atu.edu  
Office: 356 Witherspoon  
Phone: 968-0465

Office Hours: 8:30 AM to 9:00 AM  
12:35 AM to 1:35 PM  
(or by appointment)

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### *Course Description*

**Prerequisite:** SOC 1003. This course focuses on the study of interrelationships between society and the natural environment from traditional to postindustrial forms. Topics in this class will include economic approaches to the natural environment, philosophical/ethical approaches to the natural environment, public opinion on the natural environment, the importance of the environmental movement and policy development on environmental issues.

### *Class Objectives*

This class will focus on the study of interrelationships between society and the natural environment from traditional to postindustrial societies. Topics in this class will include economic approaches to the natural environment, philosophical/ethical approaches to the natural environment, public opinion on the natural environment, the importance of the environmental movement and policy development on environmental issues. Goals for this course are:

- 1) to help students understand the relationship between objective environmental conditions and subjective interpretations of conditions;
- 2) to help students develop critical thinking strategies regarding the role of movements and public opinion in a democracy; and,
- 3) to help students understand the relationships between local, national and global economies in terms of the natural environment.

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### *Required and Recommended Readings*

Textbooks:

1. "A Green History of the World," by Clive Ponting;
2. "Environment and Society" by Alan Schaiberg and Kenneth Alan Gould

Articles/Recommended Readings—Any additional readings will be made available on Blackboard or in handouts.

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### *Assignments (subject to revision)*

**Papers**—You will write four (4) papers over the course of the term. Each paper will be NO SHORTER than five (5) pages and NO LONGER than seven (7) pages, double spaced in ASA format. In these papers you will be required to do some research on your own, take a position, elaborate on theory, and then draw a conclusion. Paper topics will be assigned approximately two (2) weeks prior to their due date. NO MAKE UPS!!!!

*You will receive a handout on how to write papers, with rules for citation, on the date your first paper is assigned. All additional handouts on papers will include evaluation criteria for paper topic. You must follow these rules or your paper will be returned un-graded. You must cite all relevant materials in approved ASA format. (Citation rules will be covered in the handout.)*

**Abstracts and Questions**—You will be assigned book chapters and/or articles for each week. As part of your grade, you will be required to lead class discussion on the readings assigned at different points during the term. You must provide all members of the class with an abstract of the relevant points from the chapters assigned. The person leading the discussion also must provide a list of questions relevant to the materials assigned to guide discussion. Both the abstracts and questions will be distributed to class members at the beginning of each class.

*Rules for abstracts and examples will be presented to you the second week of classes, as I will lecture the first few meetings and give you copies of abstracts I have written on the material. Put differently, I will go first so that you know what you need to do. (10 points per week)*

**Class Participation**—All persons in the class will be required to discuss the materials presented each day. The comments of the person participating will be evaluated in terms of relevance to the materials. The comments of all class members also will be evaluated in the degree to which they demonstrate having read the material.

*I will be an active participant in all discussions. This means that I may pose questions I feel need to be asked but were not asked. When I ask a question, it is to help discussions along, not a comment on your questions (if you're the one submitting materials).*

*Additional Information*

**Returned Materials Folder**—You must keep copies of all returned/graded assignments in a folder just for this class. If you need to meet with me at any point in time, you are required to bring this folder with you to our meeting, so that I may offer suggestions or answer questions. If you feel a mistake has been made in a grade assigned on homework, then feel free to bring the homework to me (as part of your folder).

**Class Conduct**—You are expected to have fun in the learning process, so feel free to relax. But remember that any disruptive behavior or any conduct that begins to interfere with the learning of others will NOT be tolerated. All conversations in the classroom should be directed to the class and only materials for the class should be out during class meetings (no newspapers, conversations, or other disruptions are acceptable). *If you become a nuisance at any point during the class, you will be asked to leave and you MUST meet with me before returning to the next class.*

**Special Needs**—If you have any special needs, let me know NOW. If I know in advance, I can make adjustments to aid you in your learning experience.

**Grading Scale**—The standard grading format will be used in this class, with 400 points allocated to papers and 100 points allocated to abstracts and discussion. (subject to revision)

<u>Grade</u>	<u>Points</u>	<u>Percent</u>
A	450 to 500	90% and Above
B	400 to 449	80% to 89%
C	350 to 399	70% to 79%
D	300 to 349	60% to 69%
F	250 to 299	50% or Lower

**Tentative Timeline**--The following timetable will apply throughout the semester. Each module represents roughly 2 to 3 weeks, depending on the length of the term. Should circumstances arise that dictate a change in the timetable, I reserve the right to alter any of the following material. You will be notified well in advance of a change in the timetable if it becomes necessary.

<b>Module</b>	<b>Topics</b>	<b>Items Due</b>
1	Overview and Introductions; Central Problems in Environmental Sociology and Historical Contexts of Change	Abstracts from Readings Each Day
2	Instrumental, Rational, Ethical, and Aesthetic Approaches to Environment	Abstracts from Readings Each Day; Paper 1 Due (TBA)
3	Policy, Democracy and Environmental Concern; The Politics of Moderation and the Environmental Costs	Abstracts from Readings Each Day
4	Environmental Racism, Environmental Classism, and NIMBY; Issues of Environmental Stratification; Issues of Grassroots Action	Abstracts from Readings Each Day; Paper 2 Due (TBA)

5	What Do We Do? Globalization, Environmentalism, Labor, and Social Justice Movements	Abstracts from Readings Each Day; Final Paper Due on Last Day of Classes
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**ADDENDUM TO SOCIOLOGY 3033 COURSE PROPOSAL IN SOCIOLOGY**  
**(To take effect as of the fall semester, 2010)**

Per discussions in the Programs and Curriculum meeting on November 19<sup>th</sup>, 2009, we would like to add the following statements to our proposed course addition, SOC 3033, under the section addressing the question, *"What assessment information is being used to support this proposal?"*

1. **Student Interest:** Students have commented informally and in the course evaluations for the seminars taught on environmental sociology that they would like to explore environmental sociology more fully. We are creating the ENVIRONMENT AND SOCIETY (SOC 3033) course to allow our students to gain a greater depth and breadth of experience with the theories and methods of this specialty area in sociology.
2. **Research in Best Practices:** The areas of specialization of the faculty in sociology have changed dramatically in recent years. Because of these changes in specialization, it becomes necessary to revisit the existing curriculum to make alterations in electives, so that the needs of the students are met and the department stays current with trends in sociology. In meetings with ALL faculty members in sociology, unanimous agreement was reached regarding the need to update the curriculum (to make it consistent with current practice). Areas of need were identified that matched specialty areas of faculty, thus leading to the proposed ENVIRONMENT and SOCIETY class (SOC 3033).
3. **Current Trends in Discipline:** Environmental sociology is a growing sub-discipline of sociology. Please find attached examples of American Sociological Association information on the Environmental Sociology sub-discipline, along with a list of elected officials in professional societies, descriptions of topics covered, and lists of programs in environmental sociology nationwide.

Thus, to offer students more opportunities for learning consistent with their interests and faculty expertise and to maintain consistency with discipline standards we believe this change reflects the goals of our department as well as the needs of the students.



## AMERICAN SOCIOLOGICAL ASSOCIATION

### What Are Sections?

Sections are constituent parts of the American Sociological Association. The purpose of Sections is to promote the common interest of Association members in specified areas of sociology. Both the growth of membership in the Association and proliferation of specialties in sociology have brought about a need for Sections; they are a means of increasing communication and interaction among persons of similar interests within the framework of a larger organization. While Sections facilitate relationships and work among persons with a common interest, they also provide an opportunity for individuals to participate actively in their national association.

### Why Should I Join a Section?

Participating in sections is a great way to become involved in ASA. In addition to staying current in special interest areas, sections provide excellent networking opportunities. Sections produce newsletters which are either mailed to current section members or are posted on the section website. Section newsletters provide news for and about section members, current section research, issue debates, grant

### Current Sections

- [Aging and the Life Course](#)
- [Alcohol, Drugs, and Tobacco](#)
- [Animals and Society](#)
- [Asia and Asian America](#)
- [Children and Youth](#)
- [Collective Behavior and Social Movements](#)
- [Communication and Information Technologies](#)
- [Community and Urban Sociology](#)
- [Comparative and Historical Sociology](#)
- [Crime, Law, and Deviance](#)
- [Culture](#)
- [Economic Sociology](#)
- [Education](#)
- [Emotions](#)
- [Environment and Technology](#)
- [Ethnomethodology and Conversation Analysis](#)
- [Evolution, Biology and Society](#)
- [Family](#)
- [History of Sociology](#)
- [Human Rights\\*\\*](#)
- [International Migration](#)
- [Labor and Labor Movements](#)
- [Latino/a Sociology](#)

### Section Information

- [Annual Meeting Session Allocation Formula](#)
- [Award Recipients \(2008\)](#)
- [Call for Section Awards](#)
- [Committee on Sections](#)
- [Financial Allocation Formula](#)
- [History of Sections](#)
- [How to Form a New Section](#)
- [Final 2008 Section Counts](#)
- [Final Section Memberships 2001-2008](#)
- [Section and ASA Totals 1970 to Present](#)
- [Section Days at 2009 Annual Meeting](#)
- [Sections Manual \(PDF\)](#)
- [ASA Publications Portfolio \(PDF\)](#)
- [Timetable 2008 - 2009](#)
- [Listservs](#)
- [Annual Reports](#)
- [Candidate Biographical Info Instructions](#)

opportunities, book announcements, meeting announcements, and other pertinent information. Also, Sections sponsor a large number of sessions during the ASA Annual Meetings.

## How Do I Join a Section?

Since Sections are integral parts of the Association, section membership requires membership in the Association as well. Full, associate, student, and emeriti members may join as many Sections as interest them by paying the appropriate dues.

If you have questions about ASA Sections, please contact the ASA Governance and Sections Office at (202) 383-9005, ext. 330 or e-mail [sections@asanet.org](mailto:sections@asanet.org). If you are not already an ASA member, you may join ASA and one or more sections [online](#) or by printing and mailing the [membership application form](#). If you are already a current ASA member and would like to add a section membership, [login to the online system](#) or complete and mail the [section membership application form](#).

- [Law](#)
- [Marxist Sociology](#)
- [Mathematical Sociology](#)
- [Medical Sociology](#)
- [Mental Health](#)
- [Methodology](#)
- [Organizations, Occupations, and Work](#)
- [Peace, War, and Social Conflict](#)
- [Political Economy of the World-System](#)
- [Political Sociology](#)
- [Population](#)
- [Race, Gender, and Class](#)
- [Racial and Ethnic Minorities](#)
- [Rationality and Society](#)
- [Religion](#)
- [Science, Knowledge, and Technology](#)
- [Sex and Gender](#)
- [Sexualities](#)
- [Social Psychology](#)
- [Sociological Practice and Public Sociology](#)
- [Teaching and Learning](#)
- [Theory](#)



## AMERICAN SOCIOLOGICAL ASSOCIATION

### Section on Environment and Technology

#### **Mission Statement**

The purpose of the Section on Environment and Technology is to promote sociological research and professional activity in relation to environmental and technological issues. The term "environment" is understood to encompass both the natural and built environment. The term "technology" is to be understood to include the origins and consequences of technology, sociological aspects of technological risk and assessment, the impacts of technology on social behavior, organization, and environment.

#### **Section Officers, 2009-2010**

**Chair:** Robert Brulle, Drexel University

**Chair-Elect:** David Pellow, University of Minnesota

**Past Chair:** J. Timmons Roberts, College of William and Mary

**Secretary:** JoAnn Carmin, Massachusetts Institute of Technology

**Treasurer:** Karen Ehrhardt-Martinez, American Council for an Energy-Efficient Economy

**Council:** Lee Clarke, Rutgers University  
Liam Downey, University of Colorado  
Brian Mayer, University of Florida

**Nominations Committee Chair:** Beth Caniglia, Oklahoma State University

**Health Policy and Research Committee Chair:** Richard F. York, University of Oregon

**Membership Committee Chair:** Anrew K. Jorgenson, North Carolina State University

**Publications Committee Chair:** Michael Carolan, Colorado State University

**Teaching and Training Committee Chair:** Sherry Cable, University of Tennessee

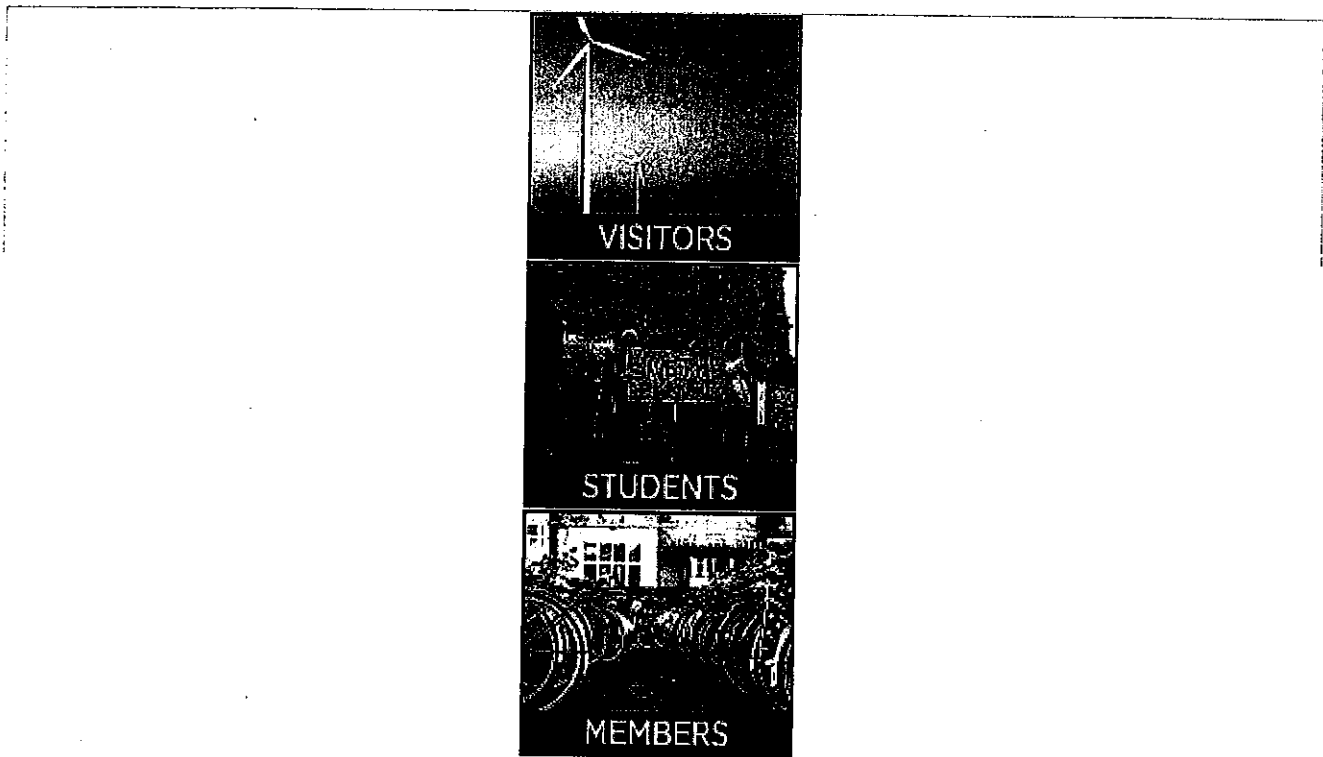
**Student Member:** Rachael Leah Shwon-Evelich, Michigan State University

#### **Section Homepage**

The URL of the homepage is:

<http://www.envirosoc.org/>

# Reshaping the Study of Sociology...



## Visitors

Many of society's most pressing problems are no longer just "social." From the maintenance of genetic diversity to the disposal of radioactive wastes, from toxics in the groundwater below us to global warming of the atmosphere above, the challenges of the 21st century are increasingly coming to involve society's relationships with the environment and technologies upon which we all depend. [Read More »](#)

## Section News

### 2009 Section Awards

July 26, 2009

The 2009 ETS Section Awards have been announced and are available on the [awards page](#). Congratulations to all of the award recipients!

### Summer 2009 Section Newsletter

**July 20, 2009**

The Summer 2009 issue of the Environment, Technology and Society Section Newsletter is now available for [download \(PDF\)](#). In this issue: *ETS awards and election results*; *"A Policy Note on Biopiracy"*; *"Deeper Organic Agriculture: Arne Naess"*; *Conferences and calls for papers*; *Position announcements*; *Publications*; and, *Member news*.

## **Spring 2009 Section Newsletter Published**

**May 6, 2009**

The Spring 2009 issue of the Environment, Technology and Society Section Newsletter is now available for [download here \(PDF\)](#). Inside this issue: *Section Elections*; *Twenty-Year Memorial of Exxon Valdez Oil Spill: Sociological Research of a Toxic Disaster*; *Coal Politics in the West Virginia Legislature*; *Adverse Social and Ecological Consequences of Trophy Hunting in Alaska*; *Conferences, Calls for Papers and Program Advertisements*; *Publications*; and, *Member News*.

## **Environmental Sociology Climate Change Literature**

**December 15, 2008**

Section members have compiled an extensive bibliography of environmental sociology climate change publications, [made available as a PDF](#).

## **Climate Change Teach-In Resources**

**November 22, 2008**

The [Climate Change Teach-In](#) pages have just been added to the site. The resources listed on these pages can be especially useful to instructors who decide to spend some time in their sociology classes on climate change issues.

## **Graduate Programs Listing**

**October 26, 2008**

We have added to the site a [list of graduate programs](#) in environmental sociology and environmental studies submitted by our section members. We hope this listing will prove especially useful to students

seeking Masters and Ph.D. programs in environmental sociology and related fields of study.

## **New Section Website Launched**

**October 10, 2008**

Welcome to the newly redesigned section website. We hope it provides an improved resource for members, visitors, and students seeking information about the link between the study of sociology and the environment. Please have a look around and feel free to [contact us](#) with comments and questions.

© copyright 2008 American sociological association section on Environment and Technology | [Contact Us](#)



## Home

## Visitors

## Students

## Members

## Resources:

- [Climate Change Teach-In](#)
- [Comp. Bibliography \(PDF\)](#)

## Links and Directories:

- [Graduate Programs](#)
- [Scholarly Journals](#)
- [Agencies and NGO's](#)

## Section Newsletters (PDF):

- [Fall 2009](#)
- [Summer 2009](#)
- [Previous Issues](#)

## Section Information:

- [Section Awards](#)
- [Meeting Minutes](#)
- [Section Listserve](#)
- [Section Officers](#)
- [Section Bylaws](#)
- [Contact Us](#)
- [Why Join?](#)



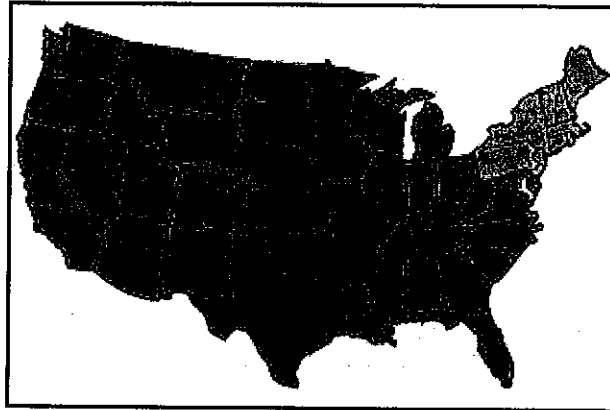
# Graduate Programs in Environmental Sociology and Environmental Studies

We have compiled a list of graduate programs in environmental sociology and environmental studies. If your college or university offers an environmental sociology or environmental studies concentration at the graduate level, please send information on your program to the section's Teaching and Training Committee Chair, Sherry Cable, at [scable\(at\)utk.edu](mailto:scable(at)utk.edu)\*\*, so that we can include your program in the lists below.

To update any of the information listed below, please send an email to Daniel Thompson, Section Webmaster, at [dthomps\(at\)umich.edu](mailto:dthomps(at)umich.edu)\*\*.

\*\* replace (at) with the character @ when sending email.

To narrow the listing geographically, you may click on a region in the U.S. map. We currently do not have any information on environmental sociology programs in Alaska and Hawaii. To list environmental sociology programs abroad, click [here](#).



## Environmental Sociology Programs

The following universities offer concentrations in environmental sociology at the graduate level (M.A. and/or Ph.D.). Environmental Studies programs are listed immediately following.

- Brown University  
Department of Sociology  
Degrees offered: Ph.D. (Students earn an M.A. as they work toward their Ph.D.)  
Contact person: Phil Brown, [phil\\_brown\(at\)brown.edu](mailto:phil_brown(at)brown.edu)  
<http://www.brown.edu/Departments/Sociology/>
- California State University - Sacramento  
Department of Sociology  
Degrees offered: M.A.  
Contact person: Judson R. Landis, [lindan\(at\)csus.edu](mailto:lindan(at)csus.edu)

<http://www.csus.edu/soc/>

- **Clemson University**  
Department of Sociology  
Degrees offered: M.S.  
Contact person: Douglas K. Sturkie, [camoble@clermson.edu](mailto:camoble@clermson.edu)  
<http://business.clemson.edu/socio/index.htm>
- **Colorado State University**  
Department of Sociology  
Degrees offered: M.A., Ph.D.  
Contact person: Michael Carolan, [mcarolan@lamar.colostate.edu](mailto:mcarolan@lamar.colostate.edu)  
<http://www.colostate.edu/Depts/Sociology/>
- **Cornell University**  
Department of Development Sociology  
Degrees offered: M.S., Ph.D.  
Contact person: Max J. Pfeffer, [mjp5@cornell.edu](mailto:mjp5@cornell.edu)  
<http://devsoc.cals.cornell.edu>

[Back to top](#)

- **Duquesne University**  
Graduate Center for Social and Public Policy  
Degrees offered: M.A.  
Contact person: Joseph D. Yenerall, [socialpolicy@duq.edu](mailto:socialpolicy@duq.edu)  
<http://www.policycenter.duq.edu>
- **East Carolina University**  
Department of Sociology  
Degrees offered: M.A.  
Contact person: Don Bradley, [bradleyd@ecu.edu](mailto:bradleyd@ecu.edu)  
<http://www.ecu.edu/cs-cas/soci/>
- **Florida International University**  
Department of Sociology and Anthropology  
Degrees offered: M.A., Ph.D.  
Contact person: Laura Ogden, [ogdenl@fiu.edu](mailto:ogdenl@fiu.edu)  
<http://www.fiu.edu/orgs/socant/>
- **Humboldt State University**  
Department of Sociology  
Degrees offered: M.A.  
Contact person: Sheila Steinberg, [sheila.steinberg@humboldt.edu](mailto:sheila.steinberg@humboldt.edu)  
<http://www.humboldt.edu/~soc/>
- **Idaho State University**  
Department of Sociology, Social Work, and Criminal Justice  
Degrees offered: M.A.

Contact person: Ann Hunter, [soccj\(at\)isu.edu](mailto:soccj(at)isu.edu)  
<http://www.isu.edu/sociolog>

[Back to top](#)

- Michigan State University  
Department of Sociology  
Degrees offered: M.A., Ph.D.  
Contact person: Linda Kalof, [lkalof\(at\)msu.edu](mailto:lkalof(at)msu.edu)  
<http://www.soc.msu.edu/>  
<http://environment.msu.edu>
- New Mexico State University  
Department of Sociology and Anthropology  
Degrees offered: M.A.  
Contact person: Brenda Benefit, [bbenefit\(at\)nmsu.edu](mailto:bbenefit(at)nmsu.edu)  
<http://www.nmsu.edu/~anthro/sociology.html>
- North Carolina State University  
Department of Sociology & Anthropology  
Degrees offered: M.A., Ph.D.  
Contact person: Brett Clark, [brett\\_clark\(at\)ncsu.edu](mailto:brett_clark(at)ncsu.edu)  
<http://sociology.chass.ncsu.edu/index.php>
- North Dakota State University  
Department of Sociology, Anthropology, and Emergency Management  
Degrees offered: M.S. in Sociology; M.S. and Ph.D. in Natural Resource Management and Env. & Conservation Sci.  
Contact person: Chris Biga, [chris.biga\(at\)ndsu.edu](mailto:chris.biga(at)ndsu.edu)  
<http://www.ndsu.edu/saem/>
- Northeastern University  
Northeastern Environmental Justice Research Collaborative  
Degrees offered: Ph.D. (Students earn an M.A. as they work toward their Ph.D.)  
Contact person: Daniel Faber, [d.faber\(at\)neu.edu](mailto:d.faber(at)neu.edu)  
<http://www.socant.neu.edu/graduate/>

[Back to top](#)

- Northern Arizona University  
Department of Sociology and Social Work  
Degrees offered: M.A.  
Contact person: Kooros Mahmoudi, [kooros.mahmoudi\(at\)nau.edu](mailto:kooros.mahmoudi(at)nau.edu)  
<http://home.nau.edu/sociology>
- Oklahoma State University  
Department of Sociology  
Degrees offered: M.S., Ph.D.

Contact person: Thomas E. Shriver, [barbie.teel@okstate.edu](mailto:barbie.teel@okstate.edu)  
<http://sociology.okstate.edu/>

- Oregon State University  
Department of Sociology  
Degrees offered: M.P.P., MAIS  
Contact person: Rebecca L. Warner, [sociology@oregonstate.edu](mailto:sociology@oregonstate.edu)  
<http://oregonstate.edu/cla/sociology/>
- Sam Houston State University  
Department of Sociology  
Degrees offered: M.A.  
Contact person: Alessandro Bonanno, [soc\\_aab@shsu.edu](mailto:soc_aab@shsu.edu)  
<http://www.shsu.edu/sociology>
- Simon Fraser University  
Department of Sociology and Anthropology  
Degrees offered: M.A., Ph.D.  
Contact person: Jane Pulkingham, [kwhiteb@sfu.ca](mailto:kwhiteb@sfu.ca)  
<http://www.sfu.ca/sociology/>

[Back to top](#)

- Texas State University  
Department of Sociology  
Degrees offered: M.A., M.S.  
Contact person: Chad Smith, [clsmith@txstate.edu](mailto:clsmith@txstate.edu)  
<http://www.soci.txstate.edu/>
- University of Alberta  
Department of Rural Economy  
Degrees offered: M.Sc. and Ph.D. degrees in Rural and Resource Sociology with emphasis on environment  
Contact person: Debra Davidson, [debra.davidson@ualberta.ca](mailto:debra.davidson@ualberta.ca)  
<http://www.re.ualberta.ca/>
- University of British Columbia  
Department of Sociology  
Degrees offered: M.A., Ph.D.  
Contact person: Neil Guppy,  
<http://www.soci.ubc.ca>
- University of California, Santa Cruz  
Department of Sociology  
Degrees offered: Ph.D.  
Contact person: Ben Crow, [bencrow@ucsc.edu](mailto:bencrow@ucsc.edu)  
<http://sociology.ucsc.edu/>
- University of Central Florida

Department of Sociology

Degrees offered: M.A., Ph.D.

Contact person: Penelope Canan, pcanan(at)mail.ucf.edu

<http://sociology.cos.ucf.edu>

[Back to top](#)

- University of Colorado at Boulder  
Department of Sociology  
Degrees offered: Ph.D.  
Contact person: Lori Hunter, Lori.Hunter(at)colorado.edu  
<http://socsci.colorado.edu/SOC>
- University of Essex  
Department of Sociology  
Degrees offered: M.A., Ph.D.  
Contact person: Rob Stones, sociology(at)essex.ac.uk  
<http://www.essex.ac.uk/sociology/>
- University of Florida  
Department of Sociology  
Degrees offered: M.A., Ph.D.  
Contact person: Brian Mayer, bmayer(at)soc.ufl.edu  
<http://www.soc.ufl.edu/>
- University of Kent at Canterbury  
School of Social Policy, Sociology & Social Research  
Degrees offered: MSc (taught); MA, MPhil, PhD (by research)  
Contact person: Chris Rootes, c.a.rootes(at)kent.ac.uk  
<http://www.kent.ac.uk/sspsr/postgraduate/taught/envsocsci.html>  
<http://www.kent.ac.uk/sspsr/postgraduate/research/index.html>
- University of Montana  
Department of Sociology  
Degrees offered: M.A.  
Contact person: Daniel P. Doyle, dan.doyle(at)umontana.edu  
<http://www.umt.edu/sociology>

[Back to top](#)

- University of Nebraska-Lincoln  
Department of Sociology  
Degrees offered: M.A., Ph.D.  
Contact person: J. Allen Williams, Jr., jwilliams2(at)unl.edu  
<http://soc.unl.edu/>
- University of New Orleans  
Department of Sociology

Degrees offered: M.A.

Contact person: H. David Allen, [hallen\(at\)uno.edu](mailto:hallen@uno.edu)

<http://www.soci.uno.edu>

- University of North Carolina - Greensboro  
Department of Sociology  
Degrees offered: M.A.  
Contact person: Julie V. Brown, [jvbrown\(at\)uncg.edu](mailto:jvbrown@uncg.edu)  
<http://www.uncg.edu/soc/>
- University of Oregon  
Department of Sociology  
Degrees offered: Ph.D.  
Contact person: Richard York, [rfyork\(at\)darkwing.uoregon.edu](mailto:rfyork@darkwing.uoregon.edu)  
<http://sociology.uoregon.edu/index.php>
- University of Saskatchewan  
Department of Sociology  
Degrees offered: M.A., Ph.D.  
Contact person: Harley Dickinson, [sociology\(at\)usask.ca](mailto:sociology@usask.ca)  
<http://www.arts.usask.ca/sociology/>

[Back to top](#)

- University of South Alabama  
Department of Sociology, Anthropology, and Social Work  
Degrees offered: M.A.  
Contact person: J. Steven Picou, [spicou\(at\)usouthal.edu](mailto:spicou@usouthal.edu)  
<http://www.southalabama.edu/syansw>
- University of Tennessee at Knoxville  
Department of Sociology  
Degrees offered: M.A., Ph.D.  
Contact person: Scott Frey, [rfrey2\(at\)utk.edu](mailto:rfrey2@utk.edu)  
<http://web.utk.edu/~utsocdep/>
- University of West Georgia  
Department of Sociology and Criminology  
Degrees offered: M.A.  
Contact person: David Jenks, [djenks\(at\)westga.edu](mailto:djenks@westga.edu)  
<http://www.westga.edu/~soccrim>
- University of Wisconsin at Madison  
Department of Sociology  
Degrees offered: M.S., Ph.D.  
Contact person: Michael Bell, [michaelbell\(at\)wisc.edu](mailto:michaelbell@wisc.edu)  
<http://www.ssc.wisc.edu/soc/index.html>
- Utah State University

Department of Sociology, Social Work, and Anthropology  
Degrees offered: M.S., Ph.D.  
Contact person: John Allen, [john.allen@usu.edu](mailto:john.allen@usu.edu)  
<http://www.usu.edu/sswa/>

[Back to top](#)

- Washington State University  
Department of Sociology  
Degrees offered: M.A., Ph.D.  
Contact person: Gene Rosa, [rosa@wsu.edu](mailto:rosa@wsu.edu)  
<http://libarts.wsu.edu/soc/>

## Environmental Studies Programs

The following universities offer concentrations in environmental policy, environmental science, or environmental studies at the graduate level (M.A. and/or Ph.D.). A more comprehensive list of environmental studies programs is available at the GradSchools.com website:

[http://www.gradschools.com/programs/environmental\\_studies.html](http://www.gradschools.com/programs/environmental_studies.html).

- Arizona State University  
School of Human Evolution and Social Change  
Degrees offered: Ph.D. in Environmental Social Science (M.A. in passing)  
Contact person: Bob Bolin, [bob.bolin@asu.edu](mailto:bob.bolin@asu.edu)  
<http://shesc.asu.edu/node/317>
- City University of New York  
Graduate Center  
Degrees offered: Ph.D.  
Contact person: Kenneth Gould, [kgould@brooklyn.cuny.edu](mailto:kgould@brooklyn.cuny.edu)  
<http://web.gc.cuny.edu/ees/home.html>
- East Carolina University  
Institute for Interdisciplinary Coastal Science  
Degrees offered: Ph.D. in Coastal Resource Management  
Contact person: Lauriston King, [kingl@ecu.edu](mailto:kingl@ecu.edu)  
<http://www.ecu.edu/cs-acad/crm/index.cfm>
- Massachusetts Institute of Technology  
Department of Urban Studies and Planning  
Degrees offered: MCP, M.S., Ph.D.  
Contact person: Xenia Kumph, [epprequest@mit.edu](mailto:epprequest@mit.edu)  
<http://web.mit.edu/dusp/epp/>
- Michigan State University  
Environmental Science and Policy Program

Degrees offered: M.A., Ph.D.  
Contact person: Joe Arvai, [arvai@msu.edu](mailto:arvai@msu.edu)  
<http://environment.msu.edu/>

[Back to top](#)

- Penn State - Harrisburg  
Community Psychology and Social Change Program  
Degrees offered: M.A.  
Contact person: Holly Angelique, [hxa11\(at\)psu.edu](mailto:hxa11(at)psu.edu)  
<http://www.hbg.psu.edu/hbg/programs/gradprog/cpsc.html>
- Rensselaer Polytechnic Institute  
Science and Technology Studies Department  
Degrees offered: M.S., Ph.D.  
Contact person: David Hess, [hessd\(at\)rpi.edu](mailto:hessd(at)rpi.edu)  
<http://www.rpi.edu/dept/sts/>
- SUNY College of Environmental Science and Forestry  
Department of Environmental Studies  
Degrees offered: M.S., M.P.S., Ph.D.  
Contact person: David Sonnenfeld, [dsonn\(at\)esf.edu](mailto:dsonn(at)esf.edu)  
<http://www.esf.edu/es/graduate.htm>
- Tufts University  
Department of Urban and Environmental Policy and Planning  
Degrees offered: M.A., M.P.P.  
Contact person: Julian Agyeman, [julian.agyeman\(at\)tufts.edu](mailto:julian.agyeman(at)tufts.edu)  
<http://ase.tufts.edu/uep/>
- University of Colorado at Boulder  
Environmental Studies, with Environmental Social Science Track  
Degrees offered: M.S., Ph.D.  
Contact person: Lori Hunter, [lori.hunter\(at\)colorado.edu](mailto:lori.hunter(at)colorado.edu)  
<http://envs.colorado.edu/about/>

[Back to top](#)

- University of Idaho  
Environmental Science, Social Science Option  
Degrees offered: M.S., Ph.D.  
Contact person: Chris Dixon, [cdixon\(at\)uidaho.edu](mailto:cdixon(at)uidaho.edu)  
<http://www.webs.uidaho.edu/envs/>
- University of Pennsylvania  
College of Liberal and Professional Studies  
Degrees offered: Master of Environmental Studies  
Contact person: Dan Moscovici, [dmoscovici\(at\)gmail.com](mailto:dmoscovici(at)gmail.com)



<http://www.sas.upenn.edu/lps/graduate/mes>

- Virginia Tech - National Capital Region  
Science and Technology Studies  
Degrees offered: M.S., Ph.D.  
Contact person: Barbara Allen, [ballen\(at\)vt.edu](mailto:ballen(at)vt.edu)  
<http://www.sts.vt.edu/>

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[Contact Us](#)

**Arkansas Tech University**  
**REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Dennis Williams	<i>Dennis Williams</i>	9/20/09
Department Head Dan Martin	<i>Dan Martin</i>	9/29/09
Dean Thomas DeBlack	<i>Tom DeBlack</i>	9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: Sociology <i>SOC</i>	Course Number: 4013
Cross-listed with Subject: Criminal Justice <i>CJ</i>	Course Number: 4013
Official Title (Limited to 30 characters including spaces): Drugs in Society	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010/2011	How frequently will course be offered? Every 2 years
Is this course repeatable? <i>N</i> How many times? <i>N/A</i>	
Does this course require a fee? <i>N/A</i> How much? <i>N/A</i> Type of fee? <i>N/A</i>	

*app CC 11/19/09*  
*app FS 12/8/09*

*✓ 12-14-09*

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: SOC 1003 <i>or CS2003</i>	Co-requisites: N/A
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Catalog course description</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> <li>Course bibliography, reading list, and /or listing of other instructional media</li> </ol> <div style="text-align: right; font-style: italic; font-size: 1.2em;"> <u>See Attached</u> </div>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. No special resources will be required.	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. No special classroom will be required.	
How does this proposal support the University Mission? This course is relevant to the degree program in sociology and criminal justice by exploring a topic that is of national and local academic interest. This allows us to further the overall knowledge of the students at the university.	
What assessment information is being used to support this proposal? Past student interest when the class was taught as a seminar as well as community interest through the River Valley Meth Project.	
How will the effect of the change be monitored? Standard yearly department assessment.	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. This course fits the research interest of the faculty as well as provides another upper level elective for degree completion.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.    N/A	

Course Description:

1. SOC (CJ) 4013 Drugs in Society

Prerequisites: SOC 1003 or CJ 2003. This course presents a comprehensive study of the history and prohibition of drug use in the United States, as well as the effects of drugs on society in the form of crime, prison and treatment. The main focus of this class is on the history of drug use, how certain drugs become illegal, and the intended and unintended consequences of drug prohibition for communities and society. ✓

SOCIOLOGY 4013:  
DRUGS IN SOCIETY

INSTRUCTOR:  
CLASSROOM:  
EMAIL:

OFFICE:  
OFFICE HOURS:

*See attached*  
COURSE DESCRIPTION: A comprehensive study of the history and prohibition of drug use in the United States as well as the effects of drugs on society in the form of crime, prison and treatment. *Prereq: SOC 1003*

REQUIRED MATERIAL:

Goode, Erich (2008). *Drugs in American Society* (7<sup>th</sup> ed.). Boston, MA: McGraw Hill.

Inciardi, James A. (2008). *The War on Drugs IV: The Continuing Saga of the Mysteries and Miseries of Intoxication, Addiction, Crime, and Public Policy* (4<sup>th</sup> ed.). Boston, MA: Allyn and Bacon.

Williams, Terry (1989). *The Cocaine Kids: The Inside Story of a Teenage Drug Ring*. Cambridge, MA: Perseus Books.

GOALS: The goal of this course is to help the student better understand the effects of drug use, as well as how drugs became illegal, and the effects of drug prohibition on society.

ATTENDANCE: This class will be mostly a discussion class. ATTENDANCE IS REQUIRED. You may have 3 unexcused absences. You will receive a warning after the fourth unexcused absence as per university policy, and you will be dropped from class after the fifth unexcused absence. Attendance will be recorded by sign-in sheet that will be circulated at the beginning of class. It is YOUR responsibility to make sure you sign the sign-in sheet. It is up to you to keep track of your absences and it will not be discussed in class, you may come by during office hours if there is a question. Only university approved excuses will be accepted.

PARTICIPATION: This class will be mostly a discussion class, and you can not discuss if you are not prepared. Therefore if you come to class unprepared, you will receive 3 warnings. If after 3 warnings you still come to class unprepared, you will be counted as absent, refer to attendance policy for consequences of excessive absences.

TESTS: 200 PTS. You will have 2 take home essay tests. They will be worth 100 points each. Test dates will be announced in class and you will have one week to complete the test. Tests will be due in class and will not be accepted by email. The last test will be due in class on the day of the final (see the final schedule for specifics). See the criteria for assignments section for further information.

**PAPER: 100 PTS.** You will be required to produce a 15-18 page paper on a subject pertaining to drugs in society. Your sources for this paper should be scholarly books and peer reviewed journals. **NO INTERNET SOURCES.** This paper is due in class on November 18. See the criteria for assignments section for further information.

**PRESENTATION: 50 PTS.** Starting August 28 every Friday there will be student presentations. You will choose an article and turn in a copy of the article to me during class the Monday preceding your presentation. This article must have something to do with drugs in society and must come from a peer reviewed scholarly journal. I will post the citation for the selected article on blackboard so that the rest of the class may acquire the article. In addition to the presentation you will write a 5-7 page review of the article, due the day of the presentation. You may not read from the article or the paper during your presentation. This is worth a total of 50 points, 25 presentation and 25 for the paper.

**MAKEUP EXAMS:** Since the exams are take home, there will be no makeup exams for this class.

#### **ADDITIONAL MATERIALS:**

*Drug Wars: Silver or Lead* (2008) - Director Rusty Fleming's graphic documentary depicts the drug wars waged in Juarez, Mexico's most violent city, where kidnappings, torture and executions are commonplace and brazen narco-terrorist gangs are funded by cartel businessmen. The film examines the situation from the viewpoints of the gangs and their victims and includes disturbing images of the conflict in this violence-crippled city located just across the border from El Paso, Texas.

*World's Most Dangerous Drugs* (2006) - Cheap, powerful and highly addictive, methamphetamine -- or meth -- has been called the world's most destructive drug. National Geographic correspondent Lisa Ling shows why in this documentary charting meth's impact across America -- and the world. From rural communities and sleepy suburbs to major metropolitan areas, Ling travels the globe, talking to those who've been affected by the potent pharmaceutical and examining its devastating power.

COURSE OUTLINE:

Discussion on each chapter shall last at least one class and up to 3 as appropriate.

Discussion Goode Ch 1

Discussion Goode Ch 2

Discussion Goode Ch 3

Discussion Goode Ch 4

Discussion Goode Ch 5

Discussion Goode Ch 6

Discussion Goode Ch 7

Discussion Goode Ch 8

Discussion Goode Ch 9

Discussion Goode Ch 10

Discussion Goode Ch 11

Discussion Goode Ch 12

Discussion Goode Ch 13

Discussion Goode Ch 14

Discussion Goode Ch 15

Movie: *World's Most Dangerous Drugs* (2006)

Test 1

Discussion Williams

Discussion Inciardi Ch 1

Discussion Inciardi Ch 2

Discussion Inciardi Ch 3

Discussion Inciardi Ch 4

Discussion Inciardi Ch 5

Discussion Inciardi Ch 6

Discussion Inciardi Ch 7

Discussion Inciardi Ch 8

Discussion Inciardi Ch 9

Discussion Inciardi Ch 10

Discussion Inciardi Ch 11

Discussion Inciardi Ch 12

Movie: *Drug Wars: Silver or Lead* (2008)

Test 2

**Arkansas Tech University**  
**REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Julie Mikles-Schluterman	<i>Julie Mikles-Schluterman</i>	9/2/09
Department Head Dan Martin	<i>Dan Martin</i>	9/29/09
Dean Tom De Black	<i>Tom DeBlack</i>	9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy Luodes</i>	10/5/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: <u>Gender Soc</u>	Course Number: 4023
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Sociology of Gender	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010-2011	How frequently will course be offered? Each academic year
Is this course repeatable? Y / N    How many times? No	
Does this course require a fee? No	How much?                      Type of fee?

*app CC 11/19/09*  
*app FS 12/8/09*  
*✓ 12-14-09*



<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: SOC 1003	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Catalog course description</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> <li>Course bibliography, reading list, and /or listing of other instructional media</li> </ol> <div style="text-align: right; margin-top: 20px;"><i>See Attached</i></div>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. No	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. No	
How does this proposal support the University Mission? Gender is considered one of the key factors in sociological research. It is a complex concept with far reaching implications. This proposal supports the University Mission in that it will enhance students' understanding of this concept and thus enhance their academic experience at the University.	
What assessment information is being used to support this proposal? As one of the major sociological factors, the others being race and social class, gender is the only one without a course dedicated to it in our department. We believe the addition of this course to our curriculum is a better reflection of the sociology discipline.	
How will the effect of the change be monitored? As part of the departmental assessment, we will monitor the effects through students' performance in the course and their end of the semester course evaluations.	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. The course is currently being offered as a seminar course with much enthusiasm from students. In addition, the specialty areas of sociology have changed with new hires over the past four years. As such, this class fits well with the specialty areas of the faculty now in sociology.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.	

4023  
SOCIOLOGY 4143  
Sociology of Gender  
Fall 2009

**CONTACT INFORMATION:**  
Office Hours: Thursday 9am-1pm  
Office: WPN 356  
Telephone: 498-6050  
Email: jmiklesschluterman@atu.edu

**Dr. Julie Mikles-Schluterman (Dr. Mikles)**  
**TR 2:30pm**

**TEXTS:** Friednan, Betty. 1997. The Feminine Mystique. Norton Publishing. NY: New York.  
Crittenden, Ann. 2001. The Price of Motherhood Why the Most Important Job in the World is Still the Least Valued. Henry Holt and Company. NY: New York.  
Townsend, Nicholas W. 2002. The Package Deal Marriage, Work and Fatherhood in Men's Lives. Temple University Press. PA: Philadelphia.

**COURSE DESCRIPTION:** Prerequisites: SOC 1003. This course addresses definitions of gender, gendered identities, how gender is created and maintained as a social construct, and the importance of gender in our daily lives. This class mainly focuses on the theoretical and empirical literature that encourages critical thinking about gender and challenges students to move beyond their preconceived notions/assumptions about gender. ✓

**COURSE OBJECTIVES:** What is gender? How is it created? How are gender identities socially constructed? What role do social institutions play in gender identity formation? What role does gender play in our lives?

The major goal of this course is to address these questions from a sociological perspective. It is my goal to provide you with theoretical and empirical literature that will foster your critical thinking about gender. I want you to go beyond merely digesting other people's ideas to actively engaging with the material and critiquing both commonly held assumptions *and* sociological theories about gender.

We will accomplish this by breaking the course into five sections: 1) explanations of gender, 2) gender identities, 3) gender interactions, 4) what is feminism and finally 5) re-evaluating what we have learned.

#### **EVALUATION:**

Grading is based on performance. If you would like any advice or help please feel free to contact me. In this course each of you can earn up to 500 points:

RPT Reports	100pts
Interview Instrument	100pts
<u>Qualitative Project</u>	<u>300pts</u>
	500pts

**RPT Reports:** (Reaction, Progress and Timeline Reports) On Tuesdays I will lecture on theoretical and empirical material concerning sociology of gender. On Thursdays we will discuss the readings and your project progress. These reports should include:

1. **REACTION** to the week's reading. In the reaction portion you are to address TWO of the following questions:
  - What is your personal response to the reading?
  - What questions does this reading answer or raise for you?
  - What did this reading make you think about?
  - What did you learn from this reading?
  - How could this reading be applied to real-world situations?
  - What specific passage or idea would you like to discuss further in class?
2. **PROGRESS** description: Explain how the reading and lecture have shaped your project (the questions you form for the interview, who you will interview, how you are thinking about the project).
3. **TIMELINE:** Describe what steps you have taken for your project and what steps you plan to take next

Each RPT report will be 2-3 pages long (typed, double-spaced; Times New Roman font; 1.25 inch margins on all four sides).

You will earn the 100 points for these reports by turning them ALL in. For each report that you do NOT turn in you will lose 10 points.

**Qualitative Research Project:** The culmination of what you have learned in the class will be demonstrated in a final project. For this final project you will conduct and present a qualitative research project. As such the final project will include two parts: 1) a written document, 10-15 pages (submitted electronically), and 2) a class presentation of your project. Extra credit will be provided to those who would like to present their project at the Behavioral Sciences Symposium scheduled for November 2009. More information about the symposium can be found at <http://www.atu.edu/symposium>. More instructions for this project will be given later.

**Attendance:** Attendance will be taken every day. Please let me know if you come in after roll call.

### **GRADING SCALE**

The grading scale is as follows:

A = 90% = 450 and above

B = 80% = 400-449

C = 70% = 350-399

D = 60% = 300-349

F = 50% = 250 and below

### **MAKE-UP POLICY**

**RPT Reports:** All work is due on the specified dates. If your absence is required you should notify me through e-mail AND turn in your paper either **EARLY** or email it on that day. These papers will **NOT BE ACCEPTED** after the due date.

**Qualitative Research Paper:** This paper will **ONLY** be accepted on the day it is due or early.

### **ACADEMIC DISHONESTY**

Academic dishonesty is defined and clarified in the student handbook. Any evidence of academic dishonesty will result in failing the course.

### **DISABILITY SERVICES**

Any student requiring assistance should contact the Office of Testing and Disability Services at 968-0302. I will be happy to make reasonable accommodations. Please provide requests as early as possible as notification of need on the day of a test may not be honored.

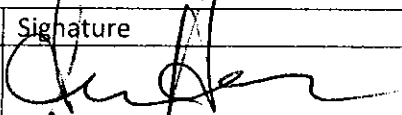
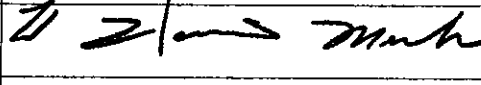

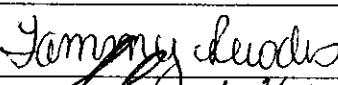
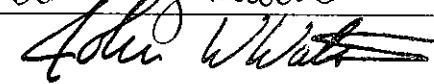
**THIS IS A TENTATIVE CLASS SCHEDULE AND IS SUBJECT TO CHANGE.**

<b>DATE</b>	<b>READING ASSIGNMENT</b>	<b>WRITTEN ASSIGNMENT</b>
Aug. 20	Syllabus and Introductions	
Aug. 25	Sociological Perspective	
<b>Section 1: Explanations of Gender—<i>The Feminine Mystique</i> by B. Friedan</b>		
Aug. 27	Introduction; Metamorphosis Two Generations Later; Introduction to the 10 <sup>th</sup> edition pages 11-53	
Sept. 1	Chapt. 1	
Sept. 3	Chapt. 1	RPT Report
Sept. 8	Chapt. 2	
Sept. 10	Chapt. 2	RPT Report
Sept. 15	Chapt. 3	
Sept. 17	Chapt. 3	RPT Report
<b>Section 2: Gendered Identities—<i>The Package Deal: Marriage, Work and Fatherhood in Men's Lives</i> by N. Townsend</b>		
Sept. 22	Chapt. 1	
Sept. 24	Chapt. 1	RPT Report
Sept. 29	Chapt. 2	
Oct. 1	Chapt. 2	RPT Report
Oct. 6	Chapt. 3	
Oct. 8	Chapt. 3	RPT Report
Oct. 13	Review interview instrument	
Oct. 15	Interview instrument due	
<b>Section 3: Gendered Interactions—<i>The Price of Motherhood</i> by A. Crittenden</b>		
Oct. 20	MOVIE: <i>Juggling Work and Family</i>	
Oct. 22	MOVIE: <i>Juggling Work and Family</i>	RPT Report
Oct. 27	Introduction and Chapt. 1	
Oct. 29	Introduction and Chapt. 1	RPT Report
Nov. 3	Chapt. 2	
Nov. 5	Chapt. 2	RPT Report
Nov. 10	Chapt. 3	
Nov. 12	Chapt. 3	RPT Report
<b>Section 4: What is Feminism?</b>		
Nov. 17	Lecture and Presentations	
Nov. 19	Presentations	
Nov. 24	Presentations	
Nov. 25-27	THANKSGIVING HOLIDAY	
Dec. 1	Presentations	
Dec. 3	Presentations	
<b>Section 5: What did we learn?</b>		
Final Exam Day	Presentations	

**Arkansas Tech University**  
**REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Sean Huss		9/2/09
Department Head Dan Martin		9/29/09
Dean Thomas DeBlack		9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/5/09
Vice President for Academic Affairs		

Course Subject: SOC	Course Number: 4283
Cross-listed with Subject:	Course Number:
Official Title (limited to 30 characters including spaces): SOCIOLOGY CAPSTONE	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010-2011	How frequently will course be offered? Yearly
Is this course repeatable? Y / N How many times? No	
Does this course require a fee? No	How much? Type of fee?

app CC 11/19/09  
app FS 12/8/09  
12-14-09 ✓

Elective       Major       Minor

If major or minor course, you must complete the Request for Program Change form.  
(see form included in packet)

Prerequisites: *All required Sociology courses*  
~~SOC 1003, SOC 2053, SOC 2063, 2073, SOC 2083,~~  
~~SOC 3163, AND 9 HOURS UPPER DIVISION SOC~~  
ELECTIVES *OR Consent of instructor*

Co-requisites:  
*(1 prior and upper division)*

Grading     Standard Letter     P/F     Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- Course subject, number and title
- Catalog course description
- Course goals and/or objectives
- Course outline
- Methods of student performance assessment and evaluation
- Course bibliography, reading list, and /or listing of other instructional media

*See Attached*

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

N/A

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

N/A

How does this proposal support the University Mission?

The capstone class in sociology will serve two purposes. First, the capstone class will serve as the final class a sociology student may take as a major, where each student will be required to work with a professor on identifying and addressing a social issue of local importance. By working with a professor and by reaching out to the community, the students will experience opportunities to identify how classroom knowledge differs from "real world" application. Not only will student's skill sets be enhanced through recognition of this difference but also their intellectual maturity, which will increase likelihood of graduate study or gainful employment. Second, this capstone class is part of an ongoing effort among sociology faculty to better meet the needs of the students through assessment. This class will aid the faculty in determining the needs of the students and adjusting materials in the classroom to fit with these needs. Identification of such needs will arise from evaluation of the students and their final projects in this class.

What assessment information is being used to support this proposal?

This class will be a new and major component of our regular program assessment.

How will the effect of the change be monitored?

We will identify areas of weakness in students' ability to practice sociology and work to change the classroom experience to remove such weaknesses. These weaknesses will be identified by the sociology faculty during the review of students completing the capstone class each year, as part of our annual assessment.

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

This class provides opportunities for research experience, community outreach/work, and development of applied skills. Each of these elements provided in the class increase the likelihood of finding employment or moving into graduate programs due to: 1) increased social networking with community leaders; 2) increased interaction with professors; and 3) increased proficiency in research and writing skills.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

N/A

Request for Course Addition: SOCIOLOGY CAPSTONE

Course Subject/Title: Sociology Capstone (SOC 4283)

Course Description--Prerequisites: *require d sociology courses (lower and upper division) and* All ~~lower division sociology requirements and 12~~ <sup>9</sup> hours of upper division electives in sociology or consent of instructor. This course must be completed by all sociology majors prior to graduation. The course content/topic is determined by the professor and current issues in the local community, which may vary semester to semester. Emphasis will be placed on linking theory, research methods, and social action to community defined problems in the form of applied sociology.

Course Goals and/or Objectives: The goal of this course is to familiarize students with current issues in sociology not covered in the core curriculum or by elective classes currently offered. The specific focus will depend upon research underway, community or student need, and the unique educational opportunity available.

Course Outline: This will vary depending on the topic covered in the seminar.

Methods of Student Performance Assessment and Evaluation: Faculty will evaluate students based on test performance and a required paper.

Course Bibliography, Reading List, and /or Listing of Other Instructional Media: This will vary depending on the topic covered in the seminar.



## Pat Chronister

---

**From:** Sean Huss [shuss@atu.edu]  
**Sent:** November 05, 2009 10:43 AM  
**To:** 'Pat Chronister'  
**Subject:** RE: course descriptions/prereqs

Yes...we weren't sure how specific we needed to be, so I just listed out all required courses and elective hours in the description. If you want to put something like, "all required courses (lower and upper division) and 9 hours upper division electives", then that would be consistent with what we meant.

Let me know how I can help further...and thanks for your help!

sean

*and consent of  
instructor*

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**From:** Pat Chronister [mailto:pchronister@atu.edu]  
**Sent:** Thursday, November 05, 2009 9:45 AM  
**To:** 'Sean Huss'  
**Subject:** RE: course descriptions/prereqs

One question: On SOC 4283, the prereqs on the course proposal form state as follows: SOC 1003, 2053, 2063, 2073, 2083, 3163, and 9 hours upper division SOC electives.

Is that the same thing as "All lower division sociology requirements and 12 hours of upper division electives in sociology or consent of instructor" ???? Obviously the consent of instructor is different but I'm not sure about the rest since I don't know what the lower division sociology requirements are.

Please clarify the prereqs for me and I will make them the same on both the course proposal form and on the course description.

Thanks for your help on this.

Pat

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**From:** Sean Huss [mailto:shuss@atu.edu]  
**Sent:** November 04, 2009 3:33 PM  
**To:** pchronister@atu.edu  
**Cc:** 'Daniel Martin'  
**Subject:** RE: course descriptions/prereqs

I've attached a copy of the course descriptions written for all changes in Sociology/CJ and attached revised copies of the syllabi that now include the course descriptions for the Sociology/CJ courses listed. I highlighted the changes in these copies, so that they will be easy to identify.

Hope this helps...sorry for the omission...

sean

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**From:** Daniel Martin [mailto:wmartin@atu.edu]  
**Sent:** Wednesday, November 04, 2009 3:15 PM  
**To:** 'Sean Huss'  
**Subject:** FW: course descriptions/prereqs

## Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

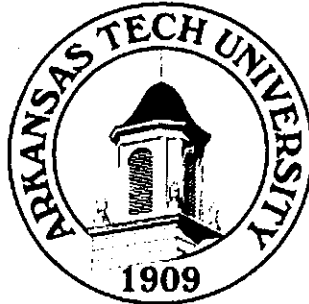
DATE SUBMITTED: 09/18/09

Title	Signature	Date
Person Initiating Proposal	<i>Peggy D. Williams</i>	9/16/09
Program Director, Rehabilitation Science	<i>Raymond B. Harris</i>	9-16-09
Department Head	<i>[Signature]</i>	9/29/09
Dean	<i>Tom DeBlaut</i>	9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Ruedo</i>	10/5/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: Rehabilitation Science <b>RS</b>	Course Number: 3153
Cross-listed with Subject: N/A	Course Number: N/A
Official Title (Limited to 30 characters including spaces): Assistive Technology in Rehabilitation Settings	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010-2011	How frequently will course be offered? Once Per year
Is this course repeatable? NO How many times? N/A	
Does this course require a fee? NO How much? N/A Type of fee? N/A	

*app cc 11/19/09 ✓  
app rs 12/8/09  
12-14-09*

<input type="checkbox"/> Elective      XXX Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: RS 2003 or Consent	Co-requisites:
Grading    XX Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Catalog course description</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> </ol> Course bibliography, reading list, and /or listing of other instructional media	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. NONE	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. N/A	
How does this proposal support the University Mission? "Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism...innovative programs which provide a solid educational foundation for life-long learning..." This proposal increases the professional skills of rehabilitation majors and is part of a solid educational foundation for future rehabilitation professionals. Furthermore, the proposal supports the Rehabilitation Science Major, and is required for students who are recipients of the Rehabilitation Services Administration Tuition Assistance Grant. It will count in the RS emphasis areas of Aging and Vocational Rehabilitation.	
What assessment information is being used to support this proposal? Qualitative data supports this proposal. Current students and graduates have requested access to assistive technology (AT) resources and information, and have identified AT as a need in the workplace. Community field placement supervisors have also requested this training for RS students.	
How will the effect of the change be monitored? The yearly evaluation sent to students and student employer/graduate schools will ask for an assessment of student knowledge of assistive technology resources.	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. Student demand. In addition, within the next 4-5 years undergraduate programs in Rehabilitation Science will have the opportunity for accreditation. The TECH RS program is represented on the accreditation planning committee, and all indications are that AT will be a required component of accredited programs.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.    N/A	



## SYLLABUS

### RS 3153, Assistive Technology in Rehabilitation Settings

#### INSTRUCTOR

#### OFFICE HOURS

#### CATALOG DESCRIPTION:

Prerequisite: RS 2003 or consent. A study of the types of technology devices and services available to individuals with disabilities. Emphasis will be placed on knowledge of resources, assessment of individual needs, funding of devices and services, and methods to use assistive technology to improve the quality of life for all individuals. ✓

#### REQUIRED TEXT:

Schere, Marcia J. (2002). *Assistive technology: Matching devices and consumers for successful rehabilitation*. Washington, D.C: American Psychological Association.

#### SUPPLEMENTAL READING MATERIALS:

Bryant, D. P. & Bryant, B. R. (Eds.) (2003). *Assistive technology for people with disabilities*. Boston: Pearson.

Johnston, L., Beard, L. A., & Carpenter, L. B. (2007). *Assistive technology for all students*. Columbus, Ohio: Pearson.

#### COURSE OBJECTIVES:

1. Develop an understanding of how assistive technology is defined
2. Develop an understanding of the differences between high tech and low-tech technology
3. Develop an understanding of the necessity of effective individualized program planning
4. Develop an understanding of how to utilize program planning and assistive technology resources to help the consumer/client achieve increased independence

#### PROJECT

In lieu of a comprehensive final, each student will complete a case study. The case study will involve a fictitious case and the student will address the assistive technology needs and service planning involved with the individual client. This project will be worth 200 points and will be due no later than 4 p.m. on April 25th. **NO LATE PAPERS WILL BE ACCEPTED.** Early submissions are welcome! Directions for the final project will be provided to the student during

the first month of classes and will be posted in the Documents section of Blackboard. In addition to submitting a hard copy of the paper, each student must also submit a disk containing the paper for potential review using turnitin.com. Word to the wise, do NOT plagiarize!

In addition to completing a written case study, on the day of the final exam, each student will provide a brief synopsis of his/her individual case and the assistive technology used to assist the person with a disability.

The presentation will be worth 25 points. Failure to present or attend the final will result in the student failing the class.

**TESTS:**

There will be three exams, each worth 100 points. An in class review will be conducted during the class period prior to a scheduled exam. **STUDENTS ARE REQUIRED TO COME TO REVIEW WITH QUESTIONS AND TO BE PREPARED TO VERBALLY ANSWER SAMPLE TEST QUESTIONS GENERATED BY THE INSTRUCTOR.** Each student is expected to take the exams on the scheduled date and time. If there are extenuating circumstances (death in family, major illness, auto accident, etc.) preventing this, each student **MUST** contact the instructor prior to the test **AND** schedule a makeup ASAP. There will be a 5 point extra study time penalty administered for tests that are not taken on the day and time scheduled.

**ATTENDANCE AND CLASS PARTICIPATION:**

Each student is expected to attend class. Role will be taken at the beginning of each class period. Students may have 3 unexcused absences without a penalty. Each additional absence will result in a deduction of 5 points for each absence deducted from your final points for the course. More than 3 unexcused absences may result in being dropped from the class with an "F." Please be considerate and turn off or silence all cell phones, pagers, etc. In addition, please do not make a habit of arriving late to class. Chronic lateness may result in a drop in your grade.

**GRADES:**

Grades will be based on attendance, class participation, exam scores and completion of the final project, including the final presentation. You cannot pass this class without completing all exams **AND** the final project and presentation. Grades will be assigned according to the following percentages: 90-100 A, 80-89 B, 70-79 C, 60-69 D, below 60 F.

**ACCOMODATIONS**

If you have a disability and need accommodations, you are encouraged to discuss it with the instructor.

**COURSE TOPICS AND SCHEDULE (Subject to Change)**

THERE MAY BE OTHER TOPICS AND READINGS AS ASSIGNED BY INSTRUCTOR.

Week 1: Introduction to course, discussion of syllabus, case study, and exams, begin reading Chapter 1

Week 2: Chapter 1-Evolving legislation and public policy

Week 3: Chapter 2- Understanding the person behind the technology

Week 4: Chapter 3- Personality assessment in Rehabilitation

Week 5: Review and Exam 1

Week 6: Chapter 4-Pain and other influences on assistive technology devices and services

Week 7: Chapter 5-Satisfaction and comfort

Week 8: Chapter 6-Gender and ethno racial differences in the ownership and use of AT

Week 9: Chapter 7-AT in the home and community

Week 10: Review and Exam II

Week 11: Chapter 8-Coping and adjustment

Week 12: Chapter 9-Eduating the consumer and caretaker about AT

Week 13: Chapter 11-AT and Retraining under the Rehabilitation Act

Week 14: Guest Speaker: Assessment and Funding for AT

Week 15 and 16: Class presentations and review for final

**Arkansas Tech University  
REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal	<i>[Signature]</i>	9-15-09
Department Head	<i>[Signature]</i>	9-29-09
<i>Rehab Science Director</i> Dean	<i>Lynne B. Harris</i>	9-18-09
Teacher Education Council (if applicable)	<i>Tom DeBlad</i>	9/30/09
Graduate Council (if applicable)		
Registrar	<i>Yammye Peoples</i>	10/5/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: Rehabilitation Science <i>RS</i>	Course Number: RS 3163
Cross-listed with Subject: N/A	Course Number: N/A
Official Title (Limited to 30 characters including spaces): Addictions Assessment, Planning, and Treatment Strategies <i>e</i>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010-2011	How frequently will course be offered? Once per year
Is this course repeatable? No How many times? N/A	
Does this course require a fee? No How much? N/A Type of fee? N/A	

*app CC 11/9/09*  
*app FS 12/8/09*  
*12-14-09 ✓*

XX  Elective       Major       Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites:

Co-requisites: None

RS 2003 or consent

Grading    XX  Standard Letter     P/F     Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. None

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. None

How does this proposal support the University Mission? "...nurturing scholastic development, integrity, and professionalism." "...offers a wide range of traditional and innovative programs ...." This proposal increases the professional knowledge base of RS majors who seek emphasis in addictions as part of the rehabilitation science studies. In addition, other Behavioral Sciences majors may be interested in the coursework. Furthermore, the proposal is responsive to the needs and interests of the broader substance abuse professional community.

What assessment information is being used to support this proposal? A 2006 proposal by Dr. Penny Willmering illustrated the extent of the need for development of an addictions emphasis in the Rehabilitation Science Program. On-going advice and encouragement from the Rehabilitation Science Advisory Committee to develop an addictions emphasis brings statewide support for the proposal. Along with the availability of the 'ARVAC/Bob Adkison Addictions Research Scholarship', qualitative data suggests increasing student interest in addictions studies, more requests for field placements in the area of addictions and need to better understand addictions in relation to client populations served, i.e. corrections, child maltreatment, juvenile drug use, etc.

How will the effect of the change be monitored? The yearly evaluation sent to students and student employers/graduate schools will ask for an assessment of student knowledge of addictions.



Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. The RS program is a major with an applied emphasis. Many of our students seek employment as case managers, working with client populations at high risk of addictive behaviors. There is increasing need for student to be able to enhance their knowledge in the area of addictions. In addition, the local agency, ARVAC and Freedom House, have repeatedly recommended over the years that ATU develop an addictions studies program of study. ARVAC has verbally agreed to support the proposal with a one year commitment to remunerate a visiting lecturer to teach this course and one other addictions course. In addition, this course will assist students in becoming certified by the Arkansas Substance Abuse Certification Board.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. N/A

## **COURSE SYLLABUS**

Instructor: TBA  
Office: TBA  
Phone: TBA  
Office Hours: TBA

### **RS 3163**

### **Addictions Assessment, Planning and Treatment Strategies**

#### **Prerequisites**

RS 2003 or consent of instructor.

#### **Course Description**

A study and assessment of addiction disorders and related treatment planning approaches with an overview of evidence based intervention techniques and strategies. Group facilitation skills and meeting cultural issues in the group setting will be addressed.

#### **Required Text:**

Miller, Peter. (2009). "Evidence Based Addiction Treatment". Academic Press, Elsevier, Inc., typeset by Macmillan Publishing.

#### **Supplemental Reference: DSM IV-TR**

#### **Course Objectives:**

1. Develop an understanding of how addiction disorders are defined and diagnosed.
2. Develop an understanding of the need for individualized treatment planning.
3. Develop an understanding of effective facilitation of group work which leads to potential behavior change.
4. Develop an understanding of the value and importance of evidence based approaches to working with client populations with addiction issues.

#### **Course Outline: (Subject to Change)**

There may be other topics and readings as assigned by instructor.

Week 1. Introduction to course, discussion of syllabus, exams, and begin reading.

Week 2. Chapters 1 and 2, What is Evidence based... and The Clinical Course ...

Week 3. Chapters 3 and 4, History and current SA and Dependence and Diagnosis

Week 4. Chapters 5,6, & 7, Assessment of Co-occurring ... and Individualized Problem Assessment...

Week 5. Test

Week 6. Chapters 8 and 9. CB and MI Treatment methods.

Week 7. Chapters 10 & 11. Brief Therapy and Relapse Prevention

Week 8. Chapters 12 & 13. Behavioral Couples therapy and Contingency Management

Week 9. Chapters 14 & 15. Self change and Pharmacotherapy

Week 10 Test

**Course Outline continued:**

Week 11: Chapters 16 & 17. Ethnic and Sexual Minorities and Comorbidity  
Week 12: Chapters 18 & 19. Adolescent Substance abusers and College Student Applications  
Week 13: Chapters 20 & 21. Internet and Evidence Based Planning  
Week 14: Chapters 22 & 23. Adoption of EB approaches and Challenges of EB approaches  
Final Exam during final exam week.

**Tests:**

There will be three exams, each worth 100 points. An in class review will be conducted during the class period prior to a scheduled exam. If there are extenuating circumstances preventing the student from taking the test on the scheduled date and time, the instructor must be notified in advance and schedule a make-up exam. There will be a 5 point extra study time penalty administered for tests that are not taken on the scheduled day and time.

**Attendance and Class Participation:**

Each student is expected to attend class. Role will be taken at the beginning of each class period. Students may have 3 absences without a penalty. Each additional absence will result in a deduction of 5 points from final points earned for the course. More than 3 unexcused absences may result in being dropped from the class with an "F". Turn off cell phones, pagers, and messaging devices. Chronic tardiness may result in a drop in grade.

**Grades:**

Grades will be base upon attendance, class participation, exam scores and completion of the assigned projects. Grades will be assigned according to the following percentages: 90-100 – A; 80-89 – B; 70-79 – C; 60-69 – D; below 60 – F.

**Accommodations:**

If you have a disability and need accommodations, you are encouraged to discuss it with the instructor.

## **Bibliography for RS 3163, Addictions Assessment, Planning and Treatment Strategies**

- Connors, G., Donovan, D. & DiClemente, C. (2004). *Substance Abuse Treatment and the Stages of Change: Selecting and Planning Interventions*. The Guilford Press.
- Bronder, S. (1999). *Group work: Skills and strategies for effective interventions*. Routledge.
- DeJong, Peter & Berg, Insoo Kim. (2002). *Interviewing for Solutions* (2<sup>nd</sup> ed.). Wadsworth.
- Fanning, P. & O'Neill, J. (1996). *The Addiction Workbook: A Step-By-Step Guide to Quitting Alcohol and Drugs*. New Harbinger Publications.
- Gorski, T. (1996). *Relapse Prevention Counseling Workbook: Managing High-Risk Solutions*. Herald Publications.
- Ivey, A. (1994). *Intentional Interviewing & Counseling: Facilitating Client Development in a Multicultural Society* (3<sup>rd</sup> ed.). Allyn & Bacon.
- Macgowan, M. (2008). *A guide to evidence-based groupwork*. Oxford University Press
- McClam, T. & Woodside, M. (1994). *Problem Solving in the Helping Professions*. Pacific Grove, CA Brooks/Cole Publishing.
- Miller, W.R. & Rollnick, S. (2002). *Motivational Interviewing: Preparing People for Change* (2<sup>nd</sup> ed.). The Guilford Press.
- Murphy, J. (2007). *Brief Counseling with Children, Adolescents, and Families*. Workshop presentation by John J. Murphy, Ph.D., Professor of Psychology at University of Central Arkansas, March 14-15, 2007 at Arkansas Tech University.
- Titelman, P. (1998). *Clinical Applications of Bowen Family Systems Theory*. Routledge.
- Velasquez, M., Maurer, G.G., Crouch, C. & DiClemente, C. (2001). *Group Treatment for Substance Abuse: A Stages-Of-Change Therapy Manual*. The Guilford Press.

**Arkansas Tech University**  
**REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal	<i>Marty Willerson</i>	9-15-09
Department Head	<i>W. Dennis</i>	9-29-09
<i>Rehabilitation Science Director</i>	<i>Rayman B. Harris</i>	9-18-09
Dean	<i>Tom DeBlack</i>	9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy Claudio</i>	10/5/09
Vice President for Academic Affairs	<i>John Waters</i>	

Course Subject: Rehabilitation Science <i>RS</i>	Course Number: RS 3173
Cross-listed with Subject: N/A	Course Number: N/A
Official Title (Limited to 30 characters including spaces): Addictions and the Family	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010-2011	How frequently will course be offered? Once per year
Is this course repeatable? No How many times? N/A	
Does this course require a fee? No How much? N/A Type of fee? N/A	

*app CC 11/19/09*  
*app FS 12/8/09*  
*12-14-09 ✓*

XX  Elective       Major       Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites:

Co-requisites: None

RS 2003 or consent

Grading    XX  Standard Letter     P/F     Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. None

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. None

How does this proposal support the University Mission? "...nurturing scholastic development, integrity, and professionalism." "...offers a wide range of traditional and innovative programs ...." This proposal increases the professional knowledge base of RS majors who seek emphasis in addictions as part of the rehabilitation science studies. In addition, other Behavioral Sciences majors may be interested in the coursework. Furthermore, the proposal is responsive to the needs and interests of the broader substance abuse professional community.

What assessment information is being used to support this proposal? A 2006 proposal by Dr. Penny Willmering illustrated the extent of the need for development of an addictions emphasis in the Rehabilitation Science Program. On-going advice and encouragement from the Rehabilitation Science Advisory Committee to develop an addictions emphasis brings statewide support for the proposal. Along with the availability of the 'ARVAC/Bob Adkison Addictions Research Scholarship', qualitative data suggests increasing student interest in addictions studies, more requests for field placements in the area of addictions and need to better understand addictions in relation to client populations served, i.e. corrections, child maltreatment, juvenile drug use, etc.

How will the effect of the change be monitored? The yearly evaluation sent to students and student employers/graduate schools will ask for an assessment of student knowledge of addictions.

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. The RS program is a major with an applied emphasis. Many of our students seek employment as case managers, working with client populations at high risk of addictive behaviors. There is increasing need for student to be able to enhance their knowledge in the area of addictions. In addition, the local agency, ARVAC and Freedom House, have repeatedly recommended over the years that ATU develop an addictions studies program of study. ARVAC has verbally agreed to support the proposal with a one year commitment to remunerate a visiting lecturer to teach this course and one other addictions course. In addition, this course will assist students in becoming certified by the Arkansas Substance Abuse Certification Board.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. N/A

## **COURSE SYLLABUS**

Instructor: TBA  
Office: TBA  
Phone: TBA  
Office Hours: TBA

### **RS 3173**

Addictions and the Family

### **Prerequisites**

RS 2003 or consent of instructor.

### **Course Description**

A study of the impact of addictions upon families, the social fabric of the nation. The course includes a review of family systems theory and family addictions counseling models.

### **Required Texts:**

Juhnke, G. & Hagedorn, W. B. (2006). *Counseling addicted families: An integrated assessment and treatment model*. Brunner-Routledge.

Gilbert, R. (2006). *The eight concepts of Bowen theory*. Leading Systems Press.

### **Course Objectives:**

1. Develop an understanding of the extent and prevalence of addiction disorders.
2. Develop an understanding of family systems theory and its application to individual treatment.
3. Develop an understanding of family counseling models related to addictions.
4. Develop an understanding of the value and importance of evidence based approaches to working with client populations with addiction issues.

### **Course Outline: (Subject to Change)**

There may be other topics, papers and readings as assigned by instructor.

- Week 1. Introduction to course, discussion of syllabus, exams, and begin reading in Gilbert text.
- Week 2. Chapters 1 in both texts
- Week 3. Chapters 2 in both texts;
- Week 4. Chapters 3 in both texts
- Week 5. Exercise "Family Genograms: Looking for Patterns of Addiction" and Test week.
- Week 6. Chapters 4 in each text.
- Week 7. Chapters 5 in each text
- Week 8. Chapter 6 in Gilbert
- Week 9. Chapter 7 in Gilbert
- Week 10 Test



**Course Outline continued:**

Weeks 11-14 – finish and review chapters; visit addictions center; volunteer to assist with addictions center family counseling, if appropriate.

Final exam during scheduled final exam period.

**Tests:**

There will be three exams, each worth 100 points. An in class review will be conducted during the class period prior to a scheduled exam. If there are extenuating circumstances preventing the student from taking the test on the scheduled date and time, the instructor must be notified in advance and schedule a make-up exam. There will be a 5 point extra study time penalty administered for tests that are not taken on the scheduled day and time.

**Attendance and Class Participation:**

Each student is expected to attend class. Role will be taken at the beginning of each class period. Students may have 3 absences without a penalty. Each additional absence will result in a deduction of 5 points from final points earned for the course. More than 3 unexcused absences may result in being dropped from the class with an "F". Turn off cell phones, pagers, and messaging devices. Chronic tardiness may result in a drop in grade.

**Grades:**

Grades will be based upon attendance, class participation, exam scores and completion of the assigned projects. Grades will be assigned according to the following percentages: 90-100 – A; 80-89 – B; 70-79 – C; 60-69 – D; below 60 – F.

**Accommodations:**

If you have a disability and need accommodations, you are encouraged to discuss it with the instructor.

### **Bibliography for RS 3173, Addictions and the Family**

- Connors, G., Donovan, D. & DiClemente, C. (2004). *Substance Abuse Treatment and the Stages of Change: Selecting and Planning Interventions*. The Guilford Press.
- DeJong, Peter & Berg, Insoo Kim. (2002). *Interviewing for Solutions* (2<sup>nd</sup> ed.). Wadsworth.
- Fanning, P. & O'Neill, J. (1996). *The Addiction Workbook: A Step-By-Step Guide to Quitting Alcohol and Drugs*. New Harbinger Publications.
- Gilbert, R. (2006). *The Eight Concepts of Bowen Theory*. Leading Systems Press.
- Gorski, T. (1996). *Relapse Prevention Counseling Workbook: Managing High-Risk Solutions*. Herald Publications.
- Ivey, A. (1994). *Intentional Interviewing & Counseling: Facilitating Client Development in a Multicultural Society* (3<sup>rd</sup> ed.). Allyn & Bacon.
- McClam, T. & Wodside, M. (1994). *Problem Solving in the Helping Professions*. Pacific Grove, CA Brooks/Cole Publishing.
- Miller, W.R. & Rollnick, S. (2002). *Motivational Interviewing: Preparing People for Change* (2<sup>nd</sup> ed.). The Guilford Press.
- Murphy, J. (2007). *Brief Counseling with Children, Adolescents, and Families*. Workshop presentation by John J. Murphy, Ph.D., Professor of Psychology at University of Central Arkansas, March 14-15, 2007 at Arkansas Tech University.
- Titelman, P. (1998). *Clinical Applications of Bowen Family Systems Theory*. Routledge.
- Velasquez, M., Maurer, G.G., Crouch, C. & DiClemente, C. (2001). *Group Treatment for Substance Abuse: A Stages-Of-Change Therapy Manual*. The Guilford Press.

**Arkansas Tech University**  
**REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal	<i>Marti Wickman</i>	9-18-09
Department Head	<i>[Signature]</i>	9-29-09
<i>Rehab. Science Director</i> Dean	<i>Lynne B. Harris</i>	9-18-09
	<i>Tom DeBlack</i>	9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yannys Louides</i>	10/5/09
Vice President for Academic Affairs	<i>John Waters</i>	

Course Subject: Rehabilitation Science <i>RS</i>	Course Number: RS 4094
Cross-listed with Subject: N/A	Course Number: N/A
Official Title (Limited to 30 characters including spaces): Field Placement in Addictions	
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input checked="" type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010-2011	How frequently will course be offered? Fall, Spring and summer
Is this course repeatable? No How many times? N/A	
Does this course require a fee? No How much? N/A Type of fee? N/A	

*app CC 11/19/09*  
*app FS 12/8/09*

✓  
*12-14-09*

XX  Elective       Major       Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites: RS 2003, RS 3023 (C or better), junior standing, completion of six hours in emphasis area (except RS 4024), 2.0 GPA and consent of instructor.

Co-requisites: None

Grading    XX  Standard Letter     P/F     Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. None

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. None

How does this proposal support the University Mission? "...nurturing scholastic development, integrity, and professionalism." "...offers a wide range of traditional and innovative programs ...." This proposal increases the professional knowledge base of RS majors who seek emphasis in addictions as part of the rehabilitation science studies. In addition, other Behavioral Sciences majors may be interested in the coursework. Furthermore, the proposal is responsive to the needs and interests of the broader substance abuse professional community.

What assessment information is being used to support this proposal? A 2006 proposal by Dr. Penny Willmering illustrated the extent of the need for development of an addictions emphasis in the Rehabilitation Science Program. On-going advice and encouragement from the Rehabilitation Science Advisory Committee to develop an addictions emphasis brings statewide support for the proposal. Along with the availability of the 'ARVAC/Bob Adkison Addictions Research Scholarship', qualitative data suggests increasing student interest in addictions studies, more requests for field placements in the area of addictions and need to better understand addictions in relation to client populations served, i.e. corrections, child maltreatment, juvenile drug use, etc.

How will the effect of the change be monitored? The yearly evaluation sent to students and student employers/graduate schools will ask for an assessment of student knowledge of addictions.

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. The RS program is a major with an applied emphasis. Many of our students seek employment as case managers, working with client populations at high risk of addictive behaviors. There is increasing need for student to be able to enhance their knowledge in the area of addictions. In addition, the local agency, ARVAC and Freedom House, have repeatedly recommended over the years that ATU develop an addictions studies program of study. ARVAC has verbally agreed to support the proposal with a one year commitment to remunerate a visiting lecturer to teach this course and one other addictions course. In addition, this course will assist students in becoming certified by the Arkansas Substance Abuse Certification Board.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. N/A

## **COURSE SYLLABUS**

RS 4094  
Rehabilitation Science Field Placement in Addictions

Instructor: Marti Wilkerson  
12 p.m. Wednesday  
Office: WPN 367A  
Phone: 968-0466  
Office Hours: TBA

### **Prerequisites**

RS 2003, RS 3023 (C or better), junior standing, completion of six hours in emphasis area (except RS 4024), 2.0 GPA and consent of instructor.

### **Course Description**

A supervised 10-14 weeks field placement in a setting related to addiction services. Emphasis will be placed on the student's acquiring first hand experiences in practitioner roles such as case management, interviewing, risk assessment, interagency collaboration, crisis management, group services, motivational interviewing approaches, and client solution/change strategies.

### **Course Requirements**

The student will complete 10-14 weeks with a selected agency and 14-15 hours in faculty supervision seminar. Students are required to develop a resume, interview and be accepted by faculty and field supervisors for a field placement position, purchase liability insurance as well as meeting course standards outlined in the Rehabilitation Science Field Placement guidelines.

Students are furnished a check-off list, guidelines for field placement and orientation to the process of field placement. Field supervisors are furnished an orientation/information packet as well as an introductory meeting to establish expectations.

The faculty supervisor arranges for field placement visitation for evaluation of students, performs a mid semester student evaluation interview and an exit evaluation interview with the field placement students.

A third week paper and final student evaluation of the agency are required.

## RS 4094 Syllabus

### Course Objectives

1. To provide opportunities for application of principles, knowledge, values, and ethical behaviors learned in the classroom.
2. To develop competence in relating to individuals.
3. To develop competence in assessing needs and problems as well as strengths and assets.
4. To develop competence in planning and intervening appropriately.
5. To develop competence in case documentation.
6. To promote the transition from being a passive learner to becoming an active professional.

### Course Outline

- I. Orientation/Review Guidelines and Expectations
- II. Ethical Considerations Reviewed: Social Work or Rehab Counselor Code of Ethics
- III. Third Week Papers and Discussion of Weekly Events
- IV. Discussion of Weekly Events and Resume Improvement
- V. Discussion of Weekly Events and Solution Focused Change
- VI. Eight Interview Questions
- VII. Field Visitation Reports/Mid Semester Students Interviews
- VIII. Autobiographical Sketch
- IX. Writing Cover Letters/Applying for Jobs
- X. Summarizing Accomplishments
- XI. Writing "Thank You" Letters
- XII. Exit Interview/Final Evaluations

### Grading

Students will be graded based upon hours completed in the field, seminar attendance and participation, quality of 3<sup>rd</sup> week paper and final evaluation reports, mid-term and final evaluations from field supervisors, and completion of other field tasks as assigned. Ethical violations of codes of conduct may result in failing grades.

### Bibliography

Royse, D.; Dhooper, S.S.; Rompf, E.L. (1996). *Field Instruction: A Guide for Social Work Students*. 2<sup>nd</sup> edition. White Plains, NY: Longman Publishers.

Schulman, L. (1994). *Teaching the Helping Skills: A Field Instructor's Guide*. New York: Aldine De Gruyter.

Wilson, S.J. (1980). *Recording: Guidelines for Social Workers*. New York: The Free Press.

Wilson, S.J. (1981). *Field Instruction: Techniques for Supervisors*. New York: The Free Press.

**Arkansas Tech University  
REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Eric Bowne	<i>[Signature]</i>	9/4/09
Department Head N Daniel Martin, PhD	<i>[Signature]</i>	9/8/09
Dean Tom DeBlack	<i>[Signature]</i>	9/8/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	10/2/09
Vice President for Academic Affairs	<i>[Signature]</i>	

Course Subject: ANTHROPOLOGY ANTH	Course Number: 3223
Cross-listed with Subject:	Course Number:
Official Title NORTH AMERICAN ARCHAEOLOGY	
Request to change: (check appropriate box)	
<input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year:	

*app CC 11/19/09*  
*app FS 12/8/09*

*12-14-09*



Course Number (Limited to 30 characters including spaces):

2223

Course Description:

Cross-list:

Adding Cross-listing    Changing Cross-listing    Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number \_\_\_\_\_

Prerequisite/Co-requisite:

Grading    Standard Letter    P/F    Other (If other, please specify below)

Fee:                      How much?                      Type of Fee?

Elective             Major             Minor

If major or minor course, you must complete the Request for Program Change form.

Please provide a rationale for the change.

COURSE TO BE TAUGHT AT THE INTRODUCTORY LEVEL

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

**Arkansas Tech University  
REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Eric Bourne	<i>Eric Bourne</i>	9/4/09
Department Head W. David El Martin, PhD	<i>W. David El Martin</i>	9/8/09
Dean Tom DeBlase	<i>Tom DeBlase</i>	9/8/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yammya Kinody</i>	10/2/09
Vice President for Academic Affairs	<i>Fred White</i>	

Course Subject: ANTHROPOLOGY ANTH	Course Number: 3203
Cross-listed with Subject:	Course Number:
Official Title INDIANS OF NORTH AMERICA	
Request to change: (check appropriate box) <input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year:	

*app CC 11/19/09 ✓  
app TS 12/8/09  
12-14-09*

Course Number (Limited to 30 characters including spaces):

2203

Course Description:

Cross-list:

Adding Cross-listing    Changing Cross-listing    Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number \_\_\_\_\_

Prerequisite/Co-requisite:

Grading    Standard Letter    P/F    Other (if other, please specify below)

Fee:                      How much?                      Type of Fee?

Elective             Major             Minor

If major or minor course, you must complete the Request for Program Change form.

Please provide a rationale for the change.

COURSE TO BE TAUGHT AT THE INTRODUCTORY LEVEL

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Lowell H. Lybarger	Lowell H. Lybarger	9/4/09
Department Head Cynthia Hunkill	Cynthia Hunkill	9-4-09
Dean Tom DeBlack	Tom DeBlack	9/8/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Sammy Roodis	10/2/09
Vice President for Academic Affairs	John Waters	

Course Subject: MUS	Course Number: MUS 4853
Cross-listed with Subject: ANTH	Course Number: ANTH 4853
Official Title Music of the World's Peoples	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input checked="" type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010 - 2011	

app CC 11/19/09  
 app FS 12/18/09  
 12-14-09 ✓

Course Number (Limited to 30 characters including spaces):

Course Description: A survey of predominantly non-Western world music cultures with attention to sonic structures, musicians, musical instruments, and socio-cultural contexts of music making. Open to students in all majors. Listening emphasized.

Cross-list:

Adding Cross-listing    Changing Cross-listing    Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number AN TH 4853

Prerequisite/Co-requisite:

N/A

Grading    Standard Letter    P/F    Other (If other, please specify below)

Fee:                      How much?                      Type of Fee?

N/A

Elective                       Major                       Minor

If major or minor course, you must complete the Request for Program Change form.

Please provide a rationale for the change.

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Dr. William Schumann	<i>Dr. W. Schumann</i>	9/3/09
Department Head Dr. Daniel Martin	<i>Dr. Daniel Martin</i>	9/8/09
Dean Tom DeBlack	<i>Tom DeBlack</i>	9/8/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy Woods</i>	10/2/09
Vice President for Academic Affairs		

Course Subject: <b>MUSIC MUS</b>	Course Number: <b>4853/5853</b>
Cross-listed with Subject: <b>ANTH</b>	Course Number: <b>4853/5853</b>
Official Title <b>MUSIC OF THE WORLD'S PEOPLES</b>	
Request to change: (check appropriate box)	
<input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input checked="" type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: <b>2010-2011</b>	

Course Number (Limited to 30 characters including spaces):

4853

Course Description:

SAME AS IN EXISTING CATALOGUE  
(Photocopy attached)

Cross-list:

Adding Cross-listing    Changing Cross-listing    Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number \_\_\_\_\_

Add:

ANTH 4853

Prerequisite/Co-requisite:

N/A

Grading



Standard Letter



P/F



Other (If other, please specify below)

Fee:

N/A

How much?

Type of Fee?

Elective

Major

Minor

If major or minor course, you must complete the Request for Program Change form.

Please provide a rationale for the change.

INCREASING STUDENT  
DEMAND FOR ANTHROPOLOGY COURSES

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

# SYLLABUS

MUS 4853/5853

## Music of the World's Peoples

Monday 6:30-9:20 PM -- Witherspoon Hall 315

Lowell H. Lybarger, Ph.D.  
Arkansas Tech University  
Fall 2009

### Office Hours and Contact Information

Dr. Lybarger's office: RPL 209 (in the music lab)  
Office hours: Monday 2-4 PM or by appointment.  
email: [llybarger@atu.edu](mailto:llybarger@atu.edu)

Office phone: (479) 964-0584

### Description

This course is a multicultural survey of current and past music cultures from an ethnomusicological perspective. We will study the rich descriptive data of each musical tradition as well as theories for understanding this information. We will explore select case studies of specific traditions and geographic-culture areas with a focus on the sonic, social, and cultural contexts of music making.

Listening to audio CDs and viewing video recordings is an integral aspect of this course; however, no formal music training is required.

### Catalog Description

A survey of predominantly non-Western world music cultures with attention to sonic structures, musicians, musical instruments, and socio-cultural contexts of music making. Open to students in all majors. Listening emphasized.

### Objectives

- To study music from an intellectual, cross-cultural perspective.
- To obtain a broad knowledge of numerous international music styles and genres.
- To develop critical theoretical tools for understanding the sociocultural basis of music making.
- To discover greater insight into one's own musical and cultural identity.



## Required Readings and Listening/Viewing

There is no required text for this class. The majority of required readings are from the excellent *Garland Encyclopedia of World Music* which is available as a print (paper) and electronic (web-based) resource through the ATU library or music lab websites. Another excellent resource that is also available in print and electronic formats is *The New Grove Dictionary of Music and Musicians* or *Grove Music Online*. Please contact the instructor immediately if you have difficulty locating these resources. Furthermore, some readings will be taken from academic and popular journals and websites.

Two copies of a weekly audio CD of required listening will be placed on reserve at the music lab control room which is located on the second floor of Ross Pendergraft Library. It is highly suggested that you maintain a regular discipline of listening to these examples and knowing the descriptive information that accompanies sonic recognition. For example, one needs to know the cultural and historical information of the Japanese *koto* in addition to recognizing that the instrument is a *koto*. The quizzes and tests for this class will be based primarily upon your ability to recognize the musical examples and to explain their sociocultural and historical significance.

Video examples will be shown in every lecture and select films will be placed on reserve at the music lab control room.

## Suggested Texts

If one would like to purchase a text for this course, I would suggest two introductory texts meant for the layperson that cover international popular music and to a lesser extent, older genres that do not readily fall under the "popular" rubric. A third text is more scholarly in approach and well worth exploring for obtaining an in-depth knowledge of world music cultures.

The first text is a short but pleasantly concise summary of major world culture areas, focused on more recent popular music styles:

Nidel, Richard O.

2005 *World music: the basics*. New York: Routledge.

The second is similar to Nidel's work, but contains greater breadth and depth of information, published as a two volume set:

Broughton, Simon

2006 *The rough guide to world music. Vol. 1, Africa & Middle East*. London: Rough Guides, third edition.

Rough Guides

2000 *The rough guide to world music Volume 2, Latin and North America, Caribbean, India, Asia and Pacific*. London: Rough Guides.

For the serious seeker of international, cross-cultural musical knowledge, an academic text which takes a very broad historical and sociocultural perspective is Peter Fletcher's excellent survey:

Fletcher, Peter

2004 *World musics in context; A comprehensive survey of the world's major musical cultures*. Oxford: Oxford University Press.

## **Blackboard**

Select announcements, readings, assignments, and other course materials will be made available through the Blackboard website for this class. Please check this site regularly. Other essential materials will be given in hard copy format, thus requiring your physical presence in the class. All assignments and tests must be submitted in hard copy form to the instructor.

## **Assessment**

Participation is not a formal component of assessment; however, your class attendance will be noted with negative consequences for significant lack thereof (see below).

### **MUS 4853 (Undergraduate)**

Your grade will be determined by the following assessment opportunities: two quizzes (15% each), concert report (10%), midterm exam (30%), and final exam **or** final project (30%). Undergraduate students have the option of producing a final project in lieu of the final exam to be submitted at the exam period.

### **MUS 5853 (Graduate)**

Your grade will be determined by the following assessment opportunities: two quizzes (15% each), concert report (10%), four one-page article summaries (10%), midterm exam (20%), and final project (30%).

## **Grading Scheme**

100—90 **A (4)**    89—80 **B (3)**    79—79 **C(2)**    69—60 **D (1)**    59 and below **F (0)**

## **Attendance Policy**

You are required to attend all scheduled classes. Only two unexcused absences are permitted before a deduction of five percentage points (5%) from the final grade with additional reductions increasing for every two unexcused absences. A total of seven unexcused absences will result in the "FE" (failure) grade.

## **Assignments**

### **Submission of Assignments**

Specific instructions will be given for the format and style of required written assignments. Submissions must be made in person by the student to the teacher in analog format (i.e. a hard copy print-out). Electronic submissions will not be accepted unless the electronic format is integral to the final project option that a student may choose in lieu of the final exam.

## **Concert Report Assignment**

You will be required to attend the ATU Percussion Ensemble concert on Monday, September 21 after taking your first quiz for this class. The concert will feature performances of music of several culture areas: Native America, India, Europe, and the United States. You will be required to observe the event from a strictly objective, sociological perspective—like observing bugs under a microscope—and be required to ask the basic question: what's really going on here? You will be given a questionnaire to assist in your observations and short essay of the musical experience.

### **One-page Article Summaries (graduate students)**

You will be assigned four concise articles that address a theoretical topic in the sociocultural study of music. You will be required to submit a short one-paragraph abstract or a list of sentences in point form that outline the key concepts of the article. Each article summary will be worth one point each. Furthermore, these summaries will be useful in the analysis section of your final project.

### **Final Project Option: Video Transcription and Sociocultural Analysis**

Undergraduate students who choose to produce a final project in lieu of the final exam will be given a deadline to commit to this option several weeks prior to this decision. The project will involve documenting a video recording of a musical event—live or studio post-produced—by graphically representing the events of the recording and producing critical social commentary about its sonic and social structures. Graduate students are required to undertake this assignment. The instructor will readily assist students in their transcriptions. All video transcription projects will include a five minute presentation on the day of the final exam.

### **Note on Academic Dishonesty**

To quote directly from the ATU Faculty handbook (p. 74):

#### **Academic Dishonesty.**

Academic dishonesty refers to the various categories of cheating and plagiarism in the classroom.

1. Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples of this are: a) copying from the examination or quiz of another student, b) bringing into the classroom notes, messages, or crib sheets in any format which gives the student extra help on the exam or quiz, and which were not approved by the instructor of the class; c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers from the Internet or any other source, and f) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.
2. Plagiarism is stealing the ideas or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written work without acknowledgement to the true author. Any paper written by cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact that the sentence or phrase is plagiarized. Acknowledgment of the source of ideas must be made through a recognized footnoting or citation format. Plagiarism includes recasting the phrase or passage in the student's own words of another's ideas that are not considered common knowledge. Acknowledgment of source must be made in this case as well.

# MUS 4853 Music of the World's Peoples – Fall 2009

## Class Schedule

Assessment	Week	Date	Theory (ideas about music)	Music Culture
	1 - 2	Aug. 24	<i>Defining Music, Language &amp; Music, Musicking, Ethnomusicology, Music &amp; Identity</i>	Class Overview, Lecture Format, Assignments, Assessment, Basic Concepts
	3	Aug. 31	<i>Acoustic Ecology / Soundscape Theory</i>	Aboriginal Australia & Oceania
		Sept. 7	N/A	
Concert Report Assignment	4	Sept. 14	First Nations cultures of North America: Plains, Navajo, Hopi, Inuit; Peyote Ceremony	
Quiz I	5	Sept. 21	<i>Quiz I</i>	ATU Percussion Concert (7:30 pm)
	6	Sept. 28	<i>Otherness, Alterity, Cultural Difference</i>	South America: Brazil, Paraguay, Argentina
	7	Oct. 5	Indonesia: Java, Bali, Sumatra	
Concert Report Due	8	Oct. 12	<i>Midterm</i>	
Midterm	9	Oct. 19	<i>Sociology of Music &amp; Musicians</i>	South Asia
	10	Oct. 26	China and Korea	
	11	Nov. 2	Japan	
	12	Nov. 9	Middle East: Egypt, North Africa, Turkey	
Quiz II	13	Nov. 16	<i>Quiz II</i>	Iran & Central Asia
	14	Nov. 23	<i>Modernity, Post-modernity</i>	Western Art Music
	15	Nov. 30	<i>Music &amp; Dance</i>	Africa: East, Central, West
	16	Dec. 7	<i>Music Industry, Globalization, Schizophrenia, Fusion, Sampling, Recording Consciousness</i>	International Pop
Final Exam or Project		TBA	Final Exam or Project Presentation(s)	

**Arkansas Tech University**  
**DEPARTMENTAL SUPPORT FORM**

This form must be completed for every department affected by the course change.

Department Affected: <i>Music</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: <i>Since Music of the World's People, is an elective, this cross-listing will not impact any of our degree requirements.</i>	

Department Head Signature:

*Cynthia Hill*

Date: *9-4-09*

Arkansas Tech University  
DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

Department Affected: Behavioral Science, Music	This department <input checked="" type="checkbox"/> supports the change. <input type="checkbox"/> does not support
Comments: MUS 4853 / ANTH 4853 MUSIC OF THE WORLD'S PEOPLES	

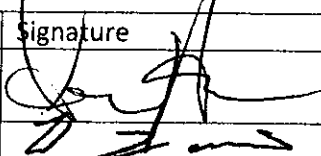

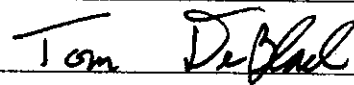
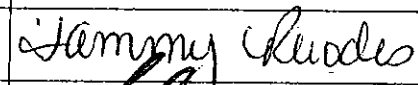
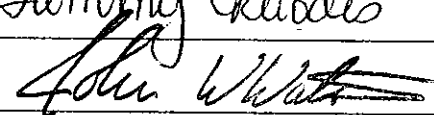
Department Head Signature: W. David Miller

Date: 9-8-09

**Arkansas Tech University**  
**REQUEST FOR CHANGE IN PROGRAM**  
**(Modification or Deletion of Existing Major, Option or Minor)**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Sean Huss		9/20/09
Department Head Dan Martin		9/29/09
Dean Thomas DeBlack		9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/5/09
Vice President for Academic Affairs		

Program Title: Sociology	Effective Date: Fall 2010 (2010-2011 Catalog)
<p>Detail change in program:</p> <p>The sociology curriculum is designed to prepare students for employment in a range of careers or for advanced study in sociology, law, criminology, criminal justice, counseling, or other related fields. Sociology prepares majors to deal with the constant social change that is today's world. In addition to understanding the organization of social groups and the human behaviors that comprise everyday social life, sociologists remain an important contributor to the collection of data pertaining to these levels of human behavior. The undergraduate sociology student learns to identify problems, formulate appropriate questions, search for answers, analyze data, organize information, and express themselves verbally and in writing.</p> <p>Over the past few years, the sociology program has experienced a great deal of personnel turn-over. This turn-over has resulted in a shift in the specialty areas and research interests of the faculty members in our department. Accordingly, the sociology faculty wishes to make changes in the present curriculum in order to better meet university goals, meet departmental goals, and meet the needs of our students. These changes include removing previous requirements and adding others to our curriculum. While this form is mainly applicable to changes in required courses, all changes in the program are briefly addressed below to give committee members a sense of our program, our</p>	

App CC 11/19/09  
 App ES 12/18/09 ✓  
 12-15-09

proposed curriculum changes, and the reasons for these changes.

To begin, the sociology faculty members wish to make the following changes in program requirements:

- 1) Drop COMS 1003 (computer skills) from the list of required courses;
- 2) Add SOC 2063 (Research Design for the Behavioral Sciences) as a required course; ~~and~~;
- 3) Add SOC 4283 (sociology capstone) as a required course; ~~and~~
- 4) Reduce 3000/4000 - SOC Electives to 12 hrs.

These changes will come at no cost to the department, will require no additional resources, and will help us to develop a more rigorous curriculum designed to help our majors in their intellectual and practical skills development. More specifically, the addition of a research design (SOC 2063) class will help students in understanding the process of asking research questions and designing studies meant to empirically address such questions. This experience will enhance our students' skills in conducting research projects for SOC 3163 (Introduction to Research Methods). The addition of the Capstone class (SOC 4283) will provide graduating seniors an opportunity to apply their skills to specific community related issues, as well as serve as one of the ways our department can assess our own performance. By completing this class, our students are more marketable, because of practical experience and contacts made in community work, and our students are better prepared for applying to graduate programs. Finally, we feel that the COMS 1003 class is best utilized as a lower-division elective for our majors, as opposed to a requirement. Often, students have the necessary computer skills to complete class work in statistics/research methods classes, which makes the COMS 1003 requirement redundant.

The sociology faculty members wish to make the following changes to the electives options in our program:

- 1) Add SOC 3033 (Environment and Society) as an upper division elective;
- 2) Add SOC 4013 (Drugs in Society) as an upper division elective;
- 3) Add SOC 4023 (Sociology of Gender) as an upper division elective; and,
- 4) Add CJ 4141-4 (Criminal Justice Seminar) as an upper division elective;

Note that SOC 3033 (Environment and Society), SOC 4013 (Drugs in Society), and SOC 4023 (Sociology of Gender) have been or are presently being taught as seminars. Due to their popularity and the need for a larger number of upper division electives consistent with the expertise of new faculty, we have decided that these three classes should be added to the curriculum. The criminal justice seminar (CJ 4141-4) is a necessary addition, based on student demand, to provide additional opportunities for advanced study to our criminal justice minors and associates students.



In addition to the changes listed above, the sociology faculty has also proposed to drop a select number of elective courses from the curriculum. These courses are as follows:

- 1) Dropping SOC 3003 (Complex Organizations);
- 2) Dropping SOC 3053 (Population Problems);
- 3) Dropping CJ 2013 (Introduction to Security); and,
- 4) CJ/RS 3063 (Prisons and Corrections).

In each instance, as discussed in the attached documents, the deletions eliminate redundancies. In short, these changes to electives in our curriculum, along with the changes in our required courses, should not only streamline our program but also better prepare our students for subsequent study or work in related fields.

Please provide a rationale for the change.

Please see the previous section.

What impact will the change have on staffing, on other programs and space allocation?

These changes will impact Computer/Information Science and Rehabilitation Sciences. We propose to drop the COMS 1003 (Introduction to Computer Systems) as a major requirement and we propose to drop RS/CJ 3063 (Probation and Parole)

If this course will affect other departments a Departmental Support Form for each affected department must be attached. (forms attached to specific course change proposals)

9/24/2009

To: ATU Curriculum Committee

From: Department of Behavioral Sciences

RE: Proposed Curriculum Changes in Sociology for 2010-2011 Catalog

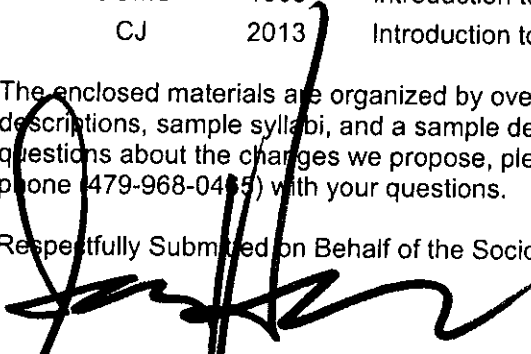
Committee Members:

Enclosed you will find the proposed course additions and course deletions for the Sociology major at Arkansas Tech University. These changes have become necessary due to a turn-over in faculty, an increased student demand for elective alternatives, and a need to revise past research methods requirements. Briefly, the changes include the following:

<u>Prefix</u>	<u>Number</u>	<u>Course</u>	<u>Change</u>
CJ	4141-4	Seminar in Criminal Justice	Add as Elective
SOC	3033	Environmental Sociology	Add as Elective
SOC	4013	Drugs in Society	Add as Elective
SOC	4023	Gender	Add as Elective
SOC	<sup>2013</sup> 3123	Research Design	Add as Requirement ✓
SOC	4283	Capstone in Sociology	Add as Requirement ✓
SOC	3003	Sociology of Complex Organizations	Drop as Elective
SOC	3053	Population Problems	Drop as Elective
RS/CJ	3063	Probation Parole	Drop as Elective
COMS	1003	Introduction to Computer Systems	Drop as Requirement ✓
CJ	2013	Introduction to Security	Drop as Elective

The enclosed materials are organized by overall program change, additions (along with course descriptions, sample syllabi, and a sample degree audit checklist), and course deletions. If you have any questions about the changes we propose, please feel free to contact me by email ([shuss@atu.edu](mailto:shuss@atu.edu)) or by phone (479-968-0455) with your questions.

Respectfully Submitted on Behalf of the Sociology Faculty,

  
Sean Huss, Ph.D.  
Department of Behavioral Sciences

Outline in specific detail how your proposal will alter the program (include course number and title):

**SEE ATTACHED SAMPLE DEGREE AUDIT CHECKLIST AND CURRICULUM OUTLINE BY SEMESTER**

Fall Start	
<p>Freshman Fall Semester</p> <p>Add/Change: NO CHANGES</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change: <del>NO CHANGES</del> Social Sciences' ✓</p> <p>Delete: Any COMS 3hrs ✓</p> <p>Total Hours: 18 hrs</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: SOC 2063 SHOULD BE TAKEN AS SOPHOMORE SOC 2053 ✓</p> <p>Delete: Social Sciences' ✓ Fine Arts/Humanities'</p> <p>Total Hours: 14 hrs</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: <del>SOC 2063 SHOULD BE TAKEN AS SOPHOMORE</del> Fine Arts/Humanities' ✓</p> <p>Delete: SOC 2053 ✓</p> <p>Total Hours: 16 hrs</p>
<p>Junior Fall Semester</p> <p>Add/Change: <del>NO CHANGES</del> Elec Minor 3hrs ✓</p> <p>Delete: SOC Elective 3hrs ✓ (2000-4000)</p> <p>Total Hours: 15 hrs</p>	<p>Junior Spring Semester</p> <p>Add/Change: NO CHANGES</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester <del>NO CHANGES</del></p> <p>Add/Change: <del>SOC 4283 SHOULD BE TAKEN AS A SENIOR</del></p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change: SOC 4283 SHOULD BE TAKEN AS A SENIOR ✓</p> <p>Delete: Elec Minor 3hrs ✓</p> <p>Total Hours: 15 hrs</p>

Spring Start (If applicable)

<p>Freshman Spring Semester</p> <p>Add/Change: NO CHANGES</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Fall Semester</p> <p>Add/Change: <del>NO CHANGES</del> Gen Elec<sup>2</sup> 3 hrs</p> <p>Delete: Any Coms 3 hrs</p> <p>Total Hours: 18 hrs</p>
<p>Sophomore Spring Semester</p> <p>Add/Change: SOC 2063 SHOULD BE TAKEN AS SOPHOMORE ✓</p> <p>Delete: Soc Elective (3000-4000 level) 3 ✓</p> <p>Total Hours: 16 hrs</p>	<p>Sophomore Fall Semester</p> <p>Add/Change: <del>SOC 2063 SHOULD BE TAKEN AS SOPHOMORE</del></p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Spring Semester</p> <p>Add/Change: NO CHANGES</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Fall Semester</p> <p>Add/Change: NO CHANGES</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Spring Semester</p> <p>Add/Change: SOC 4283 SHOULD BE TAKEN AS A SENIOR</p> <p>Delete: Gen Elec<sup>2</sup> 3 hrs ✓</p> <p>Total Hours: 15 hrs ✓</p>	<p>Senior Fall Semester</p> <p>Add/Change: <del>SOC 4283 SHOULD BE TAKEN AS A SENIOR.</del> NO CHANGES</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Total Program Hours _____ 124 _____</p>	

**Arkansas Tech University**  
**REQUEST FOR CHANGE IN PROGRAM**  
**(Modification or Deletion of Existing Major, Option or Minor)**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal David Ward	<i>David Ward</i>	9/24/09
Department Head Dan Martin	<i>Dan Martin</i>	9/29/09
Dean Thomas DeBlack	<i>Tom DeBlack</i>	9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)	<i>Sammy Woods</i>	10/5/09
Registrar		
Vice President for Academic Affairs	<i>John Waters</i>	

Program Title: Psychology	Effective Date: Fall 2010
Detail change in program:	
Attached for clarity.	
Please provide a rationale for the change. With the growth of the psychology program and the diversity of the courses we are able to offer, the faculty feel we need to insure that our students take a core of psychology courses. Additionally, the faculty wants to bring our research methods requirements into line with most other universities by requiring two methods (one upper and one lower) division) classes.	
What impact will the change have on staffing, on other programs and space allocation? None	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. n/a	

*App CC 11/19/09*  
*App ES 12/18/09*  
*12-15-09*

## **Proposed Psychology Program Changes Detailed Changes**

With the growth of the psychology program and the diversity of the courses we are able to offer, the faculty feel we need to insure that our students take a core of psychology courses. Additionally, the faculty wants to bring our research methods requirements into line with most other universities by requiring two methods (one upper and one lower) division) classes.

### **Basic Core (12 hours):**

1. PSY 2003 General Psychology
2. PSY 2053 Statistics for the Behavioral Sciences
3. PSY 2063 Research Methods for the Behavioral Sciences
4. PSY 4003 Advanced Research Methods for Psychology

### **Topical Core (12 hours must be chosen from these classes):**

1. PSY 3003 Abnormal Psychology
2. PSY 4073 Cognitive Psychology
3. PSY 3063 Developmental Psychology I
4. PSY 3053 Physiological Psychology
5. PSY 3073 Psychology of Learning
6. PSY 4043 Social Psychology

### **Other:**

1. Upper Division Elective, PSY 6 hours
2. Minor or Second Major

**Total Psychology Requirements: 30 hours (a reduction of 1)  
All other requirements remain unchanged.**

Spring Start (If applicable)

<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>UNCHANGED</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>UNCHANGED</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>UNCHANGED</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>1. Psy Elective to Psy Topical Core 3hrs ✓</p> <p>2. <del>Psy 2074 to Psy 2063</del></p> <p>3. <del>Elective: 1 hr.</del></p> <p>Delete:</p> <p>Total Hours: unchanged</p>
<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>1. Psy (3000-4000) to Psy Topical Core 3hrs ✓</p> <p>2. Psy (3000-4000) to Psy Topical Core 3hrs ✓</p> <p>3. Psy 2074 to Psy 2063 ✓</p> <p>Delete:</p> <p>4. Elective 1 hr</p> <p>Total Hours: unchanged</p>	<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>1. Psy (3000-4000) to Psy Topical Core 3hrs ✓</p> <p>Delete:</p> <p>Total Hours: unchanged</p>
<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>UNCHANGED</p> <p>Delete:</p> <p>Total Hours: unchanged</p>	<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>1. Psy (3000-4000) to Psy 4003 3hrs ✓</p> <p>Delete:</p> <p>Total Hours: unchanged</p>
<p>Total Program 30 Hours</p>	

Outline in specific detail how your proposal will alter the program (include course number and title):

Fall Start	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>UNCHANGED</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>UNCHANGED</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>UNCHANGED</p> <p>Delete:</p> <p>Total Hours: unchanged</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <ol style="list-style-type: none"> <li>1. Psy Elective to Psy Topical Core 3hrs ✓</li> <li>2. Psy 2074 to Psy 2063 ✓</li> <li>3. Elective: 1 hr ✓</li> </ol> <p>Delete:</p> <p>Total Hours: unchanged</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <ol style="list-style-type: none"> <li>1. Psy (3000-4000) to Psy Topical Core 3hrs ✓</li> <li>2. Psy (3000-4000) to Psy Topical Core 3hrs ✓</li> </ol> <p>Delete:</p> <p>Total Hours: unchanged</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <ol style="list-style-type: none"> <li>1. Psy (3000-4000) to Psy Topical Core 3hrs ✓</li> </ol> <p>Delete:</p> <p>Total Hours: unchanged</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>UNCHANGED</p> <p>Delete:</p> <p>Total Hours: unchanged</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <ol style="list-style-type: none"> <li>1. Psy (3000-4000) to Psy 4003 3hrs ✓</li> </ol> <p>Delete:</p> <p>Total Hours: unchanged</p>

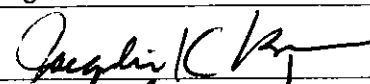
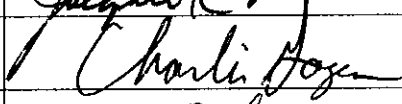
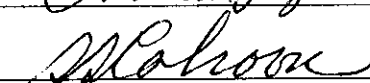
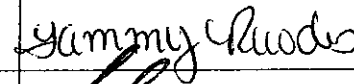
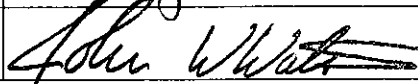


SEP 30 2009

**Arkansas Tech University**  
**REQUEST FOR CHANGE IN PROGRAM**  
**(Modification or Deletion of Existing Major, Option or Minor)**

TO: Curriculum Committee

DATE SUBMITTED: Sept. 22, 2009

Title	Signature	Date
Person Initiating Proposal Jacqueline K. Bowman		9/22/09
Department Head Charlie Gagen		9/28/09
Dean Richard Cohoon		9-29-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/8/09
Vice President for Academic Affairs		

Program Title: Life Science/Earth Science Education (LSED)	Effective Date: Fall 2010
Detail change in program: Students may take BIOL 3124 General Physiology or 3174 Ecological Physiology	
Please provide a rationale for the change. The Biological Sciences Department no longer offers BIOL 3124 on a regular basis and BIOL 3174 has similar content and taking this course should allow LSED students to pass the Praxis II content exam.	
What impact will the change have on staffing, on other programs and space allocation? None. There are only a few students in the LSED program.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached.	

app TFC 11/3/09  
 app CC 11/19/09  
 app TFC 12/8/09

12-15-09 ✓

Outline in specific detail how your proposal will alter the program (include course number and title):

Fall Start	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change: BIOL 3124 to BIOL 3124 <sup>OR</sup> BIOL 3034 ✓</p> <p>Delete:</p> <p>Total Hours: 16</p>	<p>Junior Spring Semester</p> <p>Add/Change: BIOL 3034 to BIOL 3034 <sup>OR</sup> BIOL 3174 ✓</p> <p>Delete:</p> <p>Total Hours: 16</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

Spring Start (If applicable)

<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Spring Semester</p> <p>Add/Change: BIOL 3034 to BIOL 3034 <sup>or</sup> BIOL 3174</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Fall Semester</p> <p>Add/Change: BIOL 3124 to BIOL 3124 <sup>or</sup> BIOL 3034</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Total Program Hours <u>Unchanged</u></p>	

**Arkansas Tech University  
REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee

DATE SUBMITTED: 9-30-09

Title	Signature	Date
Person Initiating Proposal Dr. Lovely, Associate Professor of Biology	<i>Jan C. Lovely</i>	9/30/09
Department Heads Dr. Jeff Robertson, Head Physical Sciences Dr. Gagen, Head Biological Sciences	<i>Jeff W. Katter</i> <i>Charles Gagen</i>	2009 Sep 30 9/30/09
Dean Dr. Cohoon, Dean College of Natural and Health Sciences	<i>M. Cohoon</i>	9-30-09
Teacher Education Council (if applicable)	NA	
Graduate Council (if applicable)	NA	
Registrar Ms. Rhodes	<i>Gammie Rhodes</i>	10/18/09
Vice President for Academic Affairs Dr. Watson	<i>John Watson</i>	

Course Subject: BIOL /PHSC	Course Number: 1004
Cross-listed with Subject: BIOL /PHSC	Course Number: 1004
Official Title Principles of Environmental Science	
Request to change: (check appropriate box)	
<input type="checkbox"/> Course Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Course Description	
<input type="checkbox"/> Cross-list	
<input type="checkbox"/> Prerequisite/Co-requisite	
<input type="checkbox"/> Grading	
<input type="checkbox"/> Fee	
<input checked="" type="checkbox"/> Other: This proposal is to offer an additional alternative for TECH's general education requirement in the area of science. We feel that it will meet TECH's general education objectives with increased flexibility while remaining within constraints of AR law. If approved, the modification would allow use of our existing, cross-listed, Principles of Environmental Science course as either the biological or physical sciences portion of the science requirement.	

Submitted Dean Ed Corn 10/30/09  
 app CC 11/19/09  
 app FS 12/8/09  
 12-15-09

Effective Catalog Year: 2010-2011

Course Number (Limited to 30 characters including spaces):  
**BIOL/PHSC 1004 Principles of Environmental Science (syllabus attached)**

Course Description: **Proposed Change to General Education Requirements**

Science – 8 hours

*(4 hrs in Biol + 4 hrs in Phy Sci)*

A total of two science courses that include associated labs from the following three alternatives:

*Per  
WATSON*

BIOL 1014 Introduction to Biological Science **OR**  
Any other biology course (BIOL) that includes a lab\* **AND**

PHSC 1013 Introduction to Physical Science **AND** its lab, PHSC 1021 **OR**  
Any other physical science course (CHEM, GEOL, PHYS, PHSC) that includes a lab\* **OR**

BIOL/PHSC 1004 Principles of Environmental Science **AND** either of the two alternatives listed above.

\* Note that the science courses specifically listed above are designed to meet general education objectives and are highly recommended unless you meet the prerequisites for a more specialized science course identified by your major curriculum.

*leave the education statement also*

Cross-list:

Adding Cross-listing     Changing Cross-listing     Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number \_\_\_\_\_

**No change in cross-listing because this existing course is already cross-listed.**

Prerequisite/Co-requisite:

**This course is suitable for entering freshmen and has no prerequisites.**

Grading     Standard Letter     P/F     Other (If other, please specify below)

Fee:                      How much?                      Type of Fee?  
   \$20                                      Laboratory fee

Elective             Major             Minor

If major or minor course, you must complete the Request for Program Change form.

If this course will affect other departments a Departmental Support Form for each affected department must be attached. **NA**

# Syllabus: Principles of Environmental Science

**BIOL/PHSC 1004**

Arkansas Tech University

Lecture (room MCE 7) M, W, F 2:00-2:50pm

Lab (room MCE 30)

Instructor: Dr. Eric C. Lovely (room MCE 19, 498-6077, [elovely@atu.edu](mailto:elovely@atu.edu))

Office hours: M W F 9-11 and 3-5

## ***Catalog Description***

This course is designed to bring the student to a basic but informed awareness of and responsible behavior toward our environment and the role of the human race therein. The content will include a study of the philosophical and scientific basis for the study of ecosystems and the environment, the nature of ecosystems, the techniques used to study the environment, the origin and development of current environmental problems, the interdisciplinary nature of environmental studies, the processes of critical thinking and problem solving, and the moral and ethical implications of environmentally-mandated decisions. Lecture three hours, Laboratory three hours. \$20 laboratory fee.

## ***Required Text***

Miller, G. T. and S.E. Spoolman. 2009. *Living in the Environment: Principles, Connections, and Solutions*, Thompson Learning, Inc. .

## ***Bibliography***

No supplemental reading is assigned. The instructor reserves the right to assign outside reading as applicable to class topics. Students will be informed of such readings in class and on the course web page.

## ***Justification/Rationale***

Environmental Science is a broad, interdisciplinary field bridging all the sciences, economics, political science, psychology, and sociology. It is important to have a course that can help the student gain perspective to the wide range of concepts and disciplines that are included in the study of our environment.

“The environmental crisis we face provides us with the most singular opportunity for greatness ever offered to any generation in any civilization” –Roger Payne

“When the history of the twentieth century is finally written, the single most important social movement of the period will be judged to be environmentalism.” –Robert Nisbet

“Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has.” –Margaret Mead

“With man gone, will there be hope for gorilla? With gorilla gone, will there be hope for man?”  
–Daniel Quinn

## **Course Objectives**

Principles of Environmental Science will help students develop:

- 1) A basic understanding of key environmental issues;
- 2) the skills of observation necessary for awareness of our personal, local, national, and global environments;
- 3) perspectives and insights into the global community;
- 4) intellectual skills to cope with ambiguity and complexity;
- 5) essay writing, reading, and communication skills;
- 6) the ability to carefully follow directions;
- 7) the ability to conduct research (laboratory, library, and internet) and evaluate sources of environmental information;
- 8) the skills necessary to apply the scientific method, problem solving and critical thinking techniques to studying the environment and environmental problems and their solutions;
- 9) the ability to critically examine environmental issues and separate scientific conclusions from special interest propaganda;
- 10) the skills to study biomass, ecosystems, food chains, food webs, niches, populations and the way that these systematically change with time and stress;
- 11) an understanding of basic techniques (laboratory and field) used by scientists in determining the health of an ecosystem by carrying out simple experiments used by scientists in characterizing ecosystems and environmental problems; and
- 12) the tools needed to allow him/her to make environmentally sound decisions about the way he/she is going to live his/her life and understand that environmental problems are multi-disciplinary and that, in fact, the non-scientific portion of the problem is normally the most difficult to solve.

## **General Education Objectives**

The content of this course contributes substantially to the first four TECH General Education goals. Specifically, it is a science course where the main content and laboratory experiences include applications and examples of scientific and quantitative reasoning. The materials and approach require students think critically relative to abstract ideas, employ mathematical models, and accomplish scientific experiments. The text and discussions will emphasize the global and interdisciplinary nature of environmental science and the fact that all of us are on this planet together. Thus, ethical perspectives will emerge in the area of thinking and acting globally.

## **Course Grading and Letter Grade Criteria**

Exams (3 of 4)	30%
Proposal/Poster	20%
Lab Reports and Assignments	30%
Cumulative final exam	<u>20%</u>
	100%

The normal grading scale is applicable to this course with the instructor reserving the right to lower the scale when the final grades are assigned. However, the grading scale will not be raised when final grades are assigned. I do not use plus or minus grades.

- A: Excellent work 90.0% and above
- B: Good work 80.0% to 89.99%
- C: Acceptable or Average 70.0% to 79.99%
- D: Marginal work 60.0% to 69.99%

A student with less than a 60.0% average will fail the course.

Essays will be graded on a 5 point scale;

- 0: Blank or completely incorrect. Your written work does not address the question asked
- 1: Some relevant information with significant errors, flaws, or omissions. Your answer is on the right track but is underdeveloped in terms of explanations and use of appropriate vocabulary
- 2: Relevant but incomplete with errors. Your description is fairly complete; however the reader may still be able to ask you "how" or "why" at least once. Not enough appropriate vocabulary has been incorporated in your answer.
- 3: Correct but incomplete, or complete with errors. Your description is fairly complete; however the reader may still be able to ask you "how" or "why" at least once. Appropriate vocabulary has been incorporated in your answer.
- 4: Correct and complete but lacking insight. You have submitted a full and complete description. The reader has no more "how" or "why" questions and all appropriate vocabulary have been included.
- 5: Insightful and completely correct. You have submitted a full and complete description. The reader has no more "how" or "why" questions and all appropriate vocabulary have been included.

Three of the four in class exams will count (lowest score is dropped). The exams are designed to test the student's knowledge and understanding of materials from lectures, discussion, in and out of class exercises and labs, homework, text, and readings/handouts. **There will be no make-up exams.** Students are responsible for all homework, activities, tests, and readings. The final exam will only be given on the specified date during finals week. It will be cumulative and significantly longer than in class exams. Late assignments will lose one grade level (10%) per day, and **no late work will be accepted after assignments are graded and returned to the rest of the class.**

### ***Policies: Attendance, Cheating and Plagiarism***

Students are expected to have read, thought about, and taken notes on each reading before the dates outlined. Procrastination will quickly result in overwhelming reading loads. Don't put off what can be read today! All students are expected to read, download, and complete all assignments posted on the courses web page. All assignments will be collected on the due dates as announced in class and/or posted on Blackboard. Extensions must be prearranged and cleared by the instructor in advance. Late assignments will lose one grade level (10%) per day and **no late work will be accepted after assignments are graded and returned to the rest of the class.**

Attendance is required. It is the policy of Arkansas Tech University that "regular class attendance is considered essential if students are to receive maximum benefit from any course. Control of class attendance is vested in the teacher, who has the responsibility of defining early in each course his/her standards and procedures." (see page 62, 2003-2004 Undergraduate Catalog). The policy in this course is that if a student accumulates unjustifiable absences equal to or greater than 10% of the scheduled class days, the student will be dropped from the course by the instructor with a grade of F. There are 58 scheduled lecture days and 13 laboratory days, therefore, your first 6 absences will result in a zero for the projects for that day only (quiz, exam, assignment, etc...), but the 7<sup>th</sup> absence will result in failure for the course.

Cheating - Any student found guilty of giving and/or receiving any information to/from other students during examinations (quiz, hour exam, laboratory exam, or final exam) will earn a zero grade on that examination. A student found guilty of two such offenses will be dropped from the course with a grade of F.



Plagiarism - A written work, idea, passage or plot that is copied or closely paraphrased from any source and that is included on any instrument submitted by the student to satisfy a course assignment must have the source referenced. Not to do so constitutes plagiarism and will earn the student a zero grade on that assignment.

If you have any questions or concerns about your academic performances at any time throughout the semester please do not hesitate to contact me.

Each and every person in the class, including your peers and instructor has the right to be treated with respect. Because we will be engaging in lively discussions and working in groups, we must all be responsible for creating an environment in which cooperation and listening to one another is paramount. For the course to be successful, your attendance and participation in all activities is required. Disrespectful behavior will result in being asked to leave the room. In addition, you must come prepared for each class session, with assigned readings completed!

The Americans with Disabilities Act of 1992 mandates the elimination of discrimination against persons with disabilities. If you need course adaptations or accommodations because of a disability please contact me within the first two weeks of class.

### **Course Content and Important Dates**

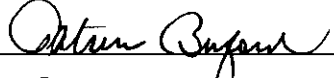
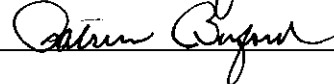
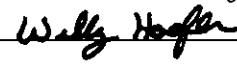
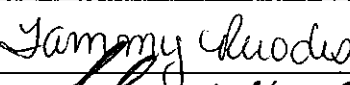

Week	Date		Reading
1	Aug 24	Classes begin, introduction to course and syllabus	
	26	History and introduction to globalization	Chapter 1
2	29	Economics and politics	Chapter 2
	30	Lab #1	
	31	Scientific method and introduction to chemistry	Chapters 26, 27, 28
	Sept 2	Energy	Chapter 3
	6	Lab #2, <b>Assignment #1 due</b>	
3	7	Earth support system and biogeochemistry	Chapter 4
	9	More biogeochemistry	
4	12	Finish biogeochemistry	
	13	Lab #3, <b>Assignment #2 due</b>	
	14	Evolution	Chapter 5
	16	Review for exam	
5	19	<b>Exam I</b>	
	20	Lab #4	
	21	Weather and introduction to ecology	Chapter 6
	23	Symbiosis and biodiversity	Chapter 7
6	26	Energy flow in ecosystems	Chapter 8
	27	Lab #5, <b>Assignment #3 due</b>	
	28	Net primary productivity	Chapter 9
	30	Aquatic ecology	Chapter 22
7	Oct 3	Community ecology	Chapter 23
	4	Lab #6, <b>Assignment #4 due</b>	
	5	Competition, and R-K strategies, <b>Proposal due</b>	Chapter 24
	7	Conservation and biodiversity	
8	10	Review for exam	

	11	Lab #6 continued, <b>Assignment #5 due</b>	
	12	<b>Exam II</b>	
	14	Human population	Chapter 12
9	17	Urbanization	Chapter 25
	18	<b>Lab #7, Assignment #6 due</b>	
	19	Food resources	Chapter 13
	21	Water resources	Chapter 14
10	24	Geology and soil	Chapter 10
	25	<b>Lab #8, Assignment #7 due</b>	
	26	Energy resources	Chapter 15
	28	Energy continued	Chapter 16
11	31	Energy continued	
	Nov 1	<b>Lab #9, Assignment #8 due</b>	
	2	Review for exam	
	4	<b>Exam III</b>	
12	7	Risk	Chapter 11
	8	Lab #9 continued	
	9	Air pollution	Chapter 17
	11	Climate change and ozone	Chapter 18
13	14	Video	
	15	Discussion or field trip, <b>Assignment #9 due</b>	
	16	Video continued	
	18	Water pollution	Chapter 19
14	21	Pesticides	Chapter 20
	22	Discussion or field trip	
15	28	Solid and hazardous waste	Chapter 21
	30	Review for exam	
	Dec 2	<b>Exam IV</b>	
16	5	Flex Day	
	6	<b>Poster session, essay due</b>	
	7	Review for final	
	9	Reading day	
	Finals Dec 12-16	<b>FINAL EXAM</b> As of the writing of this schedule the Final Exam Date was unavailable. It will be published on the registrar's page of the ATU web pages when it is determined.	

**Arkansas Tech University**  
**REQUEST FOR COURSE DELETION**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: **10/01/09**

Title	Signature	Date
Person Initiating Proposal <b>Patricia Buford</b>		9/28/09
Department Head <b>Patricia Buford</b>		9/28/09
Dean <b>William Hoefler</b>		10-8-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar <b>Tammy Rhodes</b>		10/2/09
Vice President for Academic Affairs <b>John Watson</b>		

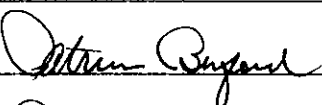
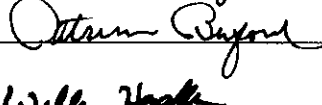

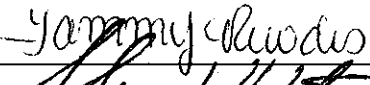
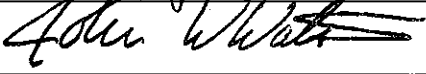
Course Subject: <b>ELEG</b>	Course Number: <b>3151</b>
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: <b>Electrical Machines Laboratory</b>	
Effective Catalog Year: <b>2010-2011</b>	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form.	
Provide rationale for the request.  <b>Major components of this lab are included in the course. This lab has not been offered for several years.</b> If this course will affect other departments, a Departmental Support Form for each affected department must be attached.	

app CC 11/19/09  
app FS 12/8/09  
12-15-09 ✓

**Arkansas Tech University**  
**REQUEST FOR COURSE DELETION**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: 10/01/09

Title	Signature	Date
Person Initiating Proposal <b>Patricia Buford</b>		9/28/09
Department Head <b>Patricia Buford</b>		9/28/09
Dean <b>William Hoefler</b>		10-8-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar <b>Tammy Rhodes</b>		10/2/09
Vice President for Academic Affairs <b>John Watson</b>		

Course Subject: <b>ELEG</b>	Course Number: <b>4163</b>
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: <b>Acoustics</b>	
Effective Catalog Year: <b>2010-2011</b>	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form.	
Provide rationale for the request. <b>This course was a specialty of a former department member who left in 2003. It has not been taught since that time.</b>	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.	

app CC 11/19/09  
 app FS 12/8/09  
 ✓ 12-15-09

**Arkansas Tech University  
REQUEST FOR COURSE ADDITION**

Not Approved by  
Faculty Senate

TO: Curriculum Committee

DATE SUBMITTED: August 31, 2009

Title	Signature	Date
Person Initiating Proposal <b>Dr. Michael E. Garner</b>	<i>Michael Garner</i>	9/18/2009
Department Head <b>Mr. Ed Leachman</b>	<i>Ed Leachman</i>	9/18/2009
Dean <b>Dr. William Hoefler</b>	<i>Wally Hoefler</i>	10-8-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar <b>Ms. Tammy Rhodes</b>	<i>Tammy Rhodes</i>	10/2/09
Vice President for Academic Affairs <b>Dr. John Watson</b>		

Course Subject: <b>Forecasting Weather for EM</b>	Course Number: <b>EAM 4063</b>
Cross-listed with Subject: <b>Forecasting Weather for EM</b>	Course Number: <b>EMHS 5063</b>
Official Title (limited to 30 characters including spaces): <b>Forecasting Weather for EM Emergency Managers</b>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: <b>2010/2011</b>	How frequently will course be offered? <b>Annually - spring</b>
Is this course repeatable? <b>No</b> How many times?	
Does this course require a fee? <b>No</b> How much? Type of fee?	

*app CC 11/19/09  
remanded back to CC  
by FS 12/18/09*

Elective     Major     Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites:

**EAM 1003/1013**

OR consent of  
instructor

Co-requisites:

Grading

Standard Letter

P/F

Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

**No**

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

**Computer Lab**

How does this proposal support the University Mission?

**Broadens a wide range of traditional and innovative programs in Emergency Management and which provide a solid educational foundation for those emerging special needs in the field of severe weather related to emergency management.**

What assessment information is being used to support this proposal?

**Pre/post quiz from special problems along with student comments from the course evaluation and a general understanding that weather is the primary source of disasters in the United States.**

How will the effect of the change be monitored?

**Pre/post quizzes along with course evaluation information**

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

**Department recognizes that weather related disasters are the leading cause of loss of life and economic losses to business and industry. Opportunity to adapt geospatial technologies to assessing risk during planning and mitigation events.**

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

**No outside effect.**

## **Course Syllabus**

Emergency Administration and Management

**COURSE NUMBER:** EAM 4993 – 02

**COURSE TITLE:** SP: Severe Weather Forecasting for Emergency Managers

**INSTRUCTOR:** Michael E. Garner PhD  
Dean Hall 110  
Russellville, AR 72801  
Office: (479) 356-2159  
mgarner@atu.edu

**COURSE TIME:** Tuesday (Lecture) & Thursday (Lab) 9:30 – 10:50am

**OFFICE HOURS:** Monday – Thursday 8:00 to 11:00 M/W 1:00 to 3:00 OR By Appointment

### **CATALOG DESCRIPTION:**

Prerequisites: EAM 1003 and 1013 or consent of instructor. The topics will vary to reflect the continual changes in the emergency management field. This course may also serve as an independent study course upon recommendation of the advisor and approval by the Dean.

### **REQUIRED TEXT:**

None

### **Additional References (not required):**

#### TEXT:

Ahrens, Donald. 2007. *Meteorology Today (8<sup>th</sup> edition)*. Canada: Thompson/Brooks/Cole.

Campbell, Tim.. 1979. *The (Do-it-yourself) Weather Book*. Birmingham, AL: Oxmoor House, Inc.

Dunlap, Storm. 2003. *The Weather Identification Handbook*. Guilford, CT.: Lyon Press.

Elliott, George. 1988. *Weather Forecasting: Rules, Techniques and Procedures*. Boston, MA.: American Press.

Lutgens, F. K. & E. J. Tarbox. 1998. *The Atmosphere: An Introduction to Meteorology*. Upper Saddle River, NJ.: Prentice Hall.

Vasquez, Tim. 2003. *Weather Map Handbook*. Austin, TX: Weather Graphics Technology.

Vasquez, Tim. 2001. *Weather Forecasting Handbook*. Austin, TX: Weather Graphics Technology.

Williams, Jack. 1994. *The Weather Book (USA Today)*. NY: Vintage Books, Random House.

#### ADDITIONAL MATERIALS:

Basic Field Spotters Guide: <http://www.weather.gov/om/brochures/basicspot.pdf>

Advanced Field Spotters Guide: [http://www.weather.gov/om/brochures/adv\\_spotters.pdf](http://www.weather.gov/om/brochures/adv_spotters.pdf)

Cloud Chart: <http://www.weather.gov/om/brochures/cloudchart-hres.pdf>

#### WEB SITES:

Other sites will be provided throughout the semester.

Doppler Radar Sites <http://www.hwn.org/home/radarsites.html>

Monitoring and Data site: [http://www.cpc.ncep.noaa.gov/products/MD\\_index.shtml](http://www.cpc.ncep.noaa.gov/products/MD_index.shtml)

#### SOFTWARE:

This is not a computer course; however, there will be some instruction/demonstrations in the use of various software packages.

GR2Analyst: Gibson Radar software is capable of downloading real-time radar data from any of the over 155 Doppler sites in the continental United States. For radar sites outside the US see the web link above.

Digital Atmosphere: Developed by Weather Graphics Technology, Inc., This is a powerful weather prediction tool used by the National Weather Service, the Air Force and Navy, dozens of television stations and consulting firms, and hundreds of amateurs and hobbyists. Digital Atmosphere is essentially a geographical display program that ingests raw weather bulletins disseminated by the National Weather Service to Internet sites, satellite feeds, and weather databases.

WXZIM: Weather Simulator (WXSIM) is a program which models single-station air temperature and a number of related weather phenomena. In so doing, it enables the user to make accurate forecasts of temperature, humidity, type of precipitation, and a number of other weather parameters. WXSIM is mainly a local model and is generally ignorant of large-scale weather patterns; therefore, the simulator can generate complete weather forecasts based on local information only. ***For this reason it can't forecast 'weather' in the broader sense of the***



***word.***

**RAOB:** Sounding software that can decode over 35 different raw data formats; create a variety of sounding diagrams, 3-D holograms, time- and distance-based vertical cross-sections, mountain (lee) wave turbulence diagrams; produce forecast soundings; display over 100 atmospheric parameters including icing, turbulence, wind shear, clouds, inversions -- plus a unique severe weather analysis table, a cloud parameter table, several thunderstorm analyses options, and graphically interactive diagrams.

**JUSTIFICATION FOR COURSE:**

Severe weather events (tornadoes, blizzards, hail, and tropical storms such as hurricanes) impact every person and state in this country, and 80% of all Presidential declarations are weather related. These severe weather events create short-lived hazards such as destruction of structures, threat to lives and set in motion other erosion forces and long-term hazards, such as flash flooding, storm surges and droughts. Many of these events exacerbate secondary hazards such as wildfire which in turn have other short-lived and long-term hazards.

Each year hundreds of lives are lost and billions of dollars are impacted because of the inability to reliably forecast and warn decision makers and the public about impending weather hazards. Socioeconomic sectors (including agriculture, energy distribution, construction, financial, tourism and recreation, public health, ecosystems and biodiversity) are directly affected by severe changes in temperature, precipitation and other general weather conditions. For example, the annual cost of electricity could decrease by at least \$1 billion per year if the accuracy of temperature forecast improved by 1° Fahrenheit (Jones, Del, *USA Today*, June 19, 2001).

Better preparation, response, and mitigation could reduce the average annual cost of storm-related disaster by approximately 10% or \$700 million per year (Heinz, John, Washington D.C. 2000). Improved flash and river flood forecasts will save lives and an estimated \$240 million per year in flood losses (National Hydrologic Warning Council, April 1, 2002), and agricultural benefits from better El Nino forecasts could exceed \$500 million per year (Dept. Agi Economics, Texas A&M, College Station, Tx).

**COURSE OBJECTIVES:**

Students will gain a better understanding of:

- Energy budgets
- Cloud formation and classification
- Winds, Temperature and Precipitation
- Severe Weather
- Various technologies used in forecasting
  - Observational Charts

- Satellite Imagery
- Radar
- Radiosnode
- Numerical Weather Forecasting
- Human Weather Forecasting
- Map Analysis (General)
- Long term Forecasting (Climate)
- Sources of Weather Information

### **HOW COURSE MEETS GENERAL EDUCATION REQUIREMENTS:**

The general education curriculum is designed to provide a foundation for knowledge common to educated people and to develop the capacity for an individual to expand that knowledge over his or her lifetime. Students who have completed the general education curriculum at Arkansas Tech University will be able to: communicate effectively, think critically, develop ethical perspectives, apply scientific and quantitative reasoning, demonstrate knowledge of the arts and humanities and understand wellness concepts.

### **COURSE ASSESSMENT:**

#### Quizzes, Exams and Exercises (classroom).

There will be two quizzes, one prior to the midterm exam and one prior to the final exam; these are intended to help you stay current with the material. Mid-term and Final Exams are to evaluate how well you comprehend the material and synthesize concepts. Classroom exercises will give students the opportunity to apply forecasting techniques to sampled data.

#### Team Project:

The Team Project will begin during the second half of the semester and be comprised of a paper and presentation. Students will be required to conduct a weather briefing and submit a written synopsis of the weather briefing.

<b>Point Accumulation</b>		<b>Grade Scale</b>		
Assignments	Points	Accumulated Points	Percent	Grade
Exercises (Hodograph)	25	368 - 400	92 - 100	A
Quizzes (1 @ 50 ea.)	50	328 - 367	82 - 92	B
Mid - Term	100	288 - 327	72 - 81	C
Final (Table Top)	100	240 - 287	60 - 71	D
Team Project	100	< 239	0 - 59	F
Attendance	25			
<b>Total</b>	<b>400</b>			

## **COURSE POLICIES:**

### Computer Etiquette:

Non-educational use of the computers during class or lab time will not be allowed. It is rude, causes a distraction to the individual as well as other students and distracts from the classroom learning environment. Non-educational uses may include surfing the web, chatting with friends, reading and sending emails and playing games.

### Classroom Environment:

It will be assumed in this class that nobody know everything about the atmosphere. With this in mind, everyone is free to be curious and ask questions.

### Assignment Completion

Students must complete their assignments within the timeframe specified by the instructor or as listed in the '**Course Schedule**' on **Blackboard** under '**Course Information**'. All assignment will be announced in class and posted on **Blackboard** under '**Assignments**'. Any changes in the course schedule and/or assignments will be announced in class and updated on **Blackboard**.

### Late Assignments

Due to the nature of field exercises in this course it will be difficult to complete an exercise if you miss either the weekly lecture or weekly lab. ***If you have not made arrangements with the instructor, late assignments will have points deducted for each day past the due date.***

### Excessive Unexcused Absences/Missed Assignments

If, at any time during the semester, you fail to attend class for three sessions, you will be referred to the Tech Early Warning Program. If you are unresponsive within the following two class periods, you may be dropped from the course by your instructor with an "F" for excessive absences or non-performance.

It is your responsibility to contact the instructor when you are having a problem completing an assignment. Campus policy outlines the dates for dropping a course with a "W." If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F." Tech has a lenient withdrawal policy and has extended the period for withdrawing with just a "W" until almost the end of the semester. Contact your advisor for official dates for withdrawal.

For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

### Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an *automatic* "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (for example, provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course. Your papers and may be checked by turn-it-in software.

### **COURSE CONTENT:**

#### Topics to be Covered:

- I. Science of Weather
- II. Weather Technology
- III. Forecasting Weather
- IV. Weather Communication

#### Assignments:

Students will follow the schedule as discussed in class and posted under Assignments section in Blackboard. Various topics covered during the semester will have appropriate assignments.

#### Discussions:

All students are expected to participate in discussions throughout the semester. There may be readings, a topic, or current events which will require your comments. During these discussions grade assessment will be made on participation in discussion.

#### Quizzes, Exams and Project:

There will be two quizzes and two exams. See Course Schedule for more information about dates. Quiz and exam material will be discussed throughout the semester. There will be a team project during the second half of the semester. A paper and presentation will be required.

Weekly Exercises:

Each week (Thursday) the class will participate in a lab exercise that reinforces the Tuesday lecture. The topic of each lab will vary from week to week (see class schedule located in the Course Document section of Blackboard).

**NOTE:** This syllabus is subject to change with notification.

**For help using Blackboard:**

Go to <http://etech.atu.edu/> and click on "Help Desk" then "FAQs – Students" or for further information call 479-964-0546 or toll free at 866-400-8022.

**Or** email Annette Stuckey [astuckey@atu.edu](mailto:astuckey@atu.edu) for help.

Updated January 4, 2009

Class Schedule  
**Tentative Assignment Schedule**  
**Forecasting Severe Weather**  
**EAM 4993/EMHS 5993 – Spring 2009**

Date	Assignment	Begin	Due
Week 1 1/13 – 1/15	Tuesday: Introduction to course Thursday: Introduction Observation		
Week 2 1/20 – 1/22	Tuesday: Severe Weather Forecasting Thursday: Cloud Identification		
Week 3 1/27- 1/29	Tuesday: Temperature & Pressure Thursday: Observation and Temperature Charting		
Week 4 2/3 – 2/5	Tuesday: Charts Thursday: <b>Quiz I</b>		
Week 5 2/10 – 2/12	Tuesday: Three Charts: 850mb Thursday: Observations and Temp/Press Charting		
Week 6 2/17 – 2/19	Tuesday: Three Charts: 500mb Thursday: Observations and Temp/Press Charting		
Week 7 2/24 – 2/26	Tuesday: Three Charts: 300mb Thursday: Observations and Temp/Press Charting		
Week 8 3/3 – 3/5	Tuesday: Soundings Thursday: <b>Mid Term</b>		
Week 9 3/10 – 3/12	Tuesday: Soundings Thursday: Soundings		
Week 10 3/17 – 3/19	Tuesday: Soundings Thursday: Putting it all together		
Week 11 3/24 – 3/26	<b>Spring Break</b>		
Week 12 3/31 – 4/2	Tuesday: Radar & Satellite Imagery Thursday:		
Week 13 4/7 – 4/9	Tuesday: Forecasting Sequence Thursday: <b>Quiz II</b>		
Week 14 4/14 – 4/16	Tuesday: Fire Weather & Hydrometeorology Thursday:		
Week 15 4/21 – 4/23	Tuesday: Presentations Thursday:		
Week 16 4/28 – 4/30	Tuesday: Presentations Thursday: Presentations		
Week 17 5/5 – 5/7	<b>Final Exam</b>		
Week 18 5/12	Graduation		

**Published: January 4, 2009**

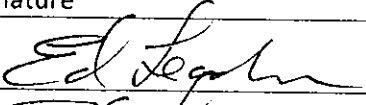
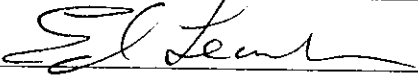
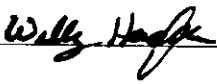
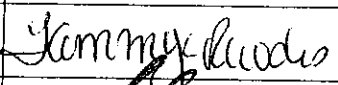
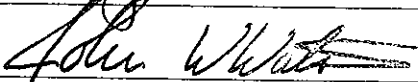
SEP 21 2009

**Arkansas Tech University  
REQUEST FOR CHANGE IN PROGRAM**

**Modification of the Existing Emergency Management Major**

TO: Curriculum Committee

DATE SUBMITTED: September 15, 2009

Title	Signature	Date
Person Initiating Proposal Ed Leachman		9/15/2009
Department Head Ed Leachman		9/15/2009
Dean Dr. William Hoefler		9-17-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes		10/2/09
Vice President for Academic Affairs Dr. John Watson		

Program Title: Bachelor of Science in Emergency Management	Effective Date: July 1, 2010
Detail change in program: Change EAM 4023, Information Technology and Emergency Management, to a required class for all students in the program. This will not change the 30 hours of credit required from EAM courses. <i>Delete EAM 3133 from EAM Core and Admin Core.</i>	
Please provide a rationale for the change. Because information technology is a subject area required by all professionals in the emergency management field, the course indicated above should be required of all graduates from the undergraduate emergency management program.	
What impact will the change have on staffing, on other programs and space allocation? None, the total EAM core class hours remains at 30.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. Will not affect other departments.	

*app CC 11/19/09  
app FS 12/8/09*

SEP 21 2009

Outline in specific detail how your proposal will alter the program (include course number and title): No change to the current schedule as shown in the 2009/2010 catalog is required.

Fall Start	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change: add footnote 4 to EAM 3123 ✓</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>



SEP 21 2009

Spring Start (If applicable)	
<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Spring Semester</p> <p>Add/Change: ✓ add EAM Core<sup>4</sup></p> <p>Delete: ✓ delete EAM 3123<sup>4</sup></p> <p>Total Hours:</p>	<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Spring Semester</p> <p>Add/Change: add footnote 4 to EAM 3123 Junior Spring?</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Fall Semester</p> <p>Add/Change: add Footnote<sup>4</sup> to EAM 3003 Junior Fall?</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Total Program Hours <u>124</u></p>	

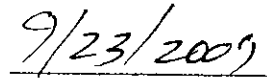
## CURRICULUM CHECKLIST FOR EDITING CURRICULAR PROPOSALS

- ✓1. The course number should be checked against the current printed catalog or Banner catalog to see if the course number is currently being used. Re-using the course number should be avoided. Contact the Registrar's Office for additional information, if needed.
- ✓2. The course number selected should be appropriate for the course. The level of the course and the sequencing of the course should be considered.
- ✓3. Pre/co-requisites in the course description should be verified as correct by checking the current catalog or Banner catalog.
- ✓4. The curricular change should be applied to appropriate current programs of study (usually in the current catalog) to ensure proper sequencing of pre/co-requisites.
- ✓5. General Education requirements should be checked carefully to ensure compliance.
- ✓6. The number of upper division hours should be checked to ensure that 40 or more are required.
- ✓7. The number of credit hours required for the degree must be at least 124. Hours required beyond 124 for a new program require a justification.
- ✓8. If the number of credit hours in a program of study is being increased, a justification should be included in the proposal.
- ✓9. If unable to identify coordinating departments that proposed change affects, Academic Affairs can offer assistance in identifying courses.
- ✓10. The proposal should be made available to departmental faculty and other interested parties via electronic distribution at least five business days prior to submission for approval.

All of the above items have been checked.



Department Head



Date

SEP 21 2009

## Arkansas Tech University REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: September 15, 2009

Title	Signature	Date
Person Initiating Proposal Ed Leachman	<i>Ed Leachman</i>	9/15/2009
Department Head Ed Leachman	<i>Ed Leachman</i>	9/15/2009
Dean Dr. William Hoefler	<i>Willy Hoefler</i>	9-17-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes	<i>Tammy Rhodes</i>	10/2/09
Vice President for Academic Affairs Dr. John Watson	<i>John Watson</i>	

Course Subject: EAM	Course Number: 4023
Cross-listed with Subject:	Course Number:
Official Title Information Technology and Emergency Management	
Request to change: (check appropriate box)	
<input type="checkbox"/> Course Number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010/2011	

*app CC 11/19/09*  
*app ES 12/8/09*  
*12-14-09*

SEP 31 2009

Course Number (Limited to 30 characters including spaces):  
EAM 4023

Course Description: EAM 4023 Information Technology and Emergency Management  
 Prerequisites: EAM 1003 and EAM 1013 or consent of the instructor. This course emphasizes the application of computer technology to emergency management issues. It includes determining information requirements and the acquisition, analysis, modeling and data management processes used to address those requirements. Technologies covered include geospatial, networking, communications, remote sensing, and decision support systems and other emerging technologies related to emergency management. Required for major. ✓

Cross-list:

Adding Cross-listing    Changing Cross-listing    Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number \_\_\_\_\_

Prerequisite/Co-requisite: EAM1003 and EAM 1013 are perquisites.

Grading    Standard Letter    P/F    Other (if other, please specify below)

Fee:                      How much?                      Type of Fee?

Elective                       Major                       Minor

If major or minor course, you must complete the Request for Program Change form.

Please provide a rationale for the change. Because information technology is a subject area required by all professionals in the emergency management field, this course should be required of all graduates from the undergraduate emergency management program.

If this course will affect other departments a Departmental Support Form for each affected department must be attached. **Not Applicable**

**Arkansas Tech University**  
**REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee

DATE SUBMITTED: September 25, 2009

Title	Signature	Date
Person Initiating Proposal Dr. Forrest Anderson	<i>FW</i>	9-21-09
Department Head: Dr. Carl Brucker	<i>Carl Brucker</i>	9-21-09
Dean; Dr. Thomas DeBlack	<i>Tom DeBlack</i>	9/22/09
Teacher Education Council: Dr. Eldon Clary		
Graduate Council: Dr. Mary Gunter		
Registrar: Ms. Tammy Rhodes	<i>Tammy Rhodes</i>	9/29/09
Vice President for Academic Affairs: Dr. John Watson	<i>John Watson</i>	

Course Subject: Engl	Course Number: 3043
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Literary Editing and Publishing	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010	How frequently will course be offered? Annually
Is this course repeatable? Y / N    How many times? No	
Does this course require a fee? No	How much?                      Type of fee?

app TEE 11/3/09  
 app CC 11/19/09  
 app FS 12/8/09

12-16-09 ✓

<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: Engl 1023	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>a. Course subject, number and title</li> <li>b. Catalog course description</li> <li>c. Course goals and/or objectives</li> <li>d. Course outline</li> <li>e. Methods of student performance assessment and evaluation</li> <li>f. Course bibliography, reading list, and /or listing of other instructional media</li> </ol>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. The course will be able to utilize free online resources such as WordPress or Google Sites.	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. This course will be most effectively taught in one of our department's three smart classrooms.	
How does this proposal support the University Mission? This course will promote scholastic development and professionalism.	
What assessment information is being used to support this proposal? Data gathered from exit interviews of graduating creative writing and creative writing education majors as well as data from self-assessment surveys of undergraduate majors.	
How will the effect of the change be monitored? We will continue to interview graduates and survey undergraduates.	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. Student responses have indicated a desire for information regarding professional aspects of writing and editing and some dissatisfaction with the effectiveness of our present practicum requirement.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. As a requirement for creative writing and creative writing education majors this course addition and program change will have no effect on other departments or programs.	

### **Engl 3043 Literary Editing and Publishing**

Prerequisite: Engl 1023. A study of literary editing and publishing in print and online. ✓

#### Course Objective

This course focuses on the editing, publishing and business aspects of creative writing for students interested in fiction, poetry, creative nonfiction, and screenwriting. The first half of the course explores practical issues in getting published such as editing for publication, crafting cover letters, finding an agent, and submitting manuscripts. In addition, students are expected to participate in “literary citizenship” by writing book reviews and conducting interviews about craft and professionalism with poets, authors, agents, and editors. In the second half of the course, students experience the editorial side of publishing by writing, designing, and producing their own web publication.

#### Course Outline

##### *Unit 1: Getting Published—Electronic and Print*

The course opens with an examination of the business of writing from the writer’s perspective—how to place creative writing for publication on the web and in print. In this unit, instructors discuss venues for publication, writing cover letters, finding agents, and submitting manuscripts. In addition, students receive training in editing their creative work for publication and explore the intellectual and practical issues involved in their editorial decisions. The unit culminates in an independent project. Students analyze print and online publications, and create an annotated list of venues appropriate for their work. Then, they submit their poetry, fiction, or creative nonfiction to three of these publications.

##### **Week 1**

Course Introduction

##### **Week 2**

The Intellectual Issues of Editing Creative Work

##### **Week 3**

The Practical Issues of Editing Creative Work

##### **Week 4**

How to Publish Your Work

How to Find an Agent

## **Week 5**

How to Craft Cover Letters

How to Manage and Track Your Submissions

## **Week 6**

How to Prepare a Manuscript for Submissions

Submit Your Manuscript

Assessment #1 Due: An Annotated List of Print and Online Publications

### *Unit 2: Literary Citizenship—Book Reviews and Interviews*

For this unit, the class participates in literary citizenship by writing book reviews and conducting interviews about craft and professionalism with poets, authors, agents, and/or editors. Students learn how contributing book reviews, author interviews, and other nonfiction content can help them break into magazine publishing. In addition, conversations with professional writers and editors offer insight into the publishing world and networking opportunities.

## **Week 7**

What Makes a Good Book Review?

Print and Online Venues for Book Reviews

## **Week 8**

Writing and Editing Your Book Review

## **Week 9**

What Makes a Good Interview?

Print and Online Venues for Interviews

Assessment #2 Due: A Book Review

## **Week 10**

Conducting, Writing, and Editing Your Interview

### *Unit 3: Web Publication—Designing, Editing, and Launching an Online Literary Journal*

The course culminates with an exploration of the business of writing from the editorial perspective. Students have an opportunity to make their creative work (as well as book reviews and interviews) public by designing, editing, and launching an online literary review. Students read submissions culled



from the class (as well as online publications like *Ploughshares*, *Blackbird*, and *Poetry Daily*), write submission reports, and become part of an editorial team that will produce the online review. Students are divided into teams, based on genre, but everyone is responsible for reading several manuscripts a week, and for contributing to the ongoing business of the magazine. No previous computer experience required.

**Week 11**

Surveying the Online Literary Landscape

Editorial Team Assignments

Assessment #3 Due: An Interview

**Week 12**

Masthead Elections (Editor, Asst Editors, Fiction Editor, Asst. Fiction Editor, Creative Nonfiction Editor, Asst Creative Nonfiction Editor, Poetry Editor, Asst. Poetry Editor, Book Review Editor, Asst. Book Review Editor)

Student Submission Week

Culling Hyperlinked Stories and Poems from the Internet

**Week 13**

Arriving at a Theme or Editorial Direction for the Publication

Editorial Team Meetings

**Week 14**

Editorial Board Meeting

Selecting the Final Manuscripts

Assessment #4: Editorial Reports Due

**Week 15**

Designing Our Literary Journal

Design Team Assignments (Online Editor, Asst. Online Editor, Layout Editor, Copywriters, Asst. Copywriters)

**Week 16**

Launch Party!!!

## Bibliography

### *Getting Published*

<http://www.newpages.com/>

An online guide to independent publishers, literary magazines, and alternative periodicals.

<http://www.duotrope.com>

A free writers' resource listing over 2600 current Fiction, Poetry, and Creative Nonfiction publications.

### *Book Reviews*

Welty, Eudora. *A Writer's Eye: Collected Book Reviews*. Edited by Pearl Amelia McHaney. Oxford: UP of Mississippi, 2009.

### *Interviews*

Vida, Vendela. *The Believer Book of Writers Talking to Writers*. San Francisco: McSweeney's, 2008.

### *Editing*

Judd, Karen. *Copyediting: A Practical Guide*. Menlo Park: Crisp Publications, 2001.

White, EB and William Strunk. *The Elements of Style*. Boston: Longman, 2008.

## Assessment

- Annotated List of Print and Online Publications  
*An annotated list of venues appropriate for publishing student work. In addition, students develop a submission-tracking system, craft a cover letter, and submit to at least three publications.*
- Book Review  
*A publication-quality review of a contemporary novel, memoir, or collection of poetry or fiction. Screenwriting students may write a review or create a treatment of a produced screenplay.*
- Interview with a Poet, Author, Agent, or Editor  
*A Q&A of at least ten questions and answers.*
- Final Project: An Electronic Publication  
*Students are graded on their submission reports and contributions to their editorial board (fiction, poetry, creative nonfiction, book reviews, interviews, etc.) as well as their participation in the business of designing and producing the publication.*

**Arkansas Tech University**  
**REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee

DATE SUBMITTED: September 22, 2009

Title	Signature	Date
Person Initiating Proposal Dr. Deborah Wilson	<i>Deborah Wilson</i>	9-22-09
Department Head Dr. Carl Brucker	<i>Carl Brucker</i>	9-22-09
Dean Dr. Thomas DeBlack	<i>Tom DeBlack</i>	9-22-09
Teacher Education Council (if applicable) Dr. Eldon Clary		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes	<i>Tammy Rhodes</i>	9/29/09
Vice President for Academic Affairs Dr. John Watson	<i>John Watson</i>	

Course Subject: ENGL	Course Number: 4173
Cross-listed with Subject: ENGL	Course Number: 5173
Official Title (Limited to 30 characters including spaces): Seminar in Film Studies	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010	How frequently will course be offered? No set schedule, but probably once every two years.
Is this course repeatable? Yes How many times? Unlimited if course content differs.	
Does this course require a fee? No	How much? Type of fee?

*app TEC 11/3/09  
app CC 11/19/09  
app FS 12/8/09  
12-16-09 ✓*

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: ENGL 1023 or equivalent	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (if other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Catalog course description</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> <li>Course bibliography, reading list, and /or listing of other instructional media</li> </ol>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. No	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. This class could be taught in any of our classrooms all of which are equipped with projection and sound systems.	
How does this proposal support the University Mission? This course will nurture scholastic development and help us offer a range of course work that will help build a solid foundation for life-long learning.	
What assessment information is being used to support this proposal? Student exit interviews and analysis of enrollment patterns in existing film studies support this proposal.	
How will the effect of the change be monitored? We will monitor enrollment patterns, student evaluations of instruction, and exit interviews.	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. This course fits both the strengths of our faculty and the expressed interests of our students. Seven of our tenure-track faculty have taught film courses and enrollment in our 2000 -level and 3000-level film courses has more than doubled in recent years.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. This course will be used as an upper-level English elective and should not affect any other department.	

## ENGL 4173 Seminar in Film Studies: Feminist Film Theory

Prerequisite: ENGL 1023 or equivalent. Course content will vary. May be repeated for credit as ENGL 4173 or ENGL 5173 if course content differs. ✓

### Course Objective

This course will examine debates within feminist film theory from structuralism and psychoanalysis in the 1970s to post-colonial theory, queer theory and post-modernism in the 1990s. Analyses of specific films will focus on the cinematic representation of femininity and masculinity, gendered subjectivities within history and culture, and issues surrounding the cinematic apparatus and spectatorship.

### Course Outline

Week 1:

Course introduction

Week 2:

Looking back at forerunners and beginnings: early feminist film criticism in Marjorie Rosen's *Popcorn Venus* (1973) and Molly Haskell's *From Reverence to Rape* ((1974)

Week 3:

Apparatus Theory and Laura Mulvey; Alfred Hitchcock's *Rear Window* (1954)

Weeks 4 and 5:

Director Dorothy Arzner: *Christopher Strong* (1933); *Dance, Girl, Dance* (1940); *Craig's Wife* (1936)

Weeks 6-7:

Maternal Melodramas and Class: *Stella Dallas* (1937); *Now, Voyager* (1942)

Weeks 8-9:

Maternal Melodramas and Race: both versions of *Imitation of Life* (1934 and 1959); *Blonde Venus* (1932)

Weeks 10-11:

Film Noir: *Gilda* (1946); *The Lady from Shanghai* (1948); *Klute* (1971)

Week 12:

Sex and Pornography: *She's Gotta Have It* (1986); *Variety* (1983)

Weeks 13-14:

Lesbian Sexuality: *Queen Christina* (1933); *Maedchen in Uniform* (1931); *Entre Nous* (1983)

Week 15:

Independent Women Directors: *The Piano* (1993)

Week 16:

View in class, followed by discussion of film in relation to Laura Mulvey: *Peeping Tom* (1962)

FINAL EXAM; FINAL ESSAYS DUE

### **ASSESSMENT AND EVALUATION**

Students will write two 5-page papers (and that page requirement does NOT include the bibliography), each of which will constitute 30% of the course grade. There will be a final exam, which will count 20%. And the remaining 20% will come from quizzes and/or 1-page directed writing assignments.

### **BIBLIOGRAPHY**

Doane, Mary Anne. *Femmes Fatales: Feminism, Film Theory, Psychoanalysis*. New York: Routledge, 1991.

Fischer, Lucy. *Imitation of Life*. New Brunswick, NJ: Rutgers UP, 1991.

Gaines, Jane, and Charlotte Herzog, eds. *Fabrications: Costume and the Female Body*. New York: Routledge, 1990.

Gledhill, Christine. *Home Is Where the Heart Is: Studies in Melodrama and the Woman's Film*. London: BFI, 1987.

hooks, bell. *Black Looks: Race and Representation*. Boston: South End, 1992.

James, David E. and Rick Berg, eds. *The Hidden Foundation: Cinema and the Question of Class*. Minneapolis: U of Minnesota P, 1996.

Kaplan, E. Anne ed. *Feminism and Film*. New York: Oxford UP, 2000.

---. *Women and Film: Both Sides of the Camera*. New York: Routledge, 1990.

---. *Women in Film Noir*. London: BFI, 2008.

Mayne, Judith. *Directed by Dorothy Arzner*. Bloomington: Indiana UP, 1994.

Modleski, Tania. *The Women Who Knew Too Much: Hitchcock and Feminist Theory*. New York: Routledge, 1988.

Penley, Constance. *Feminism and Film Theory*, New York: Routledge, 1988.

Rosen, Marjorie. *Popcorn Venus: Women, Movies and the American Dream*, New York: Coward, McCann and Geoghegan, 1973.

Thornham, Sue. *Passionate Detachments: An Introduction to Feminist Film Theory*. London: Arnold, 1997.

---., ed. *Feminist Film Theory: A Reader*. New York: New York UP, 1999.

**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee

DATE SUBMITTED: September 21, 2009

Title	Signature	Date
Person Initiating Proposal Dr. Deborah Wilson	<i>Deborah Wilson</i>	9-21-09
Department Head Dr. Carl Brucker	<i>Carl Brucker</i>	9-21-09
Dean Dr. Tom DeBlack	<i>Tom DeBlack</i>	9/22/09
Teacher Education Council (if applicable) Dr. Eldon Clary		
Graduate Council (if applicable)		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	9/29/09
Vice President for Academic Affairs Dr. John Watson	<i>John Watson</i>	

Course Subject: ENGL	Course Number: 4683
Cross-listed with Subject:	Course Number:
Official Title: Seminar in Gender Studies	
Request to change: (check appropriate box)	
<input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010	

*app TEC 11/3/09*  
*app CC 11/19/09*  
*app FS 12/8/09*  
 12-16-09



Course Number (Limited to 30 characters including spaces):		
Course Description:		
Cross-list: <input type="checkbox"/> Adding Cross-listing <input type="checkbox"/> Changing Cross-listing <input type="checkbox"/> Deleting Cross-listing If adding or changing cross-listing, indicate course subject and number _____		
Prerequisite/Co-requisite:		
Grading    x Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)		
Fee:    None	How much?	Type of Fee?
X Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.		
Please provide a rationale for the change. Currently, academic courses labeled "Women's Studies" tend to be more sociological in content than our course, which is from a cultural studies perspective. Not only that, the courses we have been offering under the present title include studies of masculinity as well as femininity. These courses, in other words, are not limited to studying women only, as the title implies. The title should reflect the course approach and content more clearly.		
if this course will affect other departments a Departmental Support Form for each affected department must be attached.		

**Arkansas Tech University**  
**REQUEST FOR CHANGE IN PROGRAM**  
**(Modification or Deletion of Existing Major, Option or Minor)**

TO: Curriculum Committee

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Dr. Forrest Anderson	<i>Forrest Anderson</i>	9-21-09
Department Head Dr. Carl Brucker	<i>Carl Brucker</i>	9-21-09
Dean Dr. Thomas DeBlack	<i>Tom DeBlack</i>	9/22/09
Teacher Education Council (if applicable) Dr. Eldon Clary		
Graduate Council (if applicable)		
Registrar Ms. Tammy rhodes	<i>Tammy Rhodes</i>	10/1/09
Vice President for Academic Affairs Dr. John Watson	<i>John Watson</i>	

Program Title: B.F.A. Creative Writing B.F.A. Creative Writing Education	Effective Date: Fall 2010
Detail change in program: <b>Add</b> requirement for Engl 3043 <b>Delete</b> requirement for 3 hours of Engl 2881; 4881-4	
Please provide a rationale for the change. Assessment data has shown that our current practicum requirement of 3 hours taken from Engl 2881 and Engl 4881-4 does not provide all creative writing and creative writing education majors with adequate experience in and knowledge of literary editing and publishing	
What impact will the change have on staffing, on other programs and space allocation? One of our full-time creative writing faculty member will be assigned to teach this course once a year, but this requirement change will have no other effect on our staffing or facilities.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. This requirement will have no effect on other majors or departments. It is, however, possible that some non-majors who are interested in publishing may want to enroll in the course as an elective.	

app TEC 11/3/09  
 app CC 11/19/09  
 app FS 12/18/09  
 12-16-09

Outline in specific detail how your proposal will alter the program (include course number and title):

Fall Start: B.F.A. Creative Writing	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: Engl 3043 ✓</p> <p>Delete: Engl 2881 ✓</p> <p>Total Hours: 18 ✓</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete: Engl 2881 or 4881 ✓</p> <p>Total Hours: 15 ✓</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete: Engl 2881 or 4881 ✓</p> <p>Total Hours: 15 ✓</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

Spring Start: B.F.A. Creative Writing	
<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Fall Semester</p> <p>Add/Change: Engl 3043 ✓</p> <p>Delete: Engl 2881 ✓</p> <p>Total Hours: 18</p>
<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete: Engl 2881 or 4881 ✓</p> <p>Total Hours: 15 ✓</p>	<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete: Engl 2881 or 4881 ✓</p> <p>Total Hours: 15 ✓</p>	<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Total Program Hours _____</p>	

Outline in specific detail how your proposal will alter the program (include course number and title):


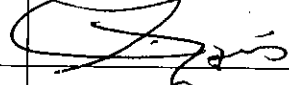

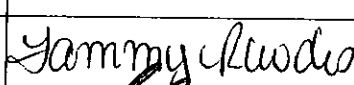
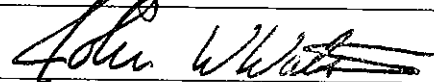
Fall Start: <b>B.F.A. Creative Writing Education</b>	
<p><b>Freshman Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Freshman Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p><b>Sophomore Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Sophomore Spring Semester</b></p> <p>Add/Change: Engl 3043</p> <p>Delete: Engl 2881</p> <p>Total Hours: 17</p>
<p><b>Junior Fall Semester</b></p> <p>Add/Change:</p> <p>Delete: Engl 2881 or 4881</p> <p>Total Hours: 17</p>	<p><b>Junior Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p><b>Senior Fall Semester</b></p> <p>Add/Change:</p> <p>Delete: Engl 2881 or 4881</p> <p>Total Hours: 15</p>	<p><b>Senior Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

Spring Start: B.F.A. Creative Writing Education	
<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Fall Semester</p> <p>Add/Change: ENGL 3043 ✓</p> <p>Delete: ENGL 2881 ✓</p> <p>Total Hours: 17</p>
<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete: ENGL 2881 or 4881 ✓</p> <p>Total Hours: 16</p>	<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete: ENGL 2881 or 4881 ✓</p> <p>Total Hours: 15</p>	<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Total Program Hours _____</p>	

## Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

DATE SUBMITTED: September 14<sup>th</sup>, 2009

Title	Signature	Date
Person Initiating Proposal Dr. Alejandra Karina Carballo		15 Sept, 09
Department Head Dr. Ramón Magráns		15 Sept. 09
Dean Dr. Thomas DeBlack		16 Sept 09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		9/29/09
Vice President for Academic Affairs		

Course Subject: <i>Spanish</i> <b>SPAN</b>	Course Number: <b>SPAN 4813</b>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <i>U.S. Latino/a Literature and Culture</i>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: <i>2010</i>	How frequently will course be offered? <i>Every four semesters</i>
Is this course repeatable? <b>N</b> How many times?	
Does this course require a fee? <b>No</b> How much? Type of fee?	

*app CC 11/19/09*  
*app FS 12/8/09*  
*12-16-09 ✓*

X Elective      Major      Minor  
If major or minor course, you must complete the Request for Program Change form.

Prerequisites:

*Span 1024*

Co-requisites:

Grading    X Standard Letter     P/F     Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

*N/A*

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

*No*

How does this proposal support the University Mission?

*Along the lines of the Arkansas Tech University Mission, this course will provide an educational foundation that will expose students to diversity as it applies to Latinos in Arkansas and the United States.*

What assessment information is being used to support this proposal?

*Students have indicated interest through a survey carried out in the Department of Foreign Languages and International Studies.*

How will the effect of the change be monitored?

*Students evaluations and enrollment*

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

*In the past years, literature by U.S. Latinos has gained an extraordinary public currency and has engendered a great deal of interest among educators. Because of the increase in numbers of Latinos in ATU classrooms, teachers in many disciplines have recognized the benefits of including a course that addresses this movement. U.S. Latino/a Literature and Culture is a new course that will introduce the major trends of U.S. Latinos Literature and Culture, emphasizing similarities and differences in the experiences in the United States among different Latino/a groups.*

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.





Department of Foreign Languages and International Studies  
U.S. Latino/a Literature and Culture

SPAN 4813

Fall 2010

**Profesora:** Dr. Alejandra Karina Carballo

**Oficina:** 116-D, Dean Hall

**Horas de oficina:** TBA

**Correo electrónico:** acarballo@atu.edu

**Teléfono:** (479) 968-0639

Prerequisite: SPAN 1024

**Course description:** This survey course offers an overview of the history of U.S. Latino/a literature, introducing the major trends and placing them into an historical framework stretching from the nineteenth century to today. Topics to be discussed include the construction of identity in terms of race, gender, sexuality, and class; bilingualism and code-switching; the experiences of the exile, the immigrant, the marketing of the Latino/a identity; and the relationship of the artist to his or her community.

**Objectives:**

During and at the end of the course students will:

- a- Study the social-political-cultural evolution of the Hispanic/ Latinos culture(s) in the U.S.
- b- Develop awareness and become knowledgeable about many different aspects of U.S. Latino history, literature, culture, and scholarship.
- c- Explore the concepts of race, class and gender and how they applied to the U.S. Latinos/Hispanic culture(s).
- d- Study the U.S. Latinos cultural production and how it derived from the different social-political-economic historical circumstances.
- e- Discuss past and current U.S. Latino social-cultural issues and problems and their influences in the present, and a study of the possibilities for the future.
- f- Reflect critically upon and have formulated informed and intelligent responses to the questions posed during the course.

**Required Texts:**

Romero, Mary, Pierrete Hondagneu-Sotelo, & Vilma Ortiz. *Challenging Fronteras: Structuring Latina and Latino Lives in the U.S.* New York & London: Routledge, 1997.

Acosta, Iván. *El super.* (1976)

Anzaldúa, Gloria. *Borderlands/La Frontera.* (1987)

Cisneros, Sandra. *The House on Mango Steet.* (1984)

Cruz, Nilo. *Anna in the Tropics* (2003)

Díaz, Junot. *Drown.* (1996)

García Cristina. *Dreaming in Cuban.* (1992)

Menéndez, Ana. *Loving Che.* (2003)

Murray, Yxta Maya. *Locas.* (1998)

Prida, Dolores. *Beautiful Señoritas.* (1977)

Quiñonez, Ernesto. *Bodega Dreams*. (2000)  
 Rivera, Carmen. *La gringa*. (1996)  
 Valdez, Luis. *Los vendidos*. (1971)

**Films to be viewed in the language lab:**

*The Ballad of Gregorio Cortez*. (1982) Directed by Robert M. Young.  
*Piñero*. (2001) Directed by León Ichaso.  
*El Súper*. (1979) Directed by León Ichaso.  
*Washington Heights* (2002) Directed by Alfredo de Villa.  
*Nueba Yol* (1995) Directed by Ángel Muñiz.

**Supplementary Readings:** Available in Blackboard.

**Class Participation:** This class demands active student participation. I expect you to contribute to the class discussions. Be sure to complete the assigned reading before each class. Otherwise, you will be unable to take effective notes and to take part in the discussions. While lectures will cover the general topics, the assigned readings will provide you with complimentary information. You will also attend the film viewing in the lab previous to coming to class.

**Remember:** Reading, analytical thinking, questioning, challenging old beliefs, expressing one's own opinions and writing represent the main components of this course.

**Attendance Policy: ATTENDANCE AND PARTICIPATION POLICY:**

In order to meet the course goals and objectives, it will be necessary for you to attend and actively participate in class. Participation is an important component of your grade, and each day I will make a mark in my grade book regarding your participation and will assign you a bi-weekly grade. If you miss class, no participation points can be awarded for that day. There is *no* make up for participation. Students arriving more than 10 minutes late to class are considered absent. I prefer that you come to class tardy rather than not at all.

Excused absences are limited to ATU athletic events for a team of which you are a member, emergency medical conditions (with appropriate notes from medical personnel), and death in the immediate family. I allow **two** unexcused absences during the semester without penalty. If you do not provide me with the reason for an absence, I will assume that it is unexcused. After the second unexcused absence, your final grade will be reduced five percent for each of them.

**Note:** Please, contact me regarding excused absences such as medical emergencies, jury duty, and other I could include in this category.

**Grading policies: Assignments Percentage of Course Grade**

1. Class participation & attendance 10%
2. Quizzes, and other assignments 10%
3. Two exams 30% (midterm 20%, final exam 10%)
4. A community project 10%
5. Oral Presentation 10%
6. Term paper 30%

**Grading Scale**

A 90-100    B 80-89    C 70-79    D 60-69    F 00-59

**Exams:**

Your midterm and final exam answers must incorporate ideas and issues addressed in class, along with your own points of view. The exams will measure your knowledge of the assigned readings, the videos, the class lectures, and the material introduced in the oral presentations.

**Papers:**

I will provide details about the term paper on the second week of classes

Submitting work: You must submit your paper and related assignments at the start of the class on the date stated in the assignment schedule. I will not accept late papers unless you and I have mutually agreed upon an extension before the paper's deadline.

**Oral Presentations:**

You must give a research oral report (25-30 minutes). I will provide a list of possible topics and details on the second week of classes.

**Academic Honor Code**

Our department strives for academic excellence and encourages all students to achieve their best. Moreover, the department promotes academic honesty and does not tolerate cheating or plagiarism. Cheating is defined as presenting ideas or words of another as one's own. As a college student, it is your responsibility to fully understand the concept of cheating and plagiarism. Instructors are always available to clarify for students their exact definition. Failure to understand these concepts does not excuse you from potential reprimand. According to the university policy, consequences of cheating and plagiarism can result in an F on the assignment or exam, and F in the course.

**Calendario de lecturas**

**Semana 1-**

**Introduction: Latinos in the U.S.**

**Readings & Assignments:**

- "Hispanics Don't Exist"
- "Latinos, Hispanics . . . , What Next?"
- **Video: Fragments of *Americanos* and *Americas***

**Semana 2- Developing the concept of Latinos or Hispanos: ¿Race or ethnicity?**

**Readings & Assignments:**

- *Challenging*, Chapter 1. Candance Nelson & Marta Tienda, "The Structuring of Hispanic Ethnicity: Historical and Contemporary Perspectives."
- *Challenging*, Chapter 3 Jorge Klor de Alva, "The Invention of Ethnic Origins and the Negotiation of Latino Identity, 1969-1981."
- Novel: *Dreaming in Cuban*.
- Fernández, Enrique. "Salsa x 2."

### Semana 3- | Labor Day. No class

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### Semana 4 | Chicanos/Aztlán | Readings & Assignments:

- Rendón, Armando. "The People of Aztlán: The Chicano Manifesto"
  - "Delano Grape Worker's Boycott Day Proclamation"
  - Macias, Ramón Ysidro. "The Chicano Movement."
  - Takaki, Ronald. "'Occupied' Mexico."
  - *Challenging*, Chapter 6 Pierrette Hondagneu-Sotelo, "The History of Mexican Undocumented Settlement in The United States."
  - Documentary Fragments of Chicanos! Part I & III
- 

### Semana 5 | Chicano Literature Readings & Assignments:

- Final paper topic due
  - Valdez, Luis. *Los vendidos*.
- 

### Semana 6 | Borderlands Readings & Assignments:

- Anzaldúa, Gloria. "Borderlands."
  - Montoya, Margaret E. "Border Crossings."
  - Novel: *The House on Mango Street*, Sandra Cisneros
  - Película: *Santitos*= discussion
- 

### Semana 7 | Domincanyorks Readings & Assignments:

- Final paper proposal and bibliography due
  - *Challenging*, Chapter 8. Luis E. Guarnizo. "Los Dominicanyorks: The Making of a Binational Society."
  - Novel: *Drown*
  - Film: *Nueba Yol*= discussion
-

**Semana 8 – Midterm exam****Readings & Assignments:**

- **Videos:** Fragments of *Yo Soy Boricua, Pa' Que Tu Lo Sepas ...*, *Americas*, and others TBA.
- 

**Semana 9 | Nuyoricans/The Puerto Rican Diaspora****Readings & Assignments:**

- Challenging, Chapter 5. Clara Rodríguez, "A Summary of Puerto Rican Migration to the United States."
  - **Arroyo, Pauly.** "I'm a Nuyoricano." En Algarín 391-92.
  - **Carlos, Laurie.** "Borinquen." En Algarín 406.
  - From *Beautiful Señoritas Play: "La botánica"*
- 

**Semana 10 | Nuyoricans/The Puerto Rican Diaspora |****Readings & Assignments:**

- Challenging, Chapter 9. Juan Flores. "'Qué Assimilated, Brother, Yo soy Asimilao': The Structuring of Puerto Rican Identity in the U.S."
- **Novel:** *Cuando era puertorriqueña*
- **Oral Presentations:**

**Semana 11 | Nuyoricans/The Puerto Rican Diaspora |****Readings & Assignments:**

- **Esteves, Sandra María.** "Puerto Rican Discovery #23: Portrait in Raising Self-Esteem." En Algarín 320-21.
  - **Levins Morales, Aurora.** "Puertoricaness." and "Kitchens" En González. 24-30.
  - **Morales, Ed.** "Rebirth of New Rican." En Algarín 98-99.
  - **Piñero, Miguel.** "New York City Hard Times Blues." En Algarín 351-57.
  - —. "This Is Not the Place Where I Was Born." En González. 113-15.
  - **Play:** *La gringa*
  - **Documentary and Film (fragments):** *Nuyoricano Dream* & TBA
  - **Oral Presentations:**
- 

**Semana 12 | Language****Readings & Assignments:**

- *Challenging*, Chapter 16. "The Politics of Language in Miami"
- Crawford, James. "Hold Your Tongue."
- <http://www.us-english.org/inc/default.asp>
- [http://www.boston.com/news/nation/washington/articles/2006/05/19/senate\\_vote\\_endorses\\_english\\_as\\_the\\_national\\_language/](http://www.boston.com/news/nation/washington/articles/2006/05/19/senate_vote_endorses_english_as_the_national_language/)
- <http://ourworld.compuserve.com/homepages/JWCRAWFORD/engonly.htm>
- **The New Americans**

- **Film:** *The City/La ciudad*
  - **Oral Presentations:**
- 

**Semana 13| The Cuban Diaspora  
Readings & Assignments:**

- **Final paper draft due**
- Menéndez, Ana. In Cuba I Was a German Shepherd..
- Monge-Rafuls, Pedro R.. Trash.
- Pérez Firmat, Gustavo. Six Mambos: *\_Life on the Hyphen: The Cuban American Way\_*.
- **Play:** *El super*

**Oral Presentations:**

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**Semana 14 | Latina Writers Readings & Assignments:**

- García, Alma. "The Development of Chicana Feminist Discourse, 1970-1980."
- Balbosa-Carter, Edwina. "Multiply Identity."



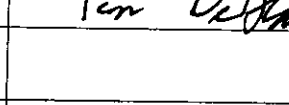
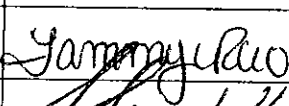

**Semana 15 | Latina Writing  
Readings & Assignments:**

- **Final Paper Due**
- Class evaluation.
- **Oral Presentations:**

**Arkansas Tech University**  
**REQUEST FOR CHANGE IN PROGRAM**  
**(Modification or Deletion of Existing Major, Option or Minor)**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Ramon Magrans		9/27/09
Department Head Ramon Magrans		9/27/09
Dean		9/28/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		9/29/09
Vice President for Academic Affairs		

Program Title: Foreign Languages with Concentration in Medical Spanish Interpretation	Effective Date: Fall 2010
Detail change in program: Nursing has changed NUR 3303 to 3302; that is, from three hours to two hours of credit.	
Please provide a rationale for the change. The change creates the need for a one hour elective.	
What impact will the change have on staffing, on other programs and space allocation? None.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. None.	

app CC 11/19/09  
 app FS 12/18/09  
 12-16-09 ✓

Outline in specific detail how your proposal will alter the program (include course number and title):

Fall Start	
<p><b>Freshman Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Freshman Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p><b>Sophomore Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Sophomore Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p><b>Junior Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Junior Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p><b>Senior Fall Semester</b></p> <p>Change: NUR 3303 to 3302</p> <p>Add: Spanish Elective 1 hour ✓</p> <p>Delete:</p> <p>Total Hours:17</p>	<p><b>Senior Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>



**Arkansas Tech University  
REQUEST FOR CHANGE IN PROGRAM  
Modification of Existing Major**

TO: Curriculum Committee

DATE SUBMITTED: 23 September 2009

Title	Signature	Date
Person Initiating Proposal <i>Ramon Magrins</i>	<i>[Signature]</i>	9/23/09
Department Head <i>Ramon Magrins</i>	<i>[Signature]</i>	9/23/09
Dean <i>Tom DeBlack</i> <sup>Tom DeBlack</sup>	<i>Tom DeBlack</i>	9/23/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Meadows</i>	9/29/09
Vice President for Academic Affairs	<i>[Signature]</i>	

Program Title: <b>B.A. in International Studies</b>	Effective Date: <b>Fall 2010</b>
Detail change in program:  <p><b>This proposal is to add HIST 3313 (Colonial Latin America) and HIST 3323 (Modern Latin America) as required courses for the Bachelor of Arts Degree in International Studies. The proposal also adds HIST 3803 (Modern Middle East) to the option of courses that can be taken as part of the student's world history block. Finally, this proposal corrects some outdated courses currently used in the degree matrix which were previously modified or deleted by another department.</b></p>	
Please provide a rationale for the change.  <p><b>These changes are needed in order to update the course numbers and offerings for the program. In addition, the two new required courses are designed to expand the majors' content in Hemispheric affairs.</b></p>	
What impact will the change have on staffing, on other programs and space allocation?  <p><b>There is no anticipated impact on staffing or space allocation. The re-designed degree uses existing</b></p>	

*app CC 11/19/09*  
*app FS 12/8/09*  
*12-16-09*

**courses with established rotations.**

**If this course will affect other departments a Departmental Support Form for each affected department must be attached.**

**See attached Department Support Form from the Department of History and Political Science.**



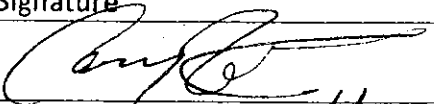
Outline in specific detail how your proposal will alter the program (include course number and title):

Fall Start	
<p><b>Freshman Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Freshman Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p><b>Sophomore Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Sophomore Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p><b>Junior Fall Semester</b></p> <p>Add/Change: HIST 3313 (Colonial Latin America)</p> <p>Delete: Electives (3 credits) ✓</p> <p>Total Hours: 15</p>	<p><b>Junior Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p><b>Senior Fall Semester</b></p> <p>Add/Change: HIST 3323 (Modern Latin America)</p> <p>Delete: None</p> <p>Total Hours: 16 (increase from 13)</p>	<p><b>Senior Spring Semester</b></p> <p>Add/Change: HIST 3533, HIST 3603, HIST 3703, or HIST 3803</p> <p>Delete: HIST 3323, 4443, 4463, 4603, or 4703 ✓ ✓ ✓ ✓ ✓</p> <p>Delete: Electives (3 credits) ✓</p> <p>Total Hours: 12 (decrease from 15)</p>

**Arkansas Tech University  
REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee

DATE SUBMITTED: 1 October 2009

Title	Signature	Date
Person Initiating Proposal		10/19/09
Department Head	<i>with permission</i> Dr. James (signature)	10/19/09
Dean	Thomas A. DeBlasi	10/19/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Jimmy Woods	10/19/09
Vice President for Academic Affairs	John White	

Course Subject: <b>HIST</b>	Course Number: <b>1903</b>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <b>Survey of American History</b>	
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: <b>2010-11</b>	How frequently will course be offered? <b>Every Semester</b>
Is this course repeatable? <b>No</b> How many times?	
Does this course require a fee? <b>No</b> How much? Type of fee?	

Supported Per Ed Com 10/30/09  
 app CC 11/19/09  
 app FS 12/18/09

Elective       Major       Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites:

Co-requisites:

Grading       Standard Letter       P/F       Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. **NO**

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. **NO**

How does this proposal support the University Mission?

***Through the creation of a one-semester American History course, the Department of History and Political Science is supporting the general education curriculum in its goal of providing a foundation for knowledge common to educated people and to develop the capacity for an individual to expand that knowledge over his or her lifetime. Specifically, this course will reinforce the goals of critical thinking and an appreciation for the arts and humanities. This course will also help develop responsible citizens by introducing ATU students to the entirety of United States history.***

What assessment information is being used to support this proposal?

***For the past several years, several ATU History faculty have promoted the idea of a single-semester American history course. Of particular concern was the issue that non-majors were generally being exposed to a portion of the American story. This course is designed to fully introduce non-majors to the entirety of American history.***

***This course was also developed after a review of neighboring institutions and current trends in general education programs across the county.***

How will the effect of the change be monitored?

***The proposed course would be a general education course, and thus the General Education Committee will have the primary responsibility of assessing its impact on general education. In addition to those efforts, the Department Assessment Committee will monitor the course as it does all HPS departmental courses via standard course assessment instruments.***

Please provide a rationale for the need for this new course in terms of departmental/ university curricular needs or student demand.

***This course will provide students with an exposure to the full scope of American history as opposed to the partial exposure they are currently receiving. The Department believes that an informed citizenry should have some knowledge of both the formative earlier period of our nation's history as well as its more recent history.***

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

***The HPS Department Head sent emails to all Department Heads on campus in notification of this proposal and requested notification of any program that opposes this proposed change. No objections were received.***

***Only one non-History program requires HIST 2003 and HIST 2013: MLED in English Language Arts and Social Studies. Because of the nature of that program, the current requirement will not be changed via this proposal. All other programs include the standard general education requirement that students choose one of the State-mandated general education courses on either American History or American Government. This new course would satisfy that requirement.***

Summary:

- (a) Add HIST 1903, Survey of American History, to the course descriptions <sup>I</sup>
- (b) Replace HIST 2003, U.S. History ~~to 1865~~ <sup>I</sup>, and HIST 2013, U.S. History ~~since 1865~~ <sup>II</sup>, in the listing for General Education Requirements in the section titled:

Social Sciences – 12 hours

Three hours from one of the following:

- HIST 1903, Survey of American History** ✓
- HIST 2003, U.S. History ~~to 1865~~ (Remove)
- HIST 2013, U.S. History ~~since 1865~~ (Remove) ✓
- POLS 2003, American Government

- (c) Add HIST 1903, Survey of American History, to the section titled:

Nine additional hours from the following:

- \*HIST 1503, World Civilization I
- \*HIST 1503, World Civilization II
- HIST 1903, Survey of American History** ✓
- HIST 2003, U.S. History ~~to 1865~~ <sup>I</sup>
- HIST 2013, U.S. History ~~since 1865~~ <sup>II</sup>
- POLS 2003, American Government
- ECON 2003, Principles of Economics I
- SOC 1003, Introductory Sociology
- PSY 2003, General Psychology
- \*ANTH 1213, Introduction to Anthropology OR
- \*ANTH 2003, Cultural Anthropology
- \*GEOG 2013, Regional Geography of the World
- AMST 2003 American Studies

NOTE: HIST 2003, U.S. History ~~to 1865~~ <sup>I</sup>, and HIST 2013, U.S. History ~~since 1865~~ <sup>II</sup>, would remain in the section.



## **Catalogue Description**

**Survey of American History. An overview of American history from the pre-colonial period to the present. May not be taken for credit after completion of HIST 2003 or HIST 2013.**

# SURVEY OF AMERICAN HISTORY

**INSTRUCTOR:** Dr. DeBlack  
**OFFICE:** Witherspoon 268  
**HOURS:** MWF 9:00-10:00; 11:00-12:00  
T 2:30-5:00, or by appointment  
**PHONE:** (479) 968-0342  
**EMAIL:** [thomas.deblack@atu.edu](mailto:thomas.deblack@atu.edu)

**COURSE:** HIST 1903  
**SEC:** 1  
**TIME:** MWF 10:00  
**LOCATION:** WPN 274  
**TERM:** FALL 2010

## COURSE DESCRIPTION

This course is an overview of American History from the pre-colonial period to the present.

## REQUIRED TEXT

Kevin M. Schultz, *HIST*

## EXAMS

Students are responsible for all assigned material as well as class presentations. Exams will consist primarily of multiple-choice questions but will also include identification and essay questions.

## MAKE-UP EXAMS

A student who misses one of the first two exams for any reason other than a school-sponsored activity must make up the exam(s) during the last regular class period. Those students who have to miss an exam to participate in a school-sponsored activity should present the instructor with a written form signed by the sponsor or coach of the activity and specifically describing the nature and date of the activity. The form should be submitted **prior** to the absence. **Quizzes may not be made up.**

## CLASS POLICIES

Regular and punctual attendance is necessary for the successful completion of the course. A student discovered to be guilty of cheating or plagiarism on any graded assignment will be given a grade of zero on the work and will be referred to proper university authorities. Plagiarism is defined as the act of appropriating and passing off as one's own the writings, ideas, etc. of another person. **Please turn off all cell phones and/or pagers when entering the classroom.**

## GRADING SCALE

100% - 90% of all graded material	<b>A</b>	69% - 60%	<b>D</b>
89% - 80%	<b>B</b>	59% & below	<b>F</b>
79% - 70%	<b>C</b>		

## SUPPLEMENTAL READINGS

Brian Fagan, *The Great Journey: The Peopling of Ancient America*, rvd. ed. (2004)  
David Hackett Fischer, *Albion's Seed: Four British Folkways in America* (1989)  
Edward Countryman, *The American Revolution*, rev. ed. (2003)  
Jack Rakove, *Original Meanings: Politics and Ideas in the Making of the Constitution* (1996)  
Marshall Smelser, *The Democratic Republic, 1801-1815* (1968)  
Daniel Feller, *The Jacksonian Promise: America, 1815-1840* (1995)  
John Blassingame, *The Slave Community: Plantation Life in the Antebellum South* (1979)  
David Potter, *The Impending Crisis, 1848-1861* (1976)  
James McPherson, *Battle Cry of Freedom: The Civil War Era* (1988)  
Eric Foner, *Reconstruction: America's Unfinished Revolution, 1863-1877* (1988)  
Edward Ayers, *The Promise of the New South: Life After Reconstruction* (1992)  
Roger Daniels, *Coming to America: A History of Immigration and Ethnicity in American Life* (1990)  
Richard White, *"It's Your Misfortune and None of My Own": A New History of the American West* (1991)  
Robert Wiebe, *The Search for Order, 1877-1920* (1967)

Arthur Link and Richard McCormick, *Progressivism* (1983)  
Walter LaFeber, *The American Search for Opportunity, 1865-1913* (1993)  
Robert Ferrell, *Woodrow Wilson and World War I, 1917-1921* (1985)  
Nancy MacLean, *Behind the Mask of Chivalry: The Making of the Second Ku Klux Klan* (1994)  
Doris Goodwin, *No Ordinary Time: Franklin & Eleanor Roosevelt: The Home Front During World War II* (1994)  
David Halberstam, *The Fifties* (1993)  
Stanley Karnow, *Vietnam: A History* (1983)  
Garry Wills, *Reagan's America: Innocents at Home* (1987)

### **JUSTIFICATION**

The future of democratic government in America depends on a citizenry that is not only informed and enlightened with regard to current events but one that has an understanding of its own past. This course is designed to give students that crucial understanding of the events, movements, and personalities that shaped America.

### **SPECIFIC OBJECTIVES**

- At the conclusion of the course, the student should be able to
- describe the cultural landscape of pre-Columbian America.
  - identify the major patterns of immigration to colonial America.
  - discuss the major factors that led to the American Revolution.
  - describe the major strategies, battles, and leaders of the American Revolution.
  - describe the principles that underlay the creation of the Constitution.
  - identify the major personalities and developments of the early national period.
  - describe the characteristics of Jacksonian America.
  - describe the characteristics and various interpretations of American slavery.
  - identify the events leading to the Civil War.
  - describe the major strategies, battles, leaders, and results of the Civil War.
  - assess the successes and failures of Reconstruction
  - assess to what extent the New South differed from the Old South
  - assess the impact of immigration and industrialization on the U.S. in the late 19<sup>th</sup> century
  - discuss the ways in which the various frontiers in the American West transformed the region
  - discuss the fundamental tenets of populism and progressivism
  - trace the steps that led to the emergence of the U.S. as a world power
  - identify the causes and assess the solutions of the Great Depression
  - explain how World War I and World War II transformed America
  - identify the major developments and trends in American life since the end of World War II

### **GENERAL EDUCATIONAL OBJECTIVES**

In addition to the specific objectives, the course is designed to:

- develop an appreciation for the arts and humanities by covering the complete narrative of American history from the colonial period to the present
- develop verbal and written communication skills by encouraging student participation in class discussions and through the use of essay questions and other written assignments.
- develop critical thinking through the analysis of historical events, concepts, and patterns of American life.

These objectives specifically address criteria of the General Educational Requirements of Arkansas Tech University.

### **DISABILITIES, SPECIAL CONDITIONS**

A student who has a learning or other disability or who requires special consideration in taking exams or performing other required activities should notify the instructor of the condition and should document the disability with the university's disabilities coordinator at Bryan Hall 103 (968-0302).

**Arkansas Tech University**  
**REQUEST FOR CHANGE IN PROGRAM**  
**(Modification or Deletion of Existing Major, Option or Minor)**

TO: Curriculum Committee

DATE SUBMITTED: 1 October 2009

Title	Signature	Date
Person Initiating Proposal	<i>A. Martin</i>	10-5-09
Department Head	<i>A. Martin</i>	10-5-09
Dean	<i>Tom DeBlasi</i>	10/5/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Rodas</i>	10/7/09
Vice President for Academic Affairs	<i>John Waters</i>	

Program Title: <b>B.A. in Social Studies Education (7-12)</b>	Effective Date: <b>Fall 2010</b>
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Detail change in program:

**ADD ECON 2013 to program curriculum**  
**DEL HLED 1513 from program curriculum**

Please provide a rationale for the change.

*The Arkansas State Board of Education passed a new policy in Summer 2009 affecting high school social studies courses. Beginning in the 2013 school year, one-half unit of economics will be required for high school graduation. According to the revised frameworks for the economics course, our majors will be required to know more than they currently cover in only one semester of economics. As such, a second semester of economics, specifically Macroeconomics, will need to be added to the Social Studies Education curriculum.*

What impact will the change have on staffing, on other programs and space allocation?

*Unknown at this point, but we are anticipating 25 students per year, although only the new incoming*

*app TEC 11/3/09*  
*app CC 11/19/09*  
*app FS 12/8/09*

***students would be required to take the class, to give us some time to assess the strain on the Economics faculty.***

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

*See Attached.*

Outline in specific detail how your proposal will alter the program (include course number and title):

Fall Start	
<p><b>Freshman Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Freshman Spring Semester</b></p> <p>Add/Change: Electives 3 credits ✓</p> <p>Delete: HLED 1513 ✓</p> <p>Total Hours: 16 ✓</p>
<p><b>Sophomore Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Sophomore Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p><b>Junior Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Junior Spring Semester</b></p> <p>Add/Change: ECON 2013: Macroeconomics ✓</p> <p>Delete: Electives 3 credits ✓</p> <p>Total Hours: 16 ✓</p>
<p><b>Senior Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Senior Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

Spring Start (if applicable)

<p><b>Freshman Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Freshman Fall Semester</b></p> <p>Add/Change: Electives 3 credits ✓</p> <p>Delete: HLED 1513 ✓</p> <p>Total Hours: 16 ✓</p>
<p><b>Sophomore Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Sophomore Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p><b>Junior Spring Semester</b></p> <p>Add/Change: ECON 2013: Macroeconomics ✓</p> <p>Delete: Electives 3 credits ✓</p> <p>Total Hours: <del>16</del> 17 ✓</p>	<p><b>Junior Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p><b>Senior Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Senior Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Total Program Hours _____</p>	

**Arkansas Tech University**  
**DEPARTMENTAL SUPPORT FORM**

This form must be completed for every department affected by the course change.

<b>Department Affected:</b>  <b>Accounting and Economics</b>	<b>This department <u>supports</u> the change.</b>
<b>Comments:</b>  This request is to add ECON 2013 to the B.A. in Social Studies Education program curriculum.	

**Subject:** RE: ECON II

**From:** Pamela Carr <pcarr@atu.edu>

**Date:** Thu, 01 Oct 2009 13:47:49 -0500

**To:** mtarver@atu.edu

**Department Head Signature: VIA EMAIL**

Micheal,  
We ( Acct & Econ Dept) will support this request from you....  
Pam

-----Original Message-----

**From:** Dr. H. Micheal Tarver [mailto:mtarver@atu.edu]  
**Sent:** Tuesday, September 29, 2009 7:22 PM  
**To:** Dr. Pamela Carr  
**Cc:** Dr. Carey Roberts  
**Subject:** ECON II

Pam,

I learned this evening that the Arkansas State Board of Education passed a new policy this past summer affecting high school social studies courses. Beginning in the 2013 school year, one-half unit of economics will be required for high school graduation. Schools will have two options of addressing this requirement: If the course is taught by an appropriately licensed social studies teacher, credit may be applied to meet social studies graduation requirements. If the course is taught by an appropriately licensed business education teacher, graduation credit can only be applied toward career focus requirements.

Revisions to the frameworks for the economics course were completed this summer. As you can see on page 2 of the attached, the students are required to know more than they currently cover in only one semester of economics. As such, I think we are going to be forced to add ECON II to the Social Studies Education curriculum. We had previously discussed this matter, but I think the State has dealt the cards that we must now play with.

So, would you support, at this time, the addition of ECON II to the curriculum for Social Studies Education. We are looking at probably 25 students per year, although only the new incoming students would be required to take the class, to give us some time to assess the strain on your faculty. If so, I will complete the paperwork tomorrow and send on for signatures and to the Teacher Education Committee for their approval before it goes to the Curriculum Committee.



**Arkansas Tech University**  
**REQUEST FOR CHANGE IN PROGRAM**  
**(Modification or Deletion of Existing Major, Option or Minor)**

TO: Curriculum Committee

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Kevin Mason & Pam Carr	<i>Kevin Mason Pam Carr</i>	9/23/09
Department Heads Kevin Mason & Pam Carr	<i>Kevin Mason Pam Carr</i>	9/23/09
Dean Tom Tyler	<i>Tom Tyler</i>	9/25/09
Teacher Education Council (if applicable) Eldon Clary		
Graduate Council (if applicable) Not Applicable		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10/1/09
Vice President for Academic Affairs John Watson	<i>John Watson</i>	

Program Title: BSBA - all majors (BUED, [REDACTED])	Effective Date: Fall 2010
Detail change in program: Replace requirement of COMS 1003 for all business majors (BUED, [REDACTED]) with BUAD 2003.	
Please provide a rationale for the change. Program assessments results show a weakness in generating and managing information. Sophomore-level course exercises indicate students are not sufficiently prepared in the Excel and Access software packages. BUAD 2003 will focus more closely on these packages and on business applications.	
What impact will the change have on staffing, on other programs and space allocation? <del>The MGMK department would need to offer 3 to 4 sections of BUAD 2003 per semester, hence this change will require another full-time faculty member (not necessarily a tenure-track position).</del> <i>This change may require 2-3 add'l adjuncts per Dr. Mason.</i>	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. This change would reduce staff requirements in the Department of Computer and Information Science. This has been discussed with Mr. Ron Robison (Head, Computer and Information Science Department). See Attached Departmental support form.	

*app TEC 11/3/09*  
*app CC 11/17/09*  
*app ES 12/8/09*

*Dr. Tyler*  
*Dr. Mason*  
*12-16-09*

**Arkansas Tech University**  
**DEPARTMENTAL SUPPORT FORM**

This form must be completed for every department affected by the course change.

Department Affected: <i>Computer + Information Science</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: *Don Polian*

Date: 8/27/09

Outline in specific detail how your proposal will alter the program (include course number and title):

BUED Fall Start	
<p>Freshman Fall Semester</p> <p>Add: <b>BUAD 2003</b></p> <p>Delete: <b>COMS 1003</b></p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

Outline in specific detail how your proposal will alter the program (include course number and title):

**BUED Spring Start**

<p><b>Freshman Spring Semester</b></p> <p>Add: <b>BUAD 2003</b></p> <p>Delete: <b>COMS 1003</b></p> <p>Total Hours:</p>	<p><b>Freshman Fall Semester</b></p> <p>Add:</p> <p>Delete:</p> <p>Total Hours:</p>
<p><b>Sophomore Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Sophomore Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p><b>Junior Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Junior Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p><b>Senior Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Senior Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

Outline in specific detail how your proposal will alter the program (include course number and title):

**Arkansas Tech University**  
**REQUEST FOR CHANGE IN PROGRAM**  
**(Modification or Deletion of Existing Major, Option or Minor)**

TO: Curriculum Committee

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Kevin Mason & Pam Carr	<i>Kevin Mason Pam Carr</i>	9/23/09
Department Heads Kevin Mason & Pam Carr	<i>Kevin Mason Pam Carr</i>	9/23/09
Dean Tom Tyler	<i>Tom Tyler</i>	9/29/09
Teacher Education Council Eldon Clary		
Graduate Council (if applicable) Not applicable		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10/1/09
Vice President for Academic Affairs John Watson	<i>John Watson</i>	

Program Title: BSBA ( [redacted] ) BUED, ( [redacted] ) majors)	Effective Date: Fall 2010
Detail change in program: Replace requirement of MATH 2243 with MATH 2223.	
Please provide a rationale for the change. Past assessments results have consistently shown a weakness in quantitative skills of Business majors. Material covered in MATH 2243 (Business Calculus) is not directly needed for [redacted] BUED majors. MATH 2223 has been designed as a service course offered by the Math department to cover quantitative skills needed for solving problems in management and marketing contexts.	
What impact will the change have on staffing, on other programs and space allocation? This proposal will lower the number of sections of MATH 2243 needed to be offered by the MATH department by approximately 6 sections per year. However this proposal will require the MATH department to offer approximately 6 sections of MATH 2223 per year.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. This change has no increase or decrease of staff requirements in the Department of Math. However, this proposal will shift Math resources from MATH 2243 to MATH 2223. This has been discussed with Dr. Tom Limperis (Head, Math Department). See Attached Departmental support form.	

app TEC 11/3/09  
 app CC 11/19/09  
 app FS 12/18/09

12-16-09

**Arkansas Tech University**  
**DEPARTMENTAL SUPPORT FORM**

This form must be completed for every department affected by the course change.

Department Affected: <i>MATH</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: *Jim Liji*

Date: 8/27/09

Outline in specific detail how your proposal will alter the program (include course number and title):

BUED Fall Start	
<p>Freshman Fall Semester</p> <p>Add:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add: <b>MATH 2223</b> <sup>2</sup></p> <p><b>Change Footnote 2 to read: Students who have two years of high school algebra with a grade of "C" or better and a math ACT score of 22 or above may omit College Algebra and enroll directly in Math 2223, Quantitative Business Analysis. If omitted, an additional 3 hours of electives will be required. Students considering graduate school are advised to use free elective hours to take MATH 2914.</b></p> <p>Delete: <b>MATH 2243</b></p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

BUED Spring Start

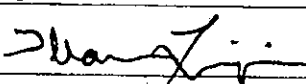
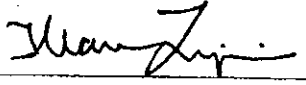

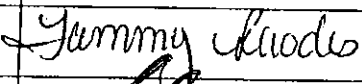
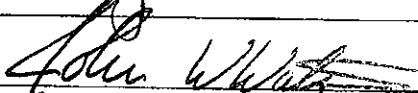
<p>Freshman Spring Semester</p> <p>Add:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Fall Semester</p> <p>Add: <b>MATH 2223</b><sup>2</sup> ✓</p> <p><b>Change Footnote 2 to read: Students who have two years of high school algebra with a grade of "C" or better and a math ACT score of 22 or above may omit College Algebra and enroll directly in Math 2223, Quantitative Business Analysis. If omitted, an additional 3 hours of electives will be required. Students considering graduate school are advised to use free elective hours to take MATH 2914.</b></p> <p>Delete: <b>MATH 2243</b></p> <p>Total Hours:</p>
<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>



**Arkansas Tech University**  
**REQUEST FOR COURSE DELETION**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Dr. Tom Limperis		9/28/09
Department Head, Mathematics Dr. Tom Limperis		9/28/09
Dean, College of Natural and Health Sciences Dr. Richard Cohoon		10-1-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes		10/8/09
Vice President for Academic Affairs Dr. John Watson		

Course Subject: MATH	Course Number: 1103
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: Algebra for General Education	
Effective Catalog Year: 2010-2011	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) <input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form. Listed under general education requirements.	
Provide rationale for the request. MATH 1103 was replaced by the course MATH 1003. MATH 1103 has not been taught for several semesters and the course no longer being offered.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.	

Supported Den Ed Com 10/30/09  
 app CC 11/19/09  
 app FS 12/8/09 12-18-09

**Arkansas Tech University**  
**REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee

DATE SUBMITTED: September 28, 2009

Title	Signature	Date
Person Initiating Proposal F. R. Frasier	<i>F. Robert Frasier</i>	9/29/09
Department Head John L. Krohn	<i>John L. Krohn</i>	9/29/09
Dean W. Hoefler	<i>W. Hoefler</i>	10-8-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammy Luodes</i>	10/2/09
Vice President for Academic Affairs	<i>John Waters</i>	

Course Subject: MCEG	Course Number: 4053
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Corrosion Principles	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010-2011	How frequently will course be offered? Approximately once every two years
Is this course repeatable? Y / <input checked="" type="radio"/> N How many times?	
Does this course require a fee? No	How much? Type of fee?

*app CC 11/19/09*

*app FS 12/8/09*

*12-18-09*

Elective       Major       Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites:

MCEG 2023, MCEG 3013 , MCEG 3313

Co-requisites:

Grading     Standard Letter     P/F     Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

No

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

No

How does this proposal support the University Mission?

This course complements the department's current offerings in materials and metallurgy and will aid in preparing students for professional work in this field. As such, it supports the University Mission to provide a solid educational foundation for life-long learning.

What assessment information is being used to support this proposal?

Feedback from graduates of the program who gained employment or admission to graduate programs related to materials/metallurgy indicated that this course would improve their preparation for such work.

How will the effect of the change be monitored?

The effect of the addition of this course will be monitored by feedback obtained through graduate surveys and communications from graduates regarding how the course prepared them for work in this area.

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

The proposed course will be a complement to existing courses in the same topic which is a common area for concentrated study for upper level mechanical engineering students. The course was offered as a special problem in the summer of 2009 and proved popular as an elective with students.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

No other departments will be affected by the addition of this course.

## Pat Chronister

---

**From:** John Krohn [jkrohn@atu.edu]  
**Sent:** November 05, 2009 4:32 PM  
**To:** 'Pat Chronister'  
**Subject:** Catalog description for MCEG 4053

Pat,

Here's the catalog description. We also left off one pre-req on the form. MCEG 3313 should also be on the pre-requisites list as reflected in the below:

### **MCEG 4053 – Corrosion Principles**

**Prerequisites:** MCEG 2023, MCEG 3013, MCEG 3313. A study of the fundamental causes of corrosion and corrosion damage in metals and metallic components. Electrochemistry is used to explore the basic reactions governing environmental corrosion while thermodynamics and kinetics are used to investigate the rate controlling steps of environmental attack. Includes an overview of techniques commonly used to control corrosion damage in industry and architecture. Lecture three hours.

Let me know if you need anything else.

John L. Krohn, Ph.D., P.E.  
Professor & Dept. Head  
Mechanical Engineering  
Arkansas Tech University  
(479) 968-0259

4053  
MCEG ~~4993~~ Principles Of Corrosion Engineering  
Summer Semester, 2009, Syllabus and Policies

Instructor: Dr. Frasier            CES 161            968-0497  
Office Hours: 1000-1100            M,T,W,Th,F  
e-mail: [ffrasier@atu.edu](mailto:ffrasier@atu.edu)

Pre-Requisite courses: MCEG 2023, MCEG 3313, CHEM 2124.

Text: Corrosion Engineering, Roberge, P.R., McGraw-Hill, pub., ISBN: 978-0-07-148243-1

Supplementary Material: Class Handouts.

### Course Objectives

1. Introduce the study of corrosion and corrosion principles.
2. Develop a first-principles level understanding of electrochemistry applied to metallic corrosion.
3. Study the applications of chemical thermodynamics to corrosion study and analysis.
4. Relate electrochemistry and thermodynamics to Corrosion Kinetics.
5. Study corrosion failures, and factors in those failures.
6. Study effects of environment on corrosion potentials and kinetics.

### Topics

1. Fundamental concepts, units, numerical calculations.
2. Electrochemistry.
3. Condensed Phase Thermodynamics.
4. Reaction Kinetics.
5. Materials Selection for corrosion applications.
6. Corrosion control methods.

### Grading

Grades will be awarded on a straight percentage scale; 90% and above—A, 80%—B, 70%—C, 60%—D. Below 60% is failing. Normally, I do not use a curve. Grades will be based on the following:

Homework	5%
Notebooks	5%
Class Participation	10%
Quizzes	<u>80% (may drop two)</u>
Total	100%

### Performance Criteria:

Students are expected to demonstrate skill and familiarity with applying all of the topics listed above, and anything discussed or covered in class or as an outside assignment.

MCEG 4993 Principles Of Corrosion Engineering  
Summer Semester, 2009, Syllabus and Policies

### Policies

Attendance is not mandatory after the first 11 class days. Attendance is *highly* recommended, as the lessons will contain material that is not necessarily in the text, as well as unannounced quizzes.

No cellphones, beepers or pagers in class. **TURN THEM OFF**. I will take 5 points off of that day's assignment and/or you will be asked to leave class for the remainder of the period if your cellphone is left on. Texting during class **will not be tolerated**.

Study assignments for each lesson will be assigned during the previous class. You should come to class with a basic understanding of the major concepts to be discussed that day.

You are responsible for bringing the textbook, a calculator, notetaking materials and any additional tools needed for class or a quiz.

You can expect to spend approximately 2-3 hours per class period on outside assignments.

All scheduled quizzes and assignments must be completed on time unless you make arrangements **well in advance** of the due date. In general, the only acceptable reason for missing an assignment is a medical emergency.

The majority of your grade will be determined by in-class quizzes. Some unannounced, and there will almost always be a quiz every Friday. The point value of the quiz will be announced at the time. In general, the quizzes will be based on recent assignments and recent classwork. However, I retain the right to administer a quiz on **ANY** topic I feel is relevant to the course.

Save **ALL** class notes, graded, returned work, *everything*, for your notebook, which will be turned in at the end of the term. The notebook is worth 5% and will be evaluated on completeness, organization, and neatness.

Errors in adding up points can be discussed after papers are returned. **Point assignments are not open to discussion**.

Additional Instruction: My goal is to help you understand this material. If you are having trouble, please come talk to me. If you cannot come during my scheduled office hours, contact me to schedule another time. I will make every effort to help you out. *Please do not come to my office in the 60 minutes prior to any scheduled class or lab.*

### Homework

Homework is due **at the beginning of the next class period unless** announced with the assignment. **Late assignments will not be accepted**.

The following requirements for your homework submissions are **NOT NEGOTIABLE**:

- Assignments must be turned in on "engineering paper."
- Double or triple space, neat and legible.
- Multiple pages **MUST BE STAPLED**.
- All problems must be identified and stated.
- **Final solutions underlined or boxed in.**
- Skip extra lines between problems.
- Close each problem with a double line all the way across the page.

MCEG 4993 Principles Of Corrosion Engineering  
Summer Semester, 2009, Syllabus and Policies

- Graphs should be computer generated when possible.

Solutions: Homework solutions will be posted on the board outside of my office on the day they are due. At my discretion, some but not all, of the homework assignments will be solved in class after the assignments are turned in.

**Academic Integrity**

As engineers, you will be responsible for upholding the ethics of the profession. As students, you are expected to follow the same ethical canons. Academic Dishonesty includes any form of cheating, including plagiarism. This includes unreferenced cutting and pasting from the internet, and copying of homework, from your friends or from other sources. If I even suspect that a submission is a copy of someone else's work, I will deal with the issue according to the ATU Faculty Handbook. At the minimum, copying or other forms of dishonesty will result in a grade of zero for that assignment.

**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee

DATE SUBMITTED: September 28, 2009

Title	Signature	Date
Person Initiating Proposal F. R. Frasier	<i>F. Robert Frasier</i>	
Department Head John Krohn	<i>John Krohn</i>	9/29/09
Dean W. Hoefler	<i>Wally Hoefler</i>	10-8-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammy Pludas</i>	10/2/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: MCEG	Course Number: 3043
Cross-listed with Subject:	Course Number:
Official Title Physical Metallurgy	
Request to change: (check appropriate box)	
<input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010-2011	

*app CC 11/19/09*  
*app FS 12/18/09*  
*12-18-09 ✓*



Course Number (Limited to 30 characters including spaces):  
MCEG 4043 Physical Metallurgy

Course Description:

This course provides the student with an in-depth background to the mechanisms and applications of dislocation motion, crystal plasticity, phase transformations and solidification processes. Common industrial and experimental processes are studied for both ferrous and non-ferrous materials. Lecture three hours.

Cross-list:

Adding Cross-listing    Changing Cross-listing    Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number \_\_\_\_\_

Prerequisite/Co-requisite:

MCEG 2023, MCEG 3013, MCEG 3313

Grading    Standard Letter    P/F    Other (If other, please specify below)

Fee:	How much?	Type of Fee?
------	-----------	--------------

Elective    Major    Minor

If major or minor course, you must complete the Request for Program Change form.

Please provide a rationale for the change.

After offering this course a number of times at the 3000 level, it is the opinion of the instructor, and agreed by the department faculty, that the course is more appropriately a 4000 level course. This is due to course content and expected student learning and is consistent with the placement of this or a similar course in the majority of mechanical engineering programs. This change will not result in any changes in the frequency or staffing of this course.

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

This change should not affect any other departments.

MCEG 3043 Physical Metallurgy Principles  
Spring Semester, 2009, Syllabus and Policies

Instructor: Dr. Frasier CES 161 968-0497  
Office Hours: 1100-1300 M,W,F  
1000-1400 TH  
e-mail: [ffrasier@atu.edu](mailto:ffrasier@atu.edu)

Pre-Requisite courses: MCEG 2023, MCEG 3013, MCEG 3313.

Text: Physical Metallurgy and Advanced Materials, 7<sup>th</sup> ed., Smallman, R.E., and Ngan, A.H.W., Elsevier Publishers, ISBN: 978-0-7506-6906-1, 2007.

Supplementary Material: Class Handouts.

### Course Objectives

1. Develop proficiency in determining crystallographic directions, planes, space and point groups.
2. Develop a first-principles level understanding of basic crystallography.
3. Learn to create and manipulate stereographic projections using the Wulff net and other techniques.
4. Learn the foundations of the origin and effect of crystal defects, and crystal plasticity.
5. Introduce the thermodynamics of condensed phases.
6. Apply thermodynamics to predicting and understanding solidification properties.
7. Develop an understanding of solidification effects, microstructures and the relationships of structure to mechanical properties.

### Topics

1. Fundamental concepts, units, numerical calculations.
2. Vector products, vector translation, equivalent force systems.
3. Coordinate transformation methods.
4. Tensor algebra for zero through third—order tensors.
5. Miller Indices of directions and planes.
6. The Miller/Bravais Lattice for hexagonal systems.
7. Stereographic two—dimensional projections of three dimensional systems.
8. Rotation and Orientation changes using the Wulff net.
9. Dislocations, dislocation motion, and dislocation interactions.
10. Gibb's Free Energy.
11. Thermodynamic forces behind solidification processes and microstructures.
12. Microstructure/property relationships in common engineering alloy systems.
13. Common solidification microstructures and structural changes due to thermomechanical processing, and the effects on mechanical properties.

MCEG 3043 Physical Metallurgy Principles  
Spring Semester, 2009, Syllabus and Policies

### Grading

Grades will be awarded on a straight percentage scale; 90% and above—A, 80%—B, 70%—C, 60%—D. Below 60% is failing. Normally, I do not use a curve. Grades will be based on the following:

Homework	10 %
Notebooks	5%
Quizzes	<u>80% (may drop two)</u>
Total	100%

### Performance Criteria:

Students are expected to demonstrate skill and familiarity with applying all of the topics listed above.

### Policies

Attendance is not mandatory after the first 11 class days. Attendance is *highly* recommended, as the lessons will contain material that is not necessarily in the text, as well as unannounced quizzes.

No cellphones, beepers or pagers in class. **TURN THEM OFF**. I will take 5 points off of that day's assignment and/or you will be asked to leave class for the remainder of the period if your cellphone is left on. Texting during class **will not be tolerated**.

Study assignments for each lesson will generally be posted on the board during the previous class. You should come to class with a basic understanding of the major concepts to be discussed that day.

You are responsible for bringing the textbook, a calculator, notetaking materials and any additional tools needed for class or a test.

You can expect to spend approximately 2-3 hours per class period on outside assignments.

All scheduled tests and assignments must be completed on time unless you make arrangements well in advance of the due date. In general, the only acceptable reason for missing an assignment is a medical emergency.

The majority of your grade will be determined by in-class quizzes. Some unannounced, and there will almost always be a quiz every Friday. The point value of the quiz will be announced at the time. In general, the quizzes will be based on recent assignments and recent classwork. However, I retain the right to administer a quiz on **ANY** topic I feel is relevant to the course.

Save **ALL** class notes, graded, returned work, *everything*, for your notebook, which will be turned in at the end of the term. The notebook is worth 5% and will be evaluated on completeness, organization, and neatness.

Errors in adding up points can be discussed after papers are returned. **Point assignments are not open to discussion.**

Additional Instruction: My goal is to help you understand this material. If you are having trouble, please come talk to me. If you cannot come during my scheduled office hours, contact me to schedule another time. I will make every effort to help you out. *Please do not come to my office in the 60 minutes prior to any scheduled class or lab.*

### **Homework**

Homework is due **at the beginning of the next class period** unless announced with the assignment. **Late assignments will not be accepted.**

The following requirements for your homework submissions are **NOT NEGOTIABLE**:

- Assignments must be turned in on “engineering paper.”
- Double or triple space, neat and legible.
- Multiple pages **MUST BE STAPLED**.
- All problems must be identified and stated.
- **Final solutions underlined or boxed in.**
- Skip extra lines between problems.
- Close each problem with a double line all the way across the page.
- Graphs should be computer generated when possible.

Solutions: Homework solutions will be posted on the board outside of my office on the day they are due. At my discretion, some but not all, of the homework assignments will be solved in class after the assignments are turned in.

### **Academic Integrity**

As engineers, you will be responsible for upholding the ethics of the profession. As students, you are expected to follow the same ethical canons. Academic Dishonesty includes any form of cheating, including plagiarism. This includes copying of homework, from your friends or from other sources. If I even suspect that homework is a copy of someone else’s work, I will turn the issue over to the department ethics review board. At the minimum, copying or other forms of dishonesty will result in a grade of zero for that assignment.

**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee

DATE SUBMITTED: September 28, 2009

Title	Signature	Date
Person Initiating Proposal F. R. Frasier	<i>F. Robert Frasier</i>	9/29/09
Department Head John Krohn	<i>John Krohn</i>	9/29/09
Dean W. Hoefler	<i>W. Hoefler</i>	10-08-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammy Buccio</i>	10/2/09
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: MCEG	Course Number: 3042
Cross-listed with Subject:	Course Number:
Official Title Metallurgy Laboratory	
Request to change: (check appropriate box) <input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010-2011	

*app CC 11/19/09*  
*app FS 12/8/09*  
*12-18-09 ✓*

Course Number (limited to 30 characters including spaces):

MCEG 4042 Metallurgy Laboratory

Course Description:

Laboratory experiments in heat treating, phase transformation, plastic deformation, work hardening and creep. Concepts and topics from MCEG 4043 are emphasized in the lab exercises. Failure analysis modes and examples are included. Lecture one hour, lab three hours.

Cross-list:

Adding Cross-listing    Changing Cross-listing    Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number \_\_\_\_\_

Prerequisite/Co-requisite:

Co-requisite: MCEG 4043

Grading    Standard Letter    P/F    Other (if other, please specify below)

Fee:                      How much?                      Type of Fee?

Elective                       Major                       Minor

If major or minor course, you must complete the Request for Program Change form.

Please provide a rationale for the change.

After offering this course a number of times at the 3000 level, it is the opinion of the instructor, and agreed by the department faculty, that the course is more appropriately a 4000 level course. This is due to course content and expected student learning and is consistent with the placement of this or a similar course in the majority of mechanical engineering programs. This change will not result in any changes in the frequency or staffing of this course.

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

This change should not affect any other departments.

**MCEG 3042**  
**PHYSICAL METALLURGY LABORATORY**

Instructor	Dr. Robert Frasier
Office Hours	1200-1300 M,W,F 0900-1200, 1300-1600Th
Office	CES 161
e-mail:	ffrasier@atu.edu
Office phone	968-0497

**Text:**

ATU Experiment Handouts (provided).

Experimental Methods For Engineers, 7th ed. J.P.Holman, McGraw-Hill Publishers Inc.

**Course Objective:**

This lab provides students the opportunity to expand their knowledge of microstructure/property relationships in engineering alloys, learn how to set up an investigation, and use their knowledge of metallurgical principles to determine root cause of mechanical failure.

**Pre-Requisite Courses:** MCEG 2023 Engineering Materials, MCEG 3013 Mechanics of Materials.

**Attendance:**

Attendance for ALL labs is required, unless prior arrangements have been made. In general, the only acceptable reason for missing a lab is a medical emergency. Attendance will be taken each session the lab meets.

<b>Evaluation:</b>	Four (4) Formal Reports	100 points each.
	Attendance, Participation	100 points.
	Pre-Lab quizzes and assignments	100 points.

**Grading:** Grades will be awarded on a straight percentage basis. I am not planning to use any type of curve at this time. 90% and above, A; 80% and above, B; 70% and above, C; 60% and above, D. Below 60% is failing.

**Reports:**

Report 1: Crystal Structure/Grain Structure Evaluation.

Report 2: Phase And Crystal Structure Transformation in Steel.

Report 3: Temperature/Deformation/Fracture

Report 4: Introduction To Fractography

Report 5: Fracture Surface/Failure Analysis

**Teams:**

Students work in teams of 3 or 4. For reports that are prepared as a team, each member is responsible for one or more sections of the report. The report must clearly identify the responsible person for each section on the cover page and at the section heading.

**MCEG 3042**  
**PHYSICAL METALLURGY LABORATORY**

**Policies:**

**SAFETY GLASSES** are the property and responsibility of the individual student. Safety glasses must be clear, ANSI Z-87 rated and worn at **ALL TIMES** when in the lab area.

No cellphones, beepers or pagers in class or lab. **TURN THEM OFF**. If you fail to do so, you will be removed from lab and given a grade of zero for that day.

All scheduled assignments must be completed on time.

Errors in adding up points can be discussed after work is returned. Point assignments are not open to discussion.

Additional Instruction: My goal is to help you understand this material. If you are having trouble, please come talk to me. If you cannot come during my scheduled office hours, contact me to schedule another time. I will make every effort to help you out. However, please do not try to talk to me in the 60 minutes prior to a scheduled class.

**Written Submissions:**

1. A major part of engineering is written communication; of lab or design work, design studies, and problem solving/analysis. **Heavy** emphasis will be placed on neatness, clarity, organization and readability of your work. I retain significant freedom to downgrade your work due to poor readability, poor spelling, improper sentence structure, etc.
2. Any written submissions must be typed and follow the assigned, standard, report format. You do not need to reference assistance from me. You must reference assistance from your other instructors and fellow students with a proper bibliographic citation. Obviously, any information taken from books, the Internet or other reference sources must be appropriately referenced as endnotes.
3. Internet references are now common. For this class, "Wikipedia" is not an acceptable reference for technical theory, engineering data or properties.

**Academic Integrity:**

As engineers, you will be responsible for upholding the ethics of the profession. As students, you are expected to follow the same ethical canons. Any instance of academic dishonesty will be dealt with in accordance to University Policy. For this course, the following definition of "Plagiarism" will be applied:

According to the Merriam-Webster Online Dictionary; to "plagiarize" means:

- 1) To steal and pass off (the ideas or words of another) as one's own.
- 2) To use (another's production) without crediting the source.
- 3) To commit literary theft.
- 4) To present as new and original, an idea or product derived from an existing source.

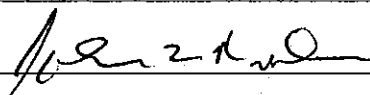
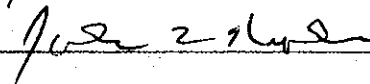
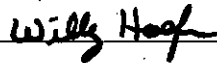
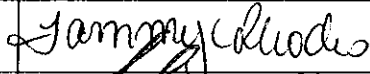
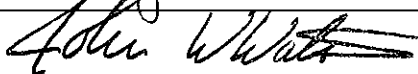
The minimum penalty for plagiarism will be a grade of zero on the assignment.



**Arkansas Tech University**  
**REQUEST FOR CHANGE IN PROGRAM**  
**(Modification or Deletion of Existing Major, Option or Minor)**

TO: Curriculum Committee

DATE SUBMITTED: 14 September 2009

Title	Signature	Date
Person Initiating Proposal John L. Krohn		9/14/09
Department Head John L. Krohn		9/14/09
Dean W. Hoefler		10-8-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/2/09
Vice President for Academic Affairs		

Program Title: Associate of Science in Nuclear Technology	Effective Date: 1 July 2010 ✓ ✓
Detail change in program: Remove the following courses: MCEG 1002, Technical Elective – 6 hrs, <del>PH</del> <del>2 Hr</del> , MCEG 2033, ELEG 2103, <u>PHYS 2124</u> ✓ ✓ ✓	
Add the following courses: Social Science – 6 hrs, ECON 2003, Fine Arts – 3 hrs, Humanities – 3 hrs, Biological Science – 4 hrs	
Please provide a rationale for the change. To comply with ADHE regulations for General Education content of an Associate of Science program	
What impact will the change have on staffing, on other programs and space allocation? These changes will have little, if any, effect on other programs and/or space allocations. Virtually all students completing this program over the past 10 years have also completed a bachelor's degree in engineering and, thus, have taken the full complement of General Education courses. This change may result in a maximum of 3-4 more students per year taking the added courses.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. No effect on other departments is anticipated.	

app CC 11/19/09  
 app FS 12/8/09

2-22-09 ✓

## Nuclear Technology

The department also offers a two-year program leading to the Associate of Science in Nuclear Technology (ASNT) degree. This degree is designed to allow the student to obtain the knowledge base and training necessary to work in one of many areas in the nuclear field. While many technology degrees, especially at the associate's level, are seen as less rigorous paths, the ASNT program at Arkansas Tech includes most of the same courses as the first two years of the engineering programs.

Graduates of the program leading to the associate of science degree in nuclear technology may find employment in many areas of the nuclear industry. Many past ASNT graduates have continued their studies to obtain bachelors degrees in engineering or the physical sciences either at Tech or at other institutions.

### Associate of Science in Nuclear Technology (ASNT)

<b>Freshman Year</b>	<b>Fall</b>	<b>Spring</b>
Social Science <sup>1</sup> .....	3✓	
Introduction to Engineering (MCEG 1012) .....	2✓	
General Chemistry (CHEM 2124) .....	4✓	
Physical Activity <sup>1</sup> .....	1✓	
English Composition (ENGL 1013, 1023) <sup>1</sup> .....	3✓	3✓
Calculus I, II (MATH 2914, 2924) .....	4✓	4✓
Biological Science <sup>1</sup> .....		4✓
Engineering Materials (MCEG 2023) .....		3✓
General Physics I (PHYS 2114) .....		4✓
	17	18
 <b>Sophomore Year</b>		
Statics (MCEG 2013) .....	3✓	
Calculus III (MATH 2934) .....	4✓	
Basic Nuclear Engineering (MCEG 3503) .....	3✓	
Humanities <sup>1</sup> .....	3✓	
Social Science <sup>1</sup> .....	3✓	
Physical Activity <sup>1</sup> .....	1✓	
Fine Arts <sup>1</sup> .....		3✓
Thermodynamics I (MCEG 3313) .....		3✓
Social Science <sup>1</sup> .....		3✓
Radiation Detection Laboratory (MCEG 3512) .....		2✓
Radiation Health Physics (MCEG 3523) .....		3✓
Economics I (ECON 2003) .....		3✓
	17	17

<sup>1</sup> See General Education requirements.

Outline in specific detail how your proposal will alter the program (include course number and title):

Fall Start	
<p>Freshman Fall Semester</p> <p><u>Add/Change:</u> Add:            Fine Arts – 3 hrs: <i>No Change</i></p> <p><u>Delete:</u>            Physical Activity – 1 hr.            MCEG 1012 – Intro. To Engineering</p> <p>Total Hours: <del>17</del></p>	<p>Freshman Spring Semester</p> <p><u>Add/Change:</u> Add:            PHYS 2114 – General Physics I ✓            Biological Science – 4 hrs. ✓</p> <p><u>Delete:</u>            MCEG 1002 - Engineering Graphics ✓            Technical Elective – 3 hrs. ✓            Physical Activity – 1 hr. ✓</p> <p>Total Hours: 18</p>
<p>Sophomore Fall Semester</p> <p><u>Add/Change:</u> Add:            Humanities – 3 hrs. ✓            Social Science – 3 hrs. ✓  <del>MCEG 1012 – Intro. To Engineering</del>  <i>Physical Activity – 1 hr.</i></p> <p><u>Delete:</u>            PHYS 2114 – General Physics I ✓            MCEG 3313 – Thermodynamics I ✓</p> <p>Total Hours: <del>18</del> 17</p>	<p>Sophomore Spring Semester</p> <p><u>Add/Change:</u> Add: <i>Fine Arts - 3 hrs</i>            Social Science – 3 hrs. ✓            ECON 2003 – Principles of Economics I            MCEG 3313 – Thermodynamics I ✓</p> <p><u>Delete:</u>            Technical Elective – 3 hrs. ✓            MCEG 2033 – Dynamics ✓            ELEG 2103 – Electric Circuits I ✓  <i>PHYS 2124 ✓</i></p> <p>Total Hours: <del>18</del> 17</p>
Spring Start (If applicable)	
Total Program Hours <u><del>71</del> 69</u>	

**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Lowell H. Lybarger	Lowell H. Lybarger	9/4/09
Department Head Cynthia Hunkill	Cynthia Hunkill	9-4-09
Dean Tom DeBlack	Tom DeBlack	9/8/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Jammy Roodis	10/2/09
Vice President for Academic Affairs	John Waters	

Course Subject: MUS	Course Number: MUS 4853
Cross-listed with Subject: ANTH	Course Number: ANTH 4853
Official Title Music of the World's Peoples	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input checked="" type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010 - 2011	

app CC 11/19/09  
 app FS 12/18/09  
 12-14-09 ✓

Course Number (Limited to 30 characters including spaces):

Course Description: A survey of predominantly non-Western world music cultures with attention to sonic structures, musicians, musical instruments, and socio-cultural contexts of music making. Open to students in all majors. Listening emphasized.

Cross-list:

Adding Cross-listing    Changing Cross-listing    Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number AN TH 4853

Prerequisite/Co-requisite:

N/A

Grading    Standard Letter    P/F    Other (If other, please specify below)

Fee:                      How much?                      Type of Fee?

N/A

Elective                       Major                       Minor

If major or minor course, you must complete the Request for Program Change form.

Please provide a rationale for the change.

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Dr. William Schumann	<i>Dr. W. Schumann</i>	9/3/09
Department Head Dr. Daniel Martin	<i>Dr. Daniel Martin</i>	9/8/09
Dean Tom DeBlack	<i>Tom DeBlack</i>	9/8/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Woods</i>	10/2/09
Vice President for Academic Affairs		

Course Subject: <b>MUSIC MUS</b>	Course Number: <b>4853/5853</b>
Cross-listed with Subject: <b>ANTH</b>	Course Number: <b>4853/5853</b>
Official Title <b>MUSIC OF THE WORLD'S PEOPLES</b>	
Request to change: (check appropriate box)	
<input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input checked="" type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: <b>2010-2011</b>	

Course Number (Limited to 30 characters including spaces):

4853

Course Description:

SAME AS IN EXISTING CATALOGUE  
(Photocopy attached)

Cross-list:

Adding Cross-listing    Changing Cross-listing    Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number \_\_\_\_\_

Add:

ANTH 4853

Prerequisite/Co-requisite:

N/A

Grading



Standard Letter



P/F



Other (If other, please specify below)

Fee:

N/A

How much?

Type of Fee?

Elective



Major



Minor

If major or minor course, you must complete the Request for Program Change form.

Please provide a rationale for the change.

INCREASING STUDENT  
DEMAND FOR ANTHROPOLOGY COURSES

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

# SYLLABUS

MUS 4853/5853

## Music of the World's Peoples

Monday 6:30-9:20 PM -- Witherspoon Hall 315

Lowell H. Lybarger, Ph.D.  
Arkansas Tech University  
Fall 2009

### Office Hours and Contact Information

Dr. Lybarger's office: RPL 209 (in the music lab)  
Office hours: Monday 2-4 PM or by appointment.  
email: [llybarger@atu.edu](mailto:llybarger@atu.edu)

Office phone: (479) 964-0584

### Description

This course is a multicultural survey of current and past music cultures from an ethnomusicological perspective. We will study the rich descriptive data of each musical tradition as well as theories for understanding this information. We will explore select case studies of specific traditions and geographic-culture areas with a focus on the sonic, social, and cultural contexts of music making.

Listening to audio CDs and viewing video recordings is an integral aspect of this course; however, no formal music training is required.

### Catalog Description

A survey of predominantly non-Western world music cultures with attention to sonic structures, musicians, musical instruments, and socio-cultural contexts of music making. Open to students in all majors. Listening emphasized.

### Objectives

- To study music from an intellectual, cross-cultural perspective.
- To obtain a broad knowledge of numerous international music styles and genres.
- To develop critical theoretical tools for understanding the sociocultural basis of music making.
- To discover greater insight into one's own musical and cultural identity.



## Required Readings and Listening/Viewing

There is no required text for this class. The majority of required readings are from the excellent *Garland Encyclopedia of World Music* which is available as a print (paper) and electronic (web-based) resource through the ATU library or music lab websites. Another excellent resource that is also available in print and electronic formats is *The New Grove Dictionary of Music and Musicians* or *Grove Music Online*. Please contact the instructor immediately if you have difficulty locating these resources. Furthermore, some readings will be taken from academic and popular journals and websites.

Two copies of a weekly audio CD of required listening will be placed on reserve at the music lab control room which is located on the second floor of Ross Pendergraft Library. It is highly suggested that you maintain a regular discipline of listening to these examples and knowing the descriptive information that accompanies sonic recognition. For example, one needs to know the cultural and historical information of the Japanese *koto* in addition to recognizing that the instrument is a *koto*. The quizzes and tests for this class will be based primarily upon your ability to recognize the musical examples and to explain their sociocultural and historical significance.

Video examples will be shown in every lecture and select films will be placed on reserve at the music lab control room.

## Suggested Texts

If one would like to purchase a text for this course, I would suggest two introductory texts meant for the layperson that cover international popular music and to a lesser extent, older genres that do not readily fall under the "popular" rubric. A third text is more scholarly in approach and well worth exploring for obtaining an in-depth knowledge of world music cultures.

The first text is a short but pleasantly concise summary of major world culture areas, focused on more recent popular music styles:

Nidel, Richard O.

2005 *World music: the basics*. New York: Routledge.

The second is similar to Nidel's work, but contains greater breadth and depth of information, published as a two volume set:

Broughton, Simon

2006 *The rough guide to world music. Vol. 1, Africa & Middle East*. London: Rough Guides, third edition.

Rough Guides

2000 *The rough guide to world music Volume 2, Latin and North America, Caribbean, India, Asia and Pacific*. London: Rough Guides.

For the serious seeker of international, cross-cultural musical knowledge, an academic text which takes a very broad historical and sociocultural perspective is Peter Fletcher's excellent survey:

Fletcher, Peter

2004 *World musics in context; A comprehensive survey of the world's major musical cultures*. Oxford: Oxford University Press.

## **Blackboard**

Select announcements, readings, assignments, and other course materials will be made available through the Blackboard website for this class. Please check this site regularly. Other essential materials will be given in hard copy format, thus requiring your physical presence in the class. All assignments and tests must be submitted in hard copy form to the instructor.

## **Assessment**

Participation is not a formal component of assessment; however, your class attendance will be noted with negative consequences for significant lack thereof (see below).

### **MUS 4853 (Undergraduate)**

Your grade will be determined by the following assessment opportunities: two quizzes (15% each), concert report (10%), midterm exam (30%), and final exam **or** final project (30%). Undergraduate students have the option of producing a final project in lieu of the final exam to be submitted at the exam period.

### **MUS 5853 (Graduate)**

Your grade will be determined by the following assessment opportunities: two quizzes (15% each), concert report (10%), four one-page article summaries (10%), midterm exam (20%), and final project (30%).

## **Grading Scheme**

100—90 **A (4)**    89—80 **B (3)**    79—79 **C(2)**    69—60 **D (1)**    59 and below **F (0)**

## **Attendance Policy**

You are required to attend all scheduled classes. Only two unexcused absences are permitted before a deduction of five percentage points (5%) from the final grade with additional reductions increasing for every two unexcused absences. A total of seven unexcused absences will result in the "FE" (failure) grade.

## **Assignments**

### **Submission of Assignments**

Specific instructions will be given for the format and style of required written assignments. Submissions must be made in person by the student to the teacher in analog format (i.e. a hard copy print-out). Electronic submissions will not be accepted unless the electronic format is integral to the final project option that a student may choose in lieu of the final exam.

## **Concert Report Assignment**

You will be required to attend the ATU Percussion Ensemble concert on Monday, September 21 after taking your first quiz for this class. The concert will feature performances of music of several culture areas: Native America, India, Europe, and the United States. You will be required to observe the event from a strictly objective, sociological perspective—like observing bugs under a microscope—and be required to ask the basic question: what's really going on here? You will be given a questionnaire to assist in your observations and short essay of the musical experience.

### **One-page Article Summaries (graduate students)**

You will be assigned four concise articles that address a theoretical topic in the sociocultural study of music. You will be required to submit a short one-paragraph abstract or a list of sentences in point form that outline the key concepts of the article. Each article summary will be worth one point each. Furthermore, these summaries will be useful in the analysis section of your final project.

### **Final Project Option: Video Transcription and Sociocultural Analysis**

Undergraduate students who choose to produce a final project in lieu of the final exam will be given a deadline to commit to this option several weeks prior to this decision. The project will involve documenting a video recording of a musical event—live or studio post-produced—by graphically representing the events of the recording and producing critical social commentary about its sonic and social structures. Graduate students are required to undertake this assignment. The instructor will readily assist students in their transcriptions. All video transcription projects will include a five minute presentation on the day of the final exam.

### **Note on Academic Dishonesty**

To quote directly from the ATU Faculty handbook (p. 74):

#### **Academic Dishonesty.**

Academic dishonesty refers to the various categories of cheating and plagiarism in the classroom.

1. Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples of this are: a) copying from the examination or quiz of another student, b) bringing into the classroom notes, messages, or crib sheets in any format which gives the student extra help on the exam or quiz, and which were not approved by the instructor of the class; c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers from the Internet or any other source, and f) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.
2. Plagiarism is stealing the ideas or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written work without acknowledgement to the true author. Any paper written by cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact that the sentence or phrase is plagiarized. Acknowledgment of the source of ideas must be made through a recognized footnoting or citation format. Plagiarism includes recasting the phrase or passage in the student's own words of another's ideas that are not considered common knowledge. Acknowledgment of source must be made in this case as well.

# MUS 4853 Music of the World's Peoples – Fall 2009

## Class Schedule

Assessment	Week	Date	Theory (ideas about music)	Music Culture
	1 - 2	Aug. 24	<i>Defining Music, Language &amp; Music, Musicking, Ethnomusicology, Music &amp; Identity</i>	Class Overview, Lecture Format, Assignments, Assessment, Basic Concepts
	3	Aug. 31	<i>Acoustic Ecology / Soundscape Theory</i>	Aboriginal Australia & Oceania
		Sept. 7	N/A	
Concert Report Assignment	4	Sept. 14	First Nations cultures of North America: Plains, Navajo, Hopi, Inuit; Peyote Ceremony	
Quiz I	5	Sept. 21	<i>Quiz I</i>	ATU Percussion Concert (7:30 pm)
	6	Sept. 28	<i>Otherness, Alterity, Cultural Difference</i>	South America: Brazil, Paraguay, Argentina
	7	Oct. 5	Indonesia: Java, Bali, Sumatra	
Concert Report Due	8	Oct. 12	<i>Midterm</i>	
Midterm	9	Oct. 19	<i>Sociology of Music &amp; Musicians</i>	South Asia
	10	Oct. 26	China and Korea	
	11	Nov. 2	Japan	
	12	Nov. 9	Middle East: Egypt, North Africa, Turkey	
Quiz II	13	Nov. 16	<i>Quiz II</i>	Iran & Central Asia
	14	Nov. 23	<i>Modernity, Post-modernity</i>	Western Art Music
	15	Nov. 30	<i>Music &amp; Dance</i>	Africa: East, Central, West
	16	Dec. 7	<i>Music Industry, Globalization, Schizophrenia, Fusion, Sampling, Recording Consciousness</i>	International Pop
Final Exam or Project		TBA	Final Exam or Project Presentation(s)	

**Arkansas Tech University**  
**DEPARTMENTAL SUPPORT FORM**

This form must be completed for every department affected by the course change.

Department Affected: <i>Music</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: <i>Since Music of the World's People, is an elective, this cross-listing will not impact any of our degree requirements.</i>	

Department Head Signature:

*Cynthia Hill*

Date: *9-4-09*

Arkansas Tech University  
DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

Department Affected: Behavioral Science, Music	This department <input checked="" type="checkbox"/> supports the change. <input type="checkbox"/> does not support
Comments: MUS 4853 / ANTH 4853 MUSIC OF THE WORLD'S PEOPLES	

Department Head Signature: W. David Miller

Date: 9-8-09

**Arkansas Tech University**  
**REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: 9/30/09

Title	Signature	Date
Person Initiating Proposal Glen Bishop	<i>Glen Bishop</i>	9-30-2009
Department Head Dr. Cathi McMahan	<i>Cathi McMahan</i>	9/30/2009
Dean Dr. William Hoefler	<i>Wally Hoefler</i>	10-8-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10/2/09
Vice President for Academic Affairs Dr. John Watson	<i>John Watson</i>	

Course Subject: Recreation and Park Administration	Course Number: RP 3403
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces):  Financing Recreation and Parks	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010 – 2011	How frequently will course be offered? Once yearly
Is this course repeatable? Y / N    How many times? No limit	
Does this course require a fee? No	How much?                      Type of fee?

*app CC 11/19/09 ✓*  
*app ES 12/8/09*  
*12-18-09*

<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: Junior standing. Recreation and Park Administration Major	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>a. Course subject, number and title</li> <li>b. Catalog course description</li> <li>c. Course goals and/or objectives</li> <li>d. Course outline</li> <li>e. Methods of student performance assessment and evaluation</li> <li>f. Course bibliography, reading list, and /or listing of other instructional media</li> </ol>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. No.	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. No.	
How does this proposal support the University Mission?  This course attempts to fill a void identified through program assessment practices.	
What assessment information is being used to support this proposal? Development of new learning outcomes by accrediting body led to faculty identifying a need for better addressing the financing of recreation and park services with majors.	
How will the effect of the change be monitored? Students will be required to complete an examination and several assignments.	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. Recreation and park finance is directly mentioned in new learning outcomes developed by accrediting body. The program does not currently have a course that adequately addresses this area.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. This course will have limited affect on other departments.	



**Arkansas Tech University**  
**Dept. of Parks, Recreation and Hospitality Administration**  
**RP XXXX Financing Recreation and Parks**

3403

Fall Semester 2010 - 3 credits  
 Williamson 205  
 Monday, Wednesday, and Friday 8:00 to 9:50

Instructor: Dr. Glen Bishop  
 Office: 204 Williamson  
 Phone: (479) 964-3228  
 Department Phone: (479) 968-0378  
 email: gbishop@atu.edu

**Office Hours:**

Monday 1:00 – 5:00  
 Tuesday 1:00 – 5:00  
 Wednesday 1:00 – 3:00  
 Other hours are available by appointment.

**Program Mission Statement:**

The mission of the Recreation and Park Administration Program is to educate Recreation and Park professionals for self, community and society.

**Course Description:**

An introduction to recreation and park Financial management including revenue and expenditure management.

*prereqs: Junior Standing  
 Rec & Park Adm major*

**Educational Objectives:**

**The Council on Accreditation for Recreation, Park Resources and Leisure Services Learning Outcomes:**

The Council requires the curricula that it accredits to adequately address three learning outcomes and eight sub learning outcomes. The learning outcome listed below is addressed in RP XXXX Financing Recreation and Parks.

- 7.05** Students graduating from the Program shall be able to demonstrate entry-level knowledge about management/administration, infrastructure management, financial and human resource management, and marketing/public relations.
  - 7.05.01 Students graduating from the Program shall be able to recognize basic facts, concepts, principles, and procedures of management/administration, infrastructure management, financial and human resource management, and marketing public relations.
  - 7.05.02 Students graduating from the Program shall be able to apply entry-level concepts, principles, and procedures of management/administration, infrastructure management, financial and human resource management, and marketing public relations to a specific setting.

The Council in the document “Learning Outcomes Standards and Assessment” instructs programs to “devise their own assessment programs. The Council further suggests that programs derive more precise learning outcomes to reflect the focus of the program. The learning outcomes developed by the Arkansas Tech University Recreation and Park Administration Program that support the 7.05 Council standard are listed in the table below.

**Arkansas Tech University Recreation and Park Administration Financial Management Learning Outcomes.**

<b>Learning Outcome</b>	<b>Evidence</b>
Recognize how to prepare a budget. (7.05.01)	Examination Answers
Prepare budget for areas of responsibility. (7.05.02)	Assignment
Recognize how to forecast revenue and expenses. (7.05.01)	Examination Answers
Forecast revenue and expenses for areas of responsibility. (7.05.02)	Assignment
Recognize how to provide input concerning capital improvements. (7.05.01)	Examination Answers
Provide input concerning capital improvements. (7.05.02)	Assignment
Recognize how to pursue alternate sources of funding. (7.05.01)	Examination Answers

Pursue alternate sources of funding. (7.05.02)	Assignment
Recognize how to prepare financial reports. (7.05.01)	Examination Answers
Prepare financial reports. (7.05.02)	Assignment
Recognize how to provide input for capital improvements program. (7.05.01)	Examination Answers
Provide input for capital improvements program. 7.05.02)	Assignment

**Required Textbook:**

Brayley, R. E. & McLean, D. D. (2008). *Financial resource management: Sport, tourism, an leisure services*. Champaign, Illinois: Sagamore.

Note: According to Barnes & Noble and Amazon the book listed below was published in June. It would also be a candidate for the text for this class. It is possible it will be the same 1999 book with a new cover. We will see.

Crompton, J. L. (2009). *Financing and acquiring park and recreation resources*. Long Grove, Illinois: Waveland.

Additional readings may be assigned during the semester. These readings will be placed on reserve at the Arkansas Tech University Library.

**MAJOR ASSIGNMENTS:**

**Budget Exercise:**

Students will put together a budget for a hypothetical recreation and or park organization using data and information provided. Consider additional situations such as a camp, TR department, recreation budget for COE reservoir, NPS unit, USFS district.

**Forecast Exercise:**

Students will forecast likely budget impacts for a hypothetical recreation and or park organization given information about previous budgets and recent events that will impact revenues and expenses. Impacts may include expanding or contracting property tax, income tax, sales tax base, increased operating and or programming responsibilities, increased salaries, increased prices of commodities such as energy.

**Capital Improvement Exercise:**

Students will perform and benefit cost analysis and recommend finance source(s).

**Examinations:**

There will be four exams including the final. The final exam will be comprehensive and will be given during finals week. The final exam is required for successful completion of the course regardless of your score on other work.

**SCHEDULE HOLIDAY TRAVEL AFTER THE FINAL EXAM!**

**Quizzes:**

Quizzes will be given throughout the semester. The purpose of the quizzes is to provide an assessment on preparation for class meetings and to identify areas that need more attention.

**GRADING:**

Assignments will be graded using a four point system as described below. A work will receive a 4. B work will receive a 3. C work will receive a 2. D work will receive a 1. F work will receive 0. The resulting scores will be weighted according to the percentages listed below and added together. In computing the final grade all quizzes will be averaged together and then weighted as will all of the minor assignments.

**Final Grade:**

Final grades will be assigned using the following scale:

3.5—4.0	A
2.5—3.4	B
1.5—2.4	C
1.0—1.4	D
Less than 1.0	F

**Grading of Projects and Assignments:**

Grading of projects and assignments will be based on the following general principles.

- A A work is superior work.** It is work that provides more than what the instructor requires and shows initiative by the student. It demonstrates proper grammar, spelling, and professional report writing skills. Concepts have been presented in a professional manner.
- B B work is above average work.** It is work that meets the requirements of the assignment, demonstrating a good understanding of the course concepts and is well written. Concepts are presented in a professional manner with the use of proper grammar, spelling, and report writing skills.
- C C work is average work.** The work meets requirements of the assignment in general but has not thoroughly and or correctly applied course concepts. The work falls short of demonstrating application of concepts at a professional level using proper grammar, spelling, and report writing skills. The student needs to continue to work on some areas of the course concepts.
- D D work is below average work.** The work does not meet the assignment requirements. It demonstrates a need for improved understanding to interpret and apply course concepts. The work is lacking key information, is poorly organized, or demonstrates a need to work on a better understanding of course material. Students should see the instructor to discuss how the student can improve his or her work. More time needs to be spent on the study and application of course material. Additional practice and development of written and or spoken communication skills may be needed.
- F F work is failing work.** The work does not meet the assignment requirements. The work is very poorly organized and contains numerous errors. There is little or no evidence of understanding course concepts. This grade, in general, will be reserved for work that exhibits little or no effort in its preparation.

**Attendance:**

Attendance will be taken at the beginning of each class to fulfill requirements of financial aid programs and the registrar.

If you will be absent from class for course field trips, illness, or other legitimate reasons, please notify the instructor in advance when possible. If you miss class for a legitimate reason, the instructor will, in most cases, allow you to make up missed work or complete an alternative assignment. Providing documentation of the reason for your absence will increase the likelihood of being allowed to make-up missed work. If you will be absent on the day an assignment is due, please turn the assignment in ahead of time.

**Course Work Deadlines:**

Assignments and due dates will be stated in class for major projects and short assignments. Tentative due dates for some assignments are also listed in the course schedule at the end of this syllabus. In most cases, assignments are due at the beginning of class.

Reading assignments, in most cases, should be completed before class. Reading assignments are listed in the course schedule attached to this syllabus. Additional reading assignments may be made during the semester.

**Late Assignments:**

Late Assignments will be accepted with a penalty of 10% per day beginning on the day and time originally due. Exceptions may be made by the instructor when the instructor deems the circumstances reasonable for an extension following

discussion with the student. Extensions are more likely to be granted if requested in advance of due dates for valid reasons such as field trips or other university events which should be documented by notes or signed memos. In most circumstances, when the student knows in advance they will be absent from class on the day an assignment is due, the student should turn in the assignment early.

**Typing:**

All assignments completed outside of class should be typed unless otherwise instructed. Assignments which have not been typed may be penalized one level (going from a 4 to a 3 for example).

**Stapling:** Please remember to staple assignments or secure in a binder when appropriate.

**Blackboard:**

Many assignments will be made available on the course Blackboard web site. In addition, many assignments will be turned in on the course Blackboard web site.

**Cheating/Plagiarism:**

Any student caught cheating or plagiarizing someone else's work on a test, project, or assignment will receive zero points for that assignment. In cases where two or more students turn in identical or nearly identical assignments, all students involved may receive zero points for that assignment. While you are encouraged to work together by sharing ideas and library references, be careful with whom you share nearly completed assignments. Some students have been known to ask a student who has completed an assignment to share the completed assignment to see how it should be done, only to copy the completed assignment word-for-word. Students may be asked to provide proof of original work if there is a question of cheating or plagiarism. Such proof could include working notes and prior drafts. In addition, students may be subject to University discipline according to University policy as outlined in the Student Handbook. "Plagiarism is using the thoughts or words of somebody else and claiming them as your own" (T. Herrick, personal communication, August 16, 2002). Student work may be submitted to [turnitin.com](http://turnitin.com) to assess plagiarism. Student work submitted to [Turnitin.com](http://Turnitin.com) is added to the Turnitin.com database. Participation in this course constitutes your agreement that your assignments may be contributed to Turnitin.com or similar services.

**Disability Services:**

Services for students with disabilities are arranged through the University's Disabilities Coordinator. In order for the instructor to make accommodations for students with disabilities or special needs, students should register with the Disabilities Coordinator (phone: 968-302, TDD: (479) 968-0308, FAX: (479) 968-0375, email: [disabilities@atu.edu](mailto:disabilities@atu.edu)) in the University Testing Center Suite 103 Bryan Hall. Once a student registers with the Disabilities Coordinator, the Coordinator will work with the instructor to make proper accommodations to ensure that the student has a fair opportunity to succeed in this course.

**Electronic Devices:**

While in class, all electronic devices should be turned off including cell phones, beepers, and any other devices that can distract students or the instructor during class. The instructor may confiscate devices that continually make a disturbance. Should your electronic device accidentally go off, please turn it off and wait for an appropriate time to attend to the message.

**Caps and Hats:**

Unless you have a good reason for wearing a hat, please remove it while in class. Being able to see your whole face, not just your chin, will make it easier for everyone to get to know you. Plus, removing your hat while inside is just good manners.

**Please Note:**

The instructor may depart from the course outline during the course of the semester. The course outline is only tentative. Assignment due dates; types and numbers of projects; and point values for all required work may be changed to accommodate situations that may arise during the semester. Any variations or alterations will be announced in class in time for you to prepare accordingly, assuming diligent work on your part.

**Tentative Schedule. This schedule is subject to change.**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Reading Assignment</b>	<b>Assignments</b>
1		Course Introduction	Syllabus	
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16				
		<b>Reading Day</b>		
		<b>Finals Week</b>	<b>Finals Week</b>	<b>Finals Week</b>

<b>Learning Outcome</b>	<b>Reading Chapters</b>	<b>Evidence</b>
Recognize how to prepare a budget. (7.05.01)	13, 14, 15, 16, 17	Examination Answers
Prepare budget for areas of responsibility. (7.05.02)	13, 14, 15, 16, 17	Assignment
Recognize how to forecast revenue and expenses. (7.05.01)	7, 8, 9	Examination Answers
Forecast revenue and expenses for areas of responsibility. (7.05.02)	7, 8, 9	Assignment
Recognize how to provide input concerning capital improvements. (7.05.01)	16	Examination Answers
Provide input concerning capital improvements. (7.05.02)	16	Assignment
Recognize how to pursue alternate sources of funding. (7.05.01)	9, 10, 11, 12	Examination Answers
Pursue alternate sources of funding. (7.05.02)	9, 10, 11, 12	Assignment
Recognize how to prepare financial reports. (7.05.01)	18	Examination Answers
Prepare financial reports. (7.05.02)	18	Assignment
Recognize how to provide input for capital improvements program. (7.05.01)	16	Examination Answers
Provide input for capital improvements program. 7.05.02)	16	Assignment

**Arkansas Tech University  
REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: Sept 25, 2009

Title	Signature	Date
Person Initiating Proposal Theresa Herrick	<i>Theresa Herrick</i>	9-25-09
Department Head Cathi McMahan	<i>Cathi McMahan</i>	9/25/09
Dean Willy Hoefler	<i>Willy Hoefler</i>	10-8-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10/2/09
Vice President for Academic Affairs John Watson	<i>John Watson</i>	

Course Subject: Landscape Planning	Course Number: RP 2013
Cross-listed with Subject:	Course Number:
Official Title Landscape Planning and Design	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010-11	

*app CC 11/19/09*  
*app FS 12/8/09*

*11-18-09 ✓*

Course Number (Limited to 30 characters including spaces):		
RP 2013 Landscape Planning and Design		
Course Description: An introduction to the use of plants and other materials in the landscape planning process and environmental design.		
Cross-list:		
<input type="checkbox"/> Adding Cross-listing <input type="checkbox"/> Changing Cross-listing <input type="checkbox"/> Deleting Cross-listing If adding or changing cross-listing, indicate course subject and number _____		
Prerequisite/Co-requisite:		
Grading <input type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)		
Fee:	How much?	Type of Fee?
<input type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.		
Please provide a rationale for the change. The new title and course description more accurately fits the content of the course		
If this course will affect other departments a Departmental Support Form for each affected department must be attached.		



**Arkansas Tech University  
REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: 9/28/09

Title	Signature	Date
Person Initiating Proposal Cathi McMahan	<i>Cathi McMahan</i>	9/28/09
Department Head Cathi McMahan	<i>Cathi McMahan</i>	9/28/09
Dean Willy Hoefler	<i>Willy Hoefler</i>	10-5-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10/2/09
Vice President for Academic Affairs John Watson	<i>John Watson</i>	

Course Subject: Recreation and Park Administration	Course Number: RP 2133
Cross-listed with Subject: Hospitality Administration	Course Number: HA 2133
Official Title Introduction to Travel and Tourism	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010-2011	

*app CC 11/19/09*  
*app FS 12/8/09*

*12-18-09 ✓*

Course Number (Limited to 30 characters including spaces):

RP(HA)2133

Course Description:

The introduction to travel and tourism, its components and relationship to the recreation and hospitality industry. The course will explore the current and future trends in travel and tourism and the effects on the economy, as well as the social and political impacts of travel and tourism.

Cross-list:

Adding Cross-listing    Changing Cross-listing    Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number \_\_\_\_\_

Prerequisite/Co-requisite:

Grading    XX Standard Letter     P/F     Other (If other, please specify below)

Fee:                      How much?                      Type of Fee?

Elective             Major             Minor

If major or minor course, you must complete the Request for Program Change form.

Please provide a rationale for the change.

The new description more accurately describes the content of the course.

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: 9/29/09

Title	Signature	Date
Person Initiating Proposal Dr. Cathi McMahan	<i>Cathi McMahan</i>	9/29/09
Department Head Dr. Cathi McMahan	<i>Cathi McMahan</i>	9/29/09
Dean Dr. Willy Hoefler	<i>Willy Hoefler</i>	10-8-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10/2/09
Vice President for Academic Affairs Dr. John Watson	<i>John Watson</i>	

Course Subject: Recreation and Park Administration	Course Number: RP 3043
Cross-listed with Subject: HA	Course Number: 3043
Official Title Work Experience	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010-2011	

*app cc 11/19/09*  
*app ES 12/8/09*  
*✓ 12-18-09*

Course Number (Limited to 30 characters including spaces):

RP 3043

**Course Description:**

By permission. Supervised field application of class skills and knowledge in Parks and Recreation work situations. Students are given the opportunity to take part in meaningful management and work experiences in actual work situations under the supervision of both university faculty and professionals in the field. Minimum of 100 clock hours of work experience is required.

**Cross-list:**

Adding Cross-listing    Changing Cross-listing    Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number \_\_\_\_\_

**Prerequisite/Co-requisite:**

Grading    Standard Letter    P/F    Other (If other, please specify below)

Fee:                      How much?                      Type of Fee?

Elective                       Major                       Minor

If major or minor course, you must complete the Request for Program Change form.

Please provide a rationale for the change.

Course is no longer cross listed with HA (HA/CUL course is now cross listed). Course description was changed to better suit the course.

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Glen Bishop	<i>Glen Bishop</i>	9/29/09
Department Head Dr. Cathi McMahan	<i>Cathi McMahan</i>	9/29/09
Dean Dr. William Hoefler	<i>Wally Hoefler</i>	10-8-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes	<i>Tammy Rhodes</i>	10/21/09
Vice President for Academic Affairs Dr. John Watson	<i>John Watson</i>	

Course Subject: RP	Course Number: 3063
Cross-listed with Subject:	Course Number:
Official Title Outdoor Education	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010—2009	

*app CC 11/19/09*  
*app FS 12/8/09*  
*12-21-09 ✓*

Course Number (Limited to 30 characters including spaces):

RP 3063

Course Description: An introduction to outdoor education foundations, methods, and practice. Preparation and planning for teaching in, about and for the outdoors. Leadership of outdoor education programs. ✓

Cross-list:

Adding Cross-listing    Changing Cross-listing    Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number \_\_\_\_\_

Prerequisite/Co-requisite:

Grading    Standard Letter    P/F    Other (If other, please specify below)

Fee:                      How much?                      Type of Fee?

Elective        Major        Minor

If major or minor course, you must complete the Request for Program Change form. This requested form would merely repeat the information on this form. In the interest of saving paper and time let's wave the additional form. The only change being proposed is a modification of the course description for RP 3063. This change will not affect program schedules

Please provide a rationale for the change. Focus and content of the course has changed over the years. The course no longer emphasizes outdoor education in k-12 schools.

If this course will affect other departments a Departmental Support Form for each affected department must be attached.  
This change will have negligible effects on other departments.

**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Glen Bishop	<i>Glen Bishop</i>	9/29/09
Department Head Dr. Cathi McMahan	<i>Cathi McMahan</i>	9/29/09
Dean Dr. William Hoefler	<i>Will Hoefler</i>	10-8-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes	<i>Tammy Rhodes</i>	10/2/09
Vice President for Academic Affairs Dr. John Watson	<i>John Watson</i>	

Course Subject: RP	Course Number: 3063
Cross-listed with Subject:	Course Number:
Official Title Outdoor Education	
Request to change: (check appropriate box)	
<input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input checked="" type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010--2009	

*app CC 11/19/09*  
*app FS 12/8/09*  
*12-21-09 ✓*

Course Number (Limited to 30 characters including spaces):

RP 3063

Course Description: An introduction to outdoor education foundations, methods, and practice. Preparation and planning for teaching in, about and for the outdoors. Leadership of outdoor education programs.

Cross-list:

Adding Cross-listing    Changing Cross-listing    Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number \_\_\_\_\_

Prerequisite/Co-requisite:

Grading    Standard Letter    P/F    Other (If other, please specify below)

Fee:                      How much?                      Type of Fee?

\$25.00 for transportation to outdoor education experience (5<sup>th</sup> grade camp) and program supplies.

Elective                       Major                       Minor

If major or minor course, you must complete the Request for Program Change form. This requested form would merely repeat the information on this form. In the interest of saving paper and time let's wave the additional form. The only change being proposed is to implement a course fee for RP 3063. This change will not affect program schedules

Please provide a rationale for the change. In recent years the department has struggled to find funds to transport students to 5<sup>th</sup> grade camp and purchase supplies for use with the 5<sup>th</sup> grade during camp. The purpose of the proposed fee is to provide funding for camp transportation and activities.

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

This change will have negligible effects on other departments.



**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Dr. Cathi McMahan	<i>Cathi McMahan</i>	9/29/09
Department Head Dr. Cathi McMahan	<i>Cathi McMahan</i>	9/29/09
Dean Dr. Willy Hoefler	<i>Willy Hoefler</i>	10-8-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10/2/09
Vice President for Academic Affairs Dr. John Watson	<i>John Watson</i>	

Course Subject: Recreation and Park Administration	Course Number: RP 3503
Cross-listed with Subject:	Course Number:
Official Title Recreational Sport Management	
Request to change: (check appropriate box)	
<input type="checkbox"/> Course Number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010-2011	

*app CC 11/19/09*  
*app ES 12/8/09*

*12-21-09*

Course Number (Limited to 30 characters including spaces):

RP 3503

Course Description:

An overview of recreational sport and event management in various settings. Topics include informal, intramural, club, extramural, instructional sports, and sporting events programming; values of recreational sports; administration and operation of recreational sports and sporting events; terminology and career opportunities in various sport settings.

Cross-list:

Adding Cross-listing    Changing Cross-listing    Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number \_\_\_\_\_

Prerequisite/Co-requisite:

Grading    Standard Letter    P/F    Other (If other, please specify below)

Fee:                      How much?                      Type of Fee?

Elective    Major    Minor

If major or minor course, you must complete the Request for Program Change form.

Please provide a rationale for the change.

Course description is now more suitable for the course (proper content).

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

SEP 30 2009

**Arkansas Tech University  
REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Glen Bishop	<i>Glen Bishop</i>	9/19/09
Department Head Dr. Cathi McMahan	<i>Cathi McMahan</i>	9/10/09
Dean Dr. William Hoefler	<i>Wally Hoefler</i>	9-24-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes	<i>Tammy Rhodes</i>	9/29/09
Vice President for Academic Affairs Dr. John Watson	<i>John Watson</i>	

Course Subject: RP	Course Number: 3763
Cross-listed with Subject:	Course Number:
Official Title Introduction to Turfgrass Management	
Request to change: (check appropriate box) <ul style="list-style-type: none"> <li><input type="checkbox"/> Course Number</li> <li><input type="checkbox"/> Title</li> <li><input type="checkbox"/> Course Description</li> <li><input type="checkbox"/> Cross-list</li> <li><input checked="" type="checkbox"/> Prerequisite/Co-requisite</li> <li><input type="checkbox"/> Grading</li> <li><input type="checkbox"/> Fee</li> <li><input type="checkbox"/> Other _____</li> </ul>	
Effective Catalog Year: 2010-2011	

*app CC 11/19/09  
app ES 12/8/09  
12-21-09*

Course Number (Limited to 30 characters including spaces):

RP 3763

Course Description:

Current description remains the same except delete Pre and Corequisites: Biol 2134 and CHEM 1114

Cross-list:

Adding Cross-listing    Changing Cross-listing    Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number \_\_\_\_\_

Prerequisite/Co-requisite:

Delete current pre and corequisites.

Grading    Standard Letter    P/F    Other (If other, please specify below)

Fee:

How much?

Type of Fee?

Elective    Major    Minor

If major or minor course, you must complete the Request for Program Change form.

Please provide a rationale for the change.

Student numbers are not adequate to support pre and corequisite requirements.

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

This change will have negligible impact on other departments.

SEP 30 2009

## Arkansas Tech University REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Glen Bishop	<i>Glen Bishop</i>	9/10/09
Department Head Dr. Cathi McMahan	<i>Cathi McMahan</i>	9/10/09
Dean Dr. William Hoefler	<i>Wally Hoefler</i>	9-24-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes	<i>Tammy Rhodes</i>	9/28/09
Vice President for Academic Affairs Dr. John Watson	<i>John Watson</i>	

Course Subject: RP	Course Number: 3793
Cross-listed with Subject:	Course Number:
Official Title Turfgrass Pest Control	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input checked="" type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010-2011	

*app CC 11/19/09*

*app FS 12/8/09*

*12-21-09*

Course Number (Limited to 30 characters including spaces):

RP 3793

Course Description:

Current description remains the same except delete Pre and Corequisites: RP 3763

Cross-list:

Adding Cross-listing    Changing Cross-listing    Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number \_\_\_\_\_

Prerequisite/Co-requisite:

Delete current pre and corequisite.

Grading    Standard Letter    P/F    Other (If other, please specify below)

Fee:                      How much?                      Type of Fee?

Elective             Major             Minor

If major or minor course, you must complete the Request for Program Change form.

Please provide a rationale for the change.

Student numbers are not adequate to support pre and corequisite requirements.

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

This change will have negligible impact on other departments.

**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: Sept 25, 2009

Title	Signature	Date
Person Initiating Proposal Theresa Herrick	<i>Theresa Herrick</i>	9-25-09
Department Head Cathi McMahan	<i>Cathi McMahan</i>	9/25/09
Dean Willy Hoefler	<i>Willy Hoefler</i>	10-8-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10/2/09
Vice President for Academic Affairs John Watson	<i>John Watson</i>	

Course Subject: Administration	Course Number: RP 4013
Cross-listed with Subject:	Course Number:
Official Title Recreation and Park Administration	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010-11	

*app CC 11/19/09*  
*app TS 12/8/09*  
*12-21-09*

Course Number (Limited to 30 characters including spaces):

RP 4013

Course Description: Prerequisite: Six hours of RP courses. A study of the administrative process of planning, organizing, staffing, directing, evaluating, budgeting, and coordinating of recreation and park agencies.

Cross-list:

Adding Cross-listing    Changing Cross-listing    Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number \_\_\_\_\_

Prerequisite/Co-requisite:

Grading    Standard Letter    P/F    Other (If other, please specify below)

Fee:                      How much?                      Type of Fee?

Elective                       Major                       Minor

If major or minor course, you must complete the Request for Program Change form.

Please provide a rationale for the change.

The new description more accurately describes the content of the course.

If this course will affect other departments a Departmental Support Form for each affected department must be attached.



**Arkansas Tech University  
REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: 9/25/09

Title	Signature	Date
Person Initiating Proposal Theresa Herrick	<i>Theresa Herrick</i>	9-25-09
Department Head Cathi McMahan	<i>Cathi McMahan</i>	9/25/09
Dean Willy Hoefler	<i>Willy Hoefler</i>	10-8-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10/2/09
Vice President for Academic Affairs John Watson	<i>John Watson</i>	

Course Subject: Research Methods	Course Number: RP 4023
Cross-listed with Subject:	Course Number:
Official Title Research Methods	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010-11	

app CC 11/19/09  
app FS 12/8/09  
12-21-09 ✓

Course Number (Limited to 30 characters including spaces):  
RP 4023

Course Description: Prerequisite: Twelve hours of RP courses. An introduction to the spirit and theory of research including the scientific method and its application to the recreation and parks profession.

Cross-list:

Adding Cross-listing    Changing Cross-listing    Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number \_\_\_\_\_

Prerequisite/Co-requisite:

Grading    Standard Letter    P/F    Other (If other, please specify below)

Fee:                      How much?                      Type of Fee?

Elective                       Major                       Minor

If major or minor course, you must complete the Request for Program Change form.

Please provide a rationale for the change.

The new description more accurately fits the content of the course.

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

SEP 30 2009

## Arkansas Tech University REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Glen Bishop	<i>Glen Bishop</i>	09/09/09
Department Head Dr. Cathi McMahan	<i>Cathi McMahan</i>	9/10/09
Dean Dr. William Hoefler	<i>Wally Hoefler</i>	9-24-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes	<i>Tammy Rhodes</i>	9/28/09
Vice President for Academic Affairs Dr. John Watson	<i>John Watson</i>	

Course Subject: RP	Course Number: 4753
Cross-listed with Subject:	Course Number:
Official Title Sports Field Management and Design	
Request to change: (check appropriate box)	
<input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input checked="" type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010-2011	

*app CC 11/18/09*  
*app FS 12/18/09 ✓*  
*12-21-09 ✓*

Course Number (Limited to 30 characters including spaces):

RP 4753

Course Description:

Current description remains the same except delete Pre or Corequisites: RP 3034, 3763, and 3793 or permission.

Cross-list:

Adding Cross-listing    Changing Cross-listing    Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number \_\_\_\_\_

Prerequisite/Co-requisite:

Delete current pre and corequisites.

Grading    Standard Letter    P/F    Other (If other, please specify below)

Fee:                      How much?                      Type of Fee?

Elective             Major             Minor

If major or minor course, you must complete the Request for Program Change form.

Please provide a rationale for the change.

Student numbers are not adequate to support pre and corequisite requirements.

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

This change will have negligible impact on other departments.

SEP 30 2009

## Arkansas Tech University REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Glen Bishop	<i>Glen Bishop</i>	09/09/09
Department Head Dr. Cathi McMahan	<i>Cathi McMahan</i>	9/10/09
Dean Dr. William Hoefler	<i>Wally Hoefler</i>	9-24-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes	<i>Tammy Rhodes</i>	9/28/09
Vice President for Academic Affairs Dr. John Watson	<i>John Watson</i>	

Course Subject: RP	Course Number: 4763
Cross-listed with Subject:	Course Number:
Official Title Golf Course Operations and Design	
Request to change: (check appropriate box)	
<input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input checked="" type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010-2011	

*app CC 11/9/09*

*app FS 12/8/09*

*12-21-09 ✓*

Course Number (Limited to 30 characters including spaces):

RP 4763

Course Description:

Current description remains the same except delete Pre or Corequisites: RP 3034, 3763, and 3793.

Cross-list:

Adding Cross-listing    Changing Cross-listing    Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number \_\_\_\_\_

Prerequisite/Co-requisite:

Delete current pre and corequisites.

Grading    Standard Letter    P/F    Other (If other, please specify below)

Fee:	How much?	Type of Fee?
------	-----------	--------------

Elective    Major    Minor

If major or minor course, you must complete the Request for Program Change form.

Please provide a rationale for the change.

Student numbers are not adequate to support pre and corequisite requirements.

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

This change will have negligible impact on other departments.

AUG 25 2009

**Arkansas Tech University**  
**REQUEST FOR CHANGE IN PROGRAM**  
**(Modification or Deletion of Existing Major, Option or Minor)**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Glen Bishop	<i>Glen Bishop</i>	8/17/2009
Department Head Dr. Cathi McMahan	<i>Cathi McMahan</i>	8/19/09
Dean Dr. William Hoefler, Jr.	<i>Wally Hoefler</i>	8-21-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes	<i>Tammy Rhodes</i>	9/3/09
Vice President for Academic Affairs Dr. John Watson	<i>John Watson</i>	

Program Title: Turf Management	Effective Date: Spring 2010
Detail change in program: Delete AGEG 3003 and AGSS 3033 as required courses. Add six hours approved electives.	
Please provide a rationale for the change. AGEG 3003 and AGSS 3033 are no longer offered on a regular basis.	
What impact will the change have on staffing, on other programs and space allocation? None.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. No other departments will be affected by this change.	

*App CC 11/19/09*  
*App FS 12/8/09*  
*12-22-09 ✓*

AUG 25 2009

Outline in specific detail how your proposal will alter the program (include course number and title):

Fall Start	
<b>Freshman Fall Semester</b> Add/Change:  Delete:  Total Hours:	<b>Freshman Spring Semester</b> Add/Change:  Delete:  Total Hours:
<b>Sophomore Fall Semester</b> Add/Change:  Delete:  Total Hours:	<b>Sophomore Spring Semester</b> Add/Change:  Delete:  Total Hours:
<b>Junior Fall Semester</b> Add/Change:  Delete:  Total Hours:	<b>Junior Spring Semester</b> Add/Change:  Delete:  Total Hours:
<b>Senior Fall Semester</b> Add/Change:  Delete:  Total Hours:	<b>Senior Spring Semester</b> Add/Change: 6 hours approved electives  Delete: AGEG 3003; AGSS 3033  Total Hours: 13



AUG 25 2009

Spring Start (If applicable)	
<b>Freshman Spring Semester</b> Add/Change:  Delete:  Total Hours:	<b>Freshman Fall Semester</b> Add/Change:  Delete:  Total Hours:
<b>Sophomore Spring Semester</b> Add/Change:  Delete:  Total Hours:	<b>Sophomore Fall Semester</b> Add/Change:  Delete:  Total Hours:
<b>Junior Spring Semester</b> Add/Change:  Delete:  Total Hours:	<b>Junior Fall Semester</b> Add/Change:  Delete:  Total Hours:
<b>Senior Spring Semester</b> Add/Change:  Delete:  Total Hours:	<b>Senior Fall Semester</b> Add/Change:  Delete:  Total Hours:
<b>Total Program Hours</b> <u>124</u>	

**Arkansas Tech University  
REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: September 23, 2009

Title:	Signature	Date
Person Initiating Proposal <b>David J. Eshelman</b>	<i>David J. Eshelman</i>	9-23-09
Department Head <b>Donna R. Vocate</b>	<i>Donna R. Vocate</i>	9/23/09
Dean <b>Thomas A. DeBlack</b>	<i>Tom DeBlack</i>	9/23/09
Teacher Education Council (if applicable) <b>N/A</b>		
Graduate Council (if applicable) <b>N/A</b>		
Registrar <b>Tammy Rhodes</b>	<i>Tammy Rhodes</i>	9/29/09
Vice President for Academic Affairs <b>John Watson</b>	<i>John Watson</i>	

Course Subject: <b>Speech</b>	Course Number: <b>3163</b>
Cross-listed with Subject: <b>N/A</b>	Course Number: <b>N/A</b>
Official Title (Limited to 30 characters including spaces): <b>Writing for Performance</b>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: <b>2010-2011</b>	How frequently will course be offered? <b>Once every 1-2 years</b>
Is this course repeatable? Y <input checked="" type="radio"/> N <input type="radio"/> How many times? <b>N/A</b>	
Does this course require a fee? <b>No</b>	How much? <b>N/A</b>
Type of fee? <b>N/A</b>	

*app CC 11/19/09*  
*app FS 12/8/09*  
*12-21-09 ✓*

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: <b>None</b>	Co-requisites: <b>None</b>
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Catalog course description</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> <li>Course bibliography, reading list, and /or listing of other instructional media</li> </ol>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. <b>No special resources.</b>	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. <b>No special classroom.</b>	
How does this proposal support the University Mission? <b>Courses in dramatic writing serve to increase the scholastic development of our students by teaching them how to use an aesthetic form to communicate complex ideas through the medium of performance. Such a course serves a diverse population of students by improving writing, performance, and basic self-expression skills.</b>	
What assessment information is being used to support this proposal? <b>Assessment to date has indicated that STJ needs more upper-level writing coursework.</b>	
How will the effect of the change be monitored? <b>Plays and performances from the Writing for Performance class will be presented at public readings/showcases/productions. Since dramatic writing is intended for a general audience---not just an academic one---the public showings will be a way for the student participants to share their work with others and for a general audience to experience the work of the students. Venues for the plays/performances already exist at the university through the Arkansas Radio Theatre, the River Valley Play Series, the Evenings of Oral Interpretation, and the ATU Forensics Team.</b>	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. <b>Writing for Performance has much to offer to a variety of students. Since they will be called upon to teach both forensics and theatre, the course is of special interest to Speech Education majors. An understanding of performance writing will enable aspiring teachers to use creative dramatics and group devising in the classroom. Speech Ed majors will leave the course with the skills needed to create custom-made plays for their student populations; they will also leave with the skills necessary to lead</b>	

**student playwriting projects. The course will also appeal to Theatre students, who will learn create the scripts that they themselves would like to perform, direct, or design. Students studying Public Relations will find the course useful should they pursue careers that demand script writing, such as television commercial writing.**

**Writing for Performance is a perfect course for the Department of Speech, Theatre, & Journalism because of the special training/experience of the faculty in the specific area of performance writing. Also, since plays and monodramas are meant to be performed, collaboration with the Theatre Program will give rise to valuable performance opportunities for new pieces. Also, the STJ Department already houses several unique programs which feature new dramatic writing---programs such as the River Valley Play Series (a new play reading series) and the Arkansas Radio Theatre (performance of radio scripts). Through these programs, students in Writing for Performance will have a variety of possible venues for their work: dramatic writing in this course, then; can lead to the very practical application of public performance and a polishing of delivery skills.**

**If this course will affect other departments, a Departmental Support Form for each affected department must be attached.**

**This course will not affect any other department.**

**SPEECH 3163: WRITING FOR PERFORMANCE****Dr. David J. Eshelman**

**E-mail:** deshelman@atu.edu  
**Office:** 1209 N. Fargo Ave., T1-D      **Office phone:** 498-6058  
**Office hours:** MW 8-9 a.m., MWF 12-12:50 p.m., TR 10-10:50 a.m., TR  
12:30-2 p.m., and by appointment

Catalog Description: Students will learn to communicate orally through the medium of aesthetic texts such as monologues and plays. This course teaches skills necessary to all forms of dramatic writing, with emphasis on plot structure, character development, and dialogue.

Course Objectives

- To understand the process of writing for performance and how such writing differs from other genres
- To demonstrate knowledge of the importance of dramatic structure
- To communicate ideas effectively through performance
- To practice those performance skills necessary to the playwright, to gain a rudimentary knowledge of the work of the actor, director, designer
- To learn how to critique work intended for the stage
- To create short plays and monodramas that are ready to be staged, produced, performed

Textbooks:

Albee, Edward. "The American Dream."  
Catron, Louis E. *Playwriting: Writing, Producing, and Selling Your Play.*  
Catron, Louis E. *The Power of One: The Solo Play for Playwrights, Actors, and Directors.*

Other handouts to be provided in class.

Grading

Ten-minute play	150 points
Ten-minute monodrama	150 points
1 <sup>st</sup> draft of longer play/monodrama	100 points
Final play/monodrama project	200 points
Written exercises and quizzes	150 points
Exam	150 points
Participation	100 points

Your grade will be computed out of a possible 1000 points.

1000-900 = A ; 899-800 = B ; 799-700 = C ; 699-600 = D ; 599 and under = F

Quizzes

Quizzes (both announced and unannounced) will be given frequently to test your knowledge/reading of the material. If missed, they cannot be made up.

Exam

The exam will be cumulative, covering the readings for class, along with any additional notes. Missed exams cannot be made up.

Course Calendar

WEEK ONE:	Overview Playwriting Preliminaries Read <i>Playwriting</i> 11-17 and 19-26; ten-minute plays (handout)
WEEK TWO:	More Playwriting Preliminaries (and Credo) Conflict Read <i>Playwriting</i> 31-35, 56-60, 103-07, 163-82; ten-minute plays (handout) DUE: Play without Words

- WEEK THREE: Plot  
Workshopping Techniques  
Script Format  
Read script format handout  
Read *Playwriting* 229-34  
DUE: Conflict Scene  
DUE: Play Idea Worksheet
- WEEK FOUR: Plot  
Workshop Ten-Minute Plays  
Read *Playwriting* 97-98 and 109-22  
DUE: Mini-Play  
DUE: First Drafts of Ten-Minute Plays
- WEEK FIVE: Workshop Ten-Minute Plays  
DUE: Read *Power of One* 1-13, 19-33, 44-48
- WEEK SIX: Intro to Monodramas  
Types of Monodramas  
Read *Power of One* 34-44, handout  
DUE: FINAL DRAFTS OF TEN-MINUTE PLAYS  
DUE: Mini-monodrama (self)
- WEEK SEVEN: Character Objective  
Read *Power of One* 118-40  
DUE: Mini-monodrama (strong character)
- WEEK EIGHT: Conflict (French Scene Outlines in class)  
Workshop Ten-Minute Monodramas  
Read *Power of One* 153-75  
DUE: First Drafts of Ten-Minute Monodramas
- WEEK NINE: Workshop Ten-Minute Monodramas  
DUE: Read *Playwriting* 64-72, 77-82, 195-217
- WEEK TEN: Discussion of Final Project  
Read "The American Dream" (Albee)  
DUE: FINAL DRAFTS OF TEN-MINUTE MONODRAMAS
- WEEK ELEVEN: Discussion of Exam  
EXAM  
DUE: French Scene Outline for Final Piece
- WEEK TWELVE: Workshop First Drafts of Final Pieces
- WEEK THIRTEEN: Workshop First Drafts of Final Pieces

RECEIVED SEP 25 2009

**WEEK FOURTEEN: Workshop First Drafts of Final Pieces**

**WEEK FIFTEEN: Workshop First Drafts of Final Pieces**

**FINAL PLAY/MONODRAMAS** will be due during the exam period, according to the university schedule. At this time, students will also present a brief sample of their best written work from the semester.



## Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal <i>Dr. Jan Jenkins, Univ. Hours</i>	<i>[Signature]</i>	<i>10/8/09</i>
Department Head <i>Dr. Charles Gagen</i>	<i>[Signature]</i>	<i>10/12/09</i>
Dean <i>Dr. Richard Cohen</i>	<i>[Signature]</i>	<i>10/12/09</i>
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar <i>Tammy Rhodes</i>	<i>[Signature]</i>	<i>10/13/09</i>
Vice President for Academic Affairs <i>Dr. John Watson</i>	<i>[Signature]</i>	

Course Subject: <i>Hours Zoology</i>	<i>(BIOL)</i>	Course Number: <i>2144</i>
Cross-listed with Subject:		Course Number:
Official Title (Limited to 30 characters including spaces): <i>Hours Zoology</i>		
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_Lecture/ <input checked="" type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other		
Effective Catalog Year: <i>2010-2011</i>	How frequently will course be offered? <i>Spring odd years</i>	
Is this course repeatable? Y <input checked="" type="checkbox"/> N	How many times?	
Does this course require a fee? <i>Yes</i>	How much? <i>\$10.00</i>	Type of fee? <i>Lab</i>

*Same as Gen Ed Biol courses*

*Supported Sen Ed Com 10/30/09  
 app CC 11/19/09  
 app TS 12/8/09, 12-21-09 ✓*

Elective     Major     Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites: *Admission to the Univ Honors program or permission of the instructor*

Co-requisites:

Grading     Standard Letter     P/F     Other (if other, please specify below)

For the proposed course, attach a syllabus that includes:

- Course subject, number and title
- Catalog course description
- Course goals and/or objectives
- Course outline
- Methods of student performance assessment and evaluation
- Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

*No*

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

*Classroom and laboratory*

How does this proposal support the University Mission?

*This proposal will support the continuing development of the University Honors program.*

What assessment information is being used to support this proposal?

*General Education Assessment criteria; University Honors Assessment Criteria.*

How will the effect of the change be monitored?

*By the Head of the Biology Department and the Director of University Honors.*

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

*Creating a Zoology course for Honors students will allow the Honors designation to appear on transcripts.*

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

# Honors Zoology – Proposed Course Syllabus

BIOL 2144

Spring Odd Years

Arkansas Tech University

Instructor: Dr. Eric C. Lovely (room MCE 19, 498-6077, eric.lovely@atu.edu)

Office hours: M W F 10:00-11:00, W F 3:00-5:00, Tues 10:00-11:00 and 1:00-5:00

## Catalog Description

Prerequisite: Admission to the Tech Honors Program or permission of the instructor. An honors course which includes a survey of the major animal phyla: morphology, physiology, and natural history. The presentation will foster rational inquiry, critical thinking, and analytical skills in general and specifically toward discussions of evolution and associated implications for world views. Duplicate credit for BIOL 2124 and 2144 will not be allowed. Lecture 3 hours & lab 2 hours.

## Required Texts

- 1) Cleveland P. Hickman, Jr., Larry S. Roberts, Allan Larson, and Helen I'Anson. 2004. *Integrated Principles of Zoology: 13th Edition*
- 2) Lovely and Tedford. 2006. *Principles of Zoology Laboratory Workbook*

## Bibliography

- 3) Chiras, D.D. 1994. *Study Skills for Science Students* (on reserve in library)
- 4) Digital Zoology CD-ROM (on reserve in library)

## Justification/Rationale

This course is required for students majoring in biology or fisheries and wildlife science and it serves a general education science selection for other majors. It provides familiarity with a broad spectrum of zoological terms and concepts to serve as a foundation for students pursuing more advanced biological and especially zoological courses. The emphasis is on evolutionary relationships among animals and form and function of vertebrate systems.

## Course Objectives

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

1. Outline major stages in embryonic development including germ layers and coelom formation.
2. Categorize five major groups of vertebrate tissue and describe their structure.
3. Use specific examples in many animal phyla to describe the evolutionary development of more complex digestive systems in the kingdom Animalia.
4. Draw and label cross-sectional and longitudinal structure of the vertebrate digestive system.
5. List digestive enzymes, their sources, and functions.
6. Outline the general structure and function of the excretory system for vertebrates from nephron to urethra.
7. Use specific examples in many animal phyla to describe the evolutionary development of more complex excretory and osmoregulatory systems in the kingdom Animalia.
8. Use specific examples in many animal phyla to describe the evolutionary development of a variety of respiratory systems exhibited by members of the kingdom Animalia.
9. Use specific examples in many animal phyla to describe the evolutionary development of more complex circulatory systems in the kingdom Animalia.
10. Outline the general structure and function of the vertebrate circulatory systems (2, 3, and 4 chamber hearts).
11. Draw and label the skeletal system of vertebrates and list major functions.
12. Explain the nature of nerve impulses and identify the structure and function of sensory organs.
13. Use specific examples in many animal phyla to describe the evolutionary development of more complex nervous/sensory systems in the kingdom Animalia.
14. List hormones and their actions for the major endocrine organs.
15. Explain the roles of FSH, LH, estrogen, and progesterone in the female reproductive cycle.
16. Use specific examples in many animal phyla to outline the diversity of reproductive systems in the kingdom Animalia.
17. Identify the evolutionary novelty(ies) which contributed most the success of each of the animal phyla covered, to include Porifera, Cnidaria, Platyhelminthes, Nematoda, Mollusca, Annelida, Arthropoda, Echinodermata, and Chordata.
18. Use specific examples in many animal phyla to outline the wide diversity of feeding strategies in the kingdom Animalia.
19. Provide the phylum and common name for specimens that represent the wide diversity found in kingdom Animalia.
20. Use specific structural characteristics to distinguish among all extant vertebrate classes and explain evolutionary relationships.
21. Show the relevance of the Hardy-Weinberg principle to evolution.
22. Show the relevance of natural selection to speciation.
23. Understand the scientific method, and be able to cite characteristics that distinguish scientific explanations and theories from religious and philosophical beliefs.

Meeting these objectives will enable students who earn degrees at Arkansas Tech University to better comprehend the basic principles, philosophy, and methodology of science and the influence of science on society. Upon successful completion of this course will also enhance the listening, reading, and writing skills of students and improve their competence in reasoning and handling abstract ideas.

### Course Grading and Letter Grade Criteria

Exams (2 of 3)	50%
Laboratory performance	25%
Cumulative final exam	<u>25%</u>
	100%

The normal grading scale is applicable to this course with the instructor reserving the right to lower the scale when the final grades are assigned. However, the grading scale will not be raised when final grades are assigned. I do not use plus or minus grades.

A: Excellent work 90.0% and above

B: Good work 80.0% to 89.99%

C: Acceptable or Average 70.0% to 79.99%

D: Marginal work 60.0% to 69.99%

A student with less than a 60.0% average will fail the course.

Essays will be graded on a 5 point scale;

- 0: Blank or completely incorrect. Your written work does not address the question asked
- 1: Some relevant information with significant errors, flaws, or omissions. Your answer is on the right track but is underdeveloped in terms of explanations and use of appropriate vocabulary
- 2: Relevant but incomplete with errors. Your description is fairly complete; however the reader may still be able to ask you "how" or "why" at least once. Not enough appropriate vocabulary has been incorporated in your answer.
- 3: Correct but incomplete, or complete with errors. Your description is fairly complete; however the reader may still be able to ask you "how" or "why" at least once. Appropriate vocabulary has been incorporated in your answer.
- 4: Correct and complete but lacking insight. You have submitted a full and complete description. The reader has no more "how" or "why" questions and all appropriate vocabulary have been included.
- 5: Insightful and completely correct. You have submitted a full and complete description. The reader has no more "how" or "why" questions and all appropriate vocabulary have been included.

Two of the three in class exams will count (lowest score is dropped). The exams are designed to test the student's knowledge and understanding of materials from lectures, discussion, in and out of class exercises and labs, homework, text, and readings/handouts. There will be no make-up exams. Students are responsible for all homework, activities, tests, and readings. The final exam will only be given on the specified date during finals week. It will be cumulative and significantly longer than in class exams.

#### This is an Honors Course

This is an honors course which will include the same course content as BIOL 2124. It is not designed to be more difficult; however, in keeping with the Honors Program goals, it should provide the "challenging atmosphere of small, innovative Honors classes specially designed to foster rational inquiry, critical thinking, and analytical skills".

Differences between this course and Principles of Zoology (BIOL 2124) include the following:

- 1) Additional time will be spent in discussion of evolution. While evolution is not controversial among biologists, it is often viewed as controversial among the general public. We will take more time to discuss this issue and the implications of world views than in BIOL 2124.
- 2) Exams will include multiple choice questions and essays just as in BIOL 2124; however, most exams will include additional essays designed to give students an opportunity to express critical thinking and analytical skills.

Due to the increased emphasis on discussions and because coverage includes all the course content in BIOL 2124, students may be asked to master more exam material outside of the lectures and labs. For example, reading the textbook is not only suggested, but required. Students are also expected to study the PowerPoint lectures entirely even if they are not reviewed completely during class time.

#### Policies: Attendance, Cheating and Plagiarism

Students are expected to have read, thought about, and taken notes on each reading before the dates outlined. Procrastination will quickly result in overwhelming reading loads. Don't put off what can be read today! Extensions must be prearranged and cleared by the instructor in advance.

Attendance is required. It is the policy of Arkansas Tech University that "regular class attendance is considered essential if students are to receive maximum benefit from any course. Control of class attendance is vested in the teacher, who has the responsibility of defining early in each course his/her standards and procedures." (see relevant sections of the Undergraduate Catalog). The policy in this course is that if a student accumulates unjustifiable absences equal to or greater than 10% of the scheduled class days, the student will be dropped from the course by the instructor with a grade of F.

Cheating - Any student found guilty of giving and/or receiving any information to/from other students during examinations (quiz, hour exam, laboratory exam, or final exam) will earn a zero grade on that examination. A student found guilty of two such offenses will be dropped from the course with a grade of F.

Plagiarism - A written work, idea, passage or plot that is copied or closely paraphrased from any source and that is included on any instrument submitted by the student to satisfy a course assignment must have the source referenced. Not to do so constitutes plagiarism and will earn the student a zero grade on that assignment.

If you have any questions or concerns about your academic performance at any time throughout the semester do not hesitate to contact me. The course web page can be found at <http://eric-lovely.pageout.net>

Each and every person in the class, including your peers and instructor has the right to be treated with respect. Because we will be engaging in lively discussions and working in groups, we must all be responsible for creating an environment in which cooperation and listening to one another is paramount. For the course to be successful, your attendance and participation in all activities is required. Disrespectful behavior will result in being asked to leave the room. In addition, you must come prepared for each class session, with assigned readings completed!

The Americans with Disabilities Act of 1992 mandates the elimination of discrimination against persons with disabilities. If you need course adaptations or accommodations because of a disability please contact me within the first two weeks of class.

How to do well:

- 1) Read the text before lectures!
- 2) Take good notes; even if I'm not writing things down you probably should be!
- 3) Read the text after lectures!
- 4) Read the text; some concepts not covered extensively in lecture will become clearer.
- 5) Learn the vocabulary; this will help you understand many of the concepts, there is a glossary in the back of your text.
- 6) Read the chapter reviews and summaries; if you don't understand them, go back and reread the section you don't understand. If you still have a problem - SEE ME or a tutor.
- 7) You must understand that there is no easy or simple way to learn all of the material in this course; it takes effort!
- 8) Plan your schedule, don't let deadlines and "emergencies" run your life; set up times that you can spend on each course, for hobbies, social events, etc.; take control of your time, plan ahead!

What grade should you expect?

Grades reflect both effort and achievement, not effort alone.

The "A" Student is an outstanding student

Attendance - "A" students have virtually perfect attendance. Their commitment to the class resembles that of the teacher.

Preparation - "A" students are prepared for class. They always read the assignment. Their attention to detail is such that they occasionally catch the teacher in a mistake.

Curiosity - "A" students show interest in the class and in the subject. They look up or dig out what they don't understand. They often ask interesting questions or make thoughtful comments.

Retention - "A" students have retentive minds. They are able to connect past learning with the present. They bring a background to the class (For this class that means that they have had a good biology course within the past 5 to 8 years, and did well in that class).

Attitude - "A" students have a winning attitude. They have both the determination and the self-discipline necessary for success. They show initiative. They do things they have not been told to do.

Talent - "A" students have something special. It may be exceptional intelligence and insight. It may be unusual creativity, organizational skills, commitment - or a combination thereof. These gifts are evident to the teacher and usually to the other students as well.

Results - "A" students make high grades on tests - usually the highest in the class. Their work is a pleasure to grade. "A" students typically do not work more than 20 hours per week, are not usually fatigued, and know how to plan their time.

The "C" student is an average or typical student

Attendance - "C" students miss class frequently. They put other priorities ahead of their academic work. In some cases, their health or constant fatigue renders them physically unable to keep up with the demands of high-level performance.

Preparation - "C" students prepare their assignments consistently but in a perfunctory manner. Their work may be sloppy or careless. At time, it is incomplete, done last minute, or late.

Attitude - "C" students are not visibly committed to the class. They participate without enthusiasm. Their body language often expresses boredom.

Talent - "C" students vary enormously in talent. Some have exceptional ability but show undeniable signs of poor self-management or bad attitudes. Others are diligent but simply average in academic ability.

Results - "C" students obtain mediocre or inconsistent results on tests. They have some concept of what is going on but clearly have not mastered the material.

The average student is expected to put in two hours out of class for every hour of class; if you are a weak student you may have to put in substantially more. That means that during a semester, the average student taking a load of 15 hours is expected to put in 45 hours per week for coursework. If a student cannot put in this time because he or she is working full-time or have other responsibilities, the average student can expect a grade of less than a C.

Parts of this are from Williams, J. H. 1994. "The Teaching Professor" Volume 7(7)

**Important Dates**

Jan 16 Classes begin  
 Mar 26 through April 1 Spring Break  
 Apr 20 Last day to drop with a W  
 May 3 Last day of classes  
 May 4 Reading day  
 May 7-11 Finals week

**Tentative Schedule For Honors Zoology**

Week	Date		Reading
1	Jan 17	Course Orientation and Evidence of Evolution	
	19	Microevolution / Macroevolution	Chapter 1
2	22	Homology	Chapter 6
	24	Phylogeny and Classification	Chapter 10
	26	Kingdom Protista- Unicellular organisms	Chapter 11
3	29	Protozoa continued	
	31	Porifera	Chapter 12
	Feb 2	Porifera continued and Cnidaria	Chapter 13
4	5	Cnidaria continued	
	7	Cnidaria continued and Review	
	9	<b>Exam I</b>	
5	12	Platyhelminthes and other Acoelomates	Chapter 14
	14	Platyhelminthes continued	
	16	Platyhelminthes continued	
6	19	Pseudocoelomates	Chapter 15
	21	Pseudocoelomates continued	
	23	Nematodes	
7	26	Mollusca	Chapter 16
	28	Mollusca continued	
	March 2	Annelida	Chapter 17
8	5	Annelida continued	
	7	<b>Exam II</b>	
	9	Arthropoda I - Chelicerates	Chapter 18
9	12	Arthropoda II - Crustacea	Chapter 19
	14	Arthropoda III - Insecta & Myriapoda	Chapter 20
	16	Arthropoda IV - Insecta & Myriapoda continued	
	19	Lophophorates -- animals of uncertain relationship	Chapter 21
10	21	Echinodermata	Chapter 22
	23	Non-vertebrate Chordates	Chapter 23
	April 2	Non-vertebrate Chordates	
11	4	Fish and Amphibians	Chapters 24, 25
	6	"Reptiles" and Birds	Chapter 26, 27
	9	Mammals and Review	Chapter 28
12	11	<b>Exam III</b>	
	13	Integumentary and Skeletal Systems	Chapter 29
	16	Muscles, Digestion, & Nutrition	Chapter 32
	18	Respiration and Circulatory System	Chapter 31
	20	Excretory System	Chapter 30
14	23	Osmotic Regulation	
	25	Nervous System	Chapter 33
	27	Sensory Systems and Chemical Coordination	Chapter 34
15	30	Reproduction	Chapter 7
	May 2	Development	Chapter 8
	4	Reading Day	
	Finals May 7-11	<b>FINAL EXAM</b> As of the writing of this schedule the Final Exam Date was unavailable. It will be published on the registrar's page of the ATU web pages when it is determined.	

**Honors Zoology, BIOL 2144**  
**Tentative Schedule of Laboratory Topics**

Week	Date	Topic	Reading
1	Jan 19	Animal Architecture and Classification	Chapter 9, 10
2	26	Porifera & Cnidaria	Chapters 12, 13
3	Feb 1	Platyhelminthes & Pseudocoelomates	Chapters 14, 15
4	8	Mollusca	Chapter 16
5	15	Annelida	Chapter 17
6	22	Arthropoda	Chapters 18, 19, 20
7	March 1	Echinodermata and Protochordates	Chapter 22, 23
8	8	Chordata I – Non-amniote Vertebrates	Chapters 24, 25
9	15	Chordata II– Amniote Vertebrates	Chapters 26, 27, 28
10	22	Mammalian External Landmarks, Skeletal & Muscular Systems	Chapter 29
11	April 5	Mammalian Digestive System & Accessory Organs	Chapter 32
12	12	Mammalian Respiratory System & Heart	Chapter 31
13	19	Mammalian Circulatory System	
14	26	Mammalian Excretory & Reproductive Systems	Chapters 30, 7, 8
15	May 3	Mammalian Nervous System & Special Senses	Chapter 33

## Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal <i>Dr. Jan Venkiss, Univ. Hours</i>	<i>[Signature]</i>	<i>10/8/09</i>
Department Head <i>Dr. Carl Tomack</i>	<i>Carl Tomack</i>	<i>10/12/09</i>
Dean <i>Dr. Tom DeBlack</i>	<i>Tom DeBlack</i>	<i>10/12/09</i>
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar <i>Tammy Rhodes</i>	<i>Tammy Rhodes</i>	<i>10/13/09</i>
Vice President for Academic Affairs <i>Dr. John Watson</i>	<i>John Watson</i>	

ENGL

Course Subject: <i>Hours World Literature</i>	Course Number: <i>2023</i>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <i>Hours World Literature</i>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: <i>2010-2011</i>	How frequently will course be offered? <i>every other year (Spring odd years)</i>
Is this course repeatable? Y / <input checked="" type="checkbox"/> N How many times?	
Does this course require a fee? <i>No</i>	How much? Type of fee?

Supported Gen Ed Com 10/30/09  
 app CC 11/19/09  
 app FS 12/8/09  
 12-22-09 ✓



Elective     Major     Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites: *or permission of Honors director*    Co-requisites:

*Engl 1043 or equivalent*

Grading     Standard Letter     P/F     Other (if other, please specify below)

For the proposed course, attach a syllabus that includes:

- Course subject, number and title
- Catalog course description
- Course goals and/or objectives
- Course outline
- Methods of student performance assessment and evaluation
- Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

*No*

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

*No*

How does this proposal support the University Mission?

*This proposal will support the continuing development of the University Honors program.*

What assessment information is being used to support this proposal?

*General Education Assessment criteria; University Honors Assessment Criteria*

How will the effect of the change be monitored?

*By the Head of the English Department and the Director of University Honors.*

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

*Creating an Honors World lit course will allow the Honors designation to appear on transcripts and will allow further development for Honors students.*

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

## Course number, title and catalog description

### Engl 2023: Honors World Literature

Prerequisite: successful completion of ENGL 1013 or ENGL 1043 and admission to the Tech Honors Program or permission of the Honors Program Director. An honors course that explores significant authors and themes in world literature. ENGL 2023 may be used to fulfill the general education humanities requirement.

### Course Objective

1. Introduce students to significant author and themes in world literature.
2. Broaden students appreciation for global culture.
3. Improve students critical reading and writing skills.

### Course Outline

#### Texts:

- Achebe, Chinua. *Things Fall Apart*. Anchor Books, 1958.  
Brown, Alan. *Audrey Hepburn's Neck*, Washington Square Press, 1996.  
Kanafani, Ghassan. *Men in the Sun*. Lynne Riemer Publishers, 1963.  
Lindsay, Joan. *Picnic at Hanging Rock*, Buccaneer Books, 1967.  
MacLaverty, Bernard. *Cal*. W. W. Norton & Co., 1983.  
Ondaatje, Michael. *The English Patient*, Vintage Books, 1992.  
Oz, Amos. *A Perfect Peace*. Harcourt, Inc., 1982.

#### SCHEDULE:

<b>Week 1</b>	<b>1/17</b>	<b>Introduction to course</b>
<b>Week 2</b>	<b>1/22 &amp; 1/24</b>	<b>Chinua Achebe (Nigeria)</b>  Monday: Part One, Chapters 4-7 (3-62) <b>Quiz 1</b> Wednesday: Part One, Chapters 8-11 (63-109)
<b>Week 3</b>	<b>1/29 &amp; 1/31</b>	<b>Chinua Achebe</b>  Monday: Part One, Chapters 12-13, Part Two, Chapters 14-18 (110-161) <b>Quiz 2</b> Wednesday: Finish novel
<b>Week 4</b>	<b>2/5 &amp; 2/7</b>	<b>Joan Lindsay (Australia)</b>

		Monday: Chapters 1-5 (1-64) Wednesday: Chapters 6-8 (65-106)	<b>Quiz 3</b>
<b>Week 5</b>	<b>2/12 &amp; 2/14</b>	<b>Joan Lindsay</b>	
		Monday: Chapters 9-14 (107-181) Wednesday: Finish novel	<b>Quiz 4</b>
<b>Week 6</b>	<b>2/19 &amp; 2/21</b>	<b>Bernard MacLaverty (Ireland)</b>	
		Monday: Frank O'Connor, "Guests of the Nation" Wednesday: <i>Cal</i> , Parts One & Two (7-56)	<b>Quiz 5</b>
<b>Week 7</b>	<b>2/26 &amp; 2/28</b>	<b>Bernard MacLaverty</b>	
		Monday: Parts 3 & 4 (57-121) Wednesday: Finish novel	<b>Quiz 6</b>
<b>Week 8</b>	<b>3/5 &amp; 3/7</b>	<b>Michael Ondaatje (Canada)</b>	
		Monday: Chapters 1-2 (1-65) Wednesday: Chapter 3 (69-131)	<b>Quiz 7</b>
<b>Week 9</b>	<b>3/12 &amp; 3/14</b>	<b>Michael Ondaatje</b>	
		Monday: Chapters 4-8 (133-224) Wednesday: Finish novel	<b>Quiz 8</b>
<b>Week 10</b>	<b>3/19 &amp; 3/21</b>	<b>Ghassan Kanafani (Palestinian)</b>	<b>Quiz 9</b>

**Reading schedule to be announced**

**SPRING BREAK**

<b>Week 11</b>	<b>4/2 &amp; 4/4</b>	<b>Amos Oz (Israel)</b>	
		<b>Reading schedule to be announced</b>	<b>Quiz 10</b>
<b>Week 12</b>	<b>4/9 &amp; 4/11</b>	<b>Amos Oz</b>	
<b>Week 13</b>	<b>4/16 &amp; 4/18</b>	<b>Alan Brown (USA)</b>	
		Monday: Yukio Mishima, "Patriotism" Wednesday: <i>Audrey Hepburn's Neck</i> ,	

(1-54)

**Quiz 11**

**Week 14**     **4/23 & 4/25**

**Alan Brown**

Monday: (55-166)

Wednesday: (167-198)

**Week 15**     **4/30 & 5/2**

**Alan Brown**

Monday: (199-232)

Wednesday: (233-290)

**Quiz 12**

**Assessment:**

**QUIZZES:** These are 10 questions short-answer or multiple choice reading quizzes, given at the beginning of class.

**FINAL EXAM:** This will be a short answer test given during exam week.

**WRITTEN EXERCISES:** Students will write 4 short papers, following the MLA format, for this class.

**ORAL REPORT:** Students will sign up for a research topic related to one of our Readings and present an informal (roughly 10 minute) report to the class.

<b>Reading Quizzes</b>	<b>30%</b>
<b>Final Exam</b>	<b>10%</b>
<b>Attendance and Participation</b>	<b>15%</b>
<b>Written Exercises (4)</b>	<b>40%</b>
<b>Oral Report</b>	<b>5%</b>

**Arkansas Tech University**  
**REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal <i>Dr. Jan Jenkins, Univ. Honors</i>	<i>[Signature]</i>	<i>10/9/09</i>
Department Head <i>Dr. Jeff Robertson</i>	<i>[Signature]</i>	<i>2009 Oct 12</i>
Dean <i>Dr. Richard Chan</i>	<i>[Signature]</i>	<i>10/12/09</i>
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar <i>Tammy Rhodes</i>	<i>[Signature]</i>	<i>10/13/09</i>
Vice President for Academic Affairs <i>Dr. John Watson</i>	<i>[Signature]</i>	

PHSC

Course Subject: <i>Honors Introduction to Physical Science</i>	Course Number: <i>1033/1031</i>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <i>Honors Introduction to Physical Science</i>	
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_Lecture/ <input checked="" type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: <i>2010-2011</i>	How frequently will course be offered? <i>Spring even years</i>
Is this course repeatable? <i>Y/N</i> How many times?	
Does this course require a fee? <i>Yes</i>	How much? <i>\$10 lab fee</i> Type of fee? <i>Lab</i>

*or same as  
Gen Ed Phys  
Science courses*

*Supported Gen Ed Com 10/30/09  
app CC 11/19/09  
app FS 12/18/09*

Elective     Major     Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites: *Admission to University* Co-requisites:

*Honors or permission of instructor*

Grading     Standard Letter     P/F     Other (if other, please specify below)

For the proposed course, attach a syllabus that includes:

- Course subject, number and title
- Catalog course description
- Course goals and/or objectives
- Course outline
- Methods of student performance assessment and evaluation
- Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

*No*

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

*Classroom and laboratory*

How does this proposal support the University Mission?

*This proposal will support the continuing development of the University Honors program.*

What assessment information is being used to support this proposal?

*Assessment criteria; University Honors Assessment criteria. General Education*

How will the effect of the change be monitored?

*By the Head of the Dept of Physical Sciences and the Director of University Honors.*

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

*Creation of an Honors Intro to Physical Science course will enable the Honors designation to appear on transcripts.*

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

PHSC 1033

~~PHYS 1013~~ Honors

Introduction to Physical Science

Spring 2010

Instructor:

Jim Musser

Office: McEver 12

Phone: 968-0361

Email: [jmusser@atu.edu](mailto:jmusser@atu.edu)

Office Hours:

Catalog's Course Description:

An introduction to the natural laws governing the physical world, with emphasis upon the discovery and development of these laws and their effect upon man. Specific topics are selected from disciplines of physics, chemistry, astronomy, geology, and meteorology.

Honors Section:

Honors students are guided to derive physical principles based on natural phenomena and then challenged to apply those principles to new situations. The honors section relies heavily on inquiry, collaboration and experimentation (including testable thought experiments\*). Creativity and critical evaluation are both encouraged in the process.

Prerequisites:

Mastery of basic math skills is a requirement for success in any science course.

\* By testable thought experiments, I mean experiments conceived by students that are beyond their means to conduct, for which there is a reasonable expectation that the data from such an experiment is publicly available.

**Text:**

An Introduction to Physical Science, 12<sup>th</sup> Ed. by James T. Shipman,  
Jerry D. Wilson and Aaron W. Todd

**Instructor's Course Methodology Description:**

Every academic endeavor requires the acquisition of information, the development of skills and the understanding of concepts. The first two can be achieved utilizing learning techniques mastered by most university students. Conceptual understanding is more elusive. The scientific process of employing mental discipline to systematically investigate a concept intellectually is within itself a challenging concept. This course is designed to guide students in this scientific process. **AS SUCH, CLASS TIME WILL PRIMARILY BE USED TO DEVELOP CONCEPTUAL UNDERSTANDING RATHER THAN DISSEMINATE INFORMATION.**

**[IT IS THE STUDENT'S RESPONSIBILITY TO READ AND REVIEW THE MATERIAL IN THE TEXT.]** Classroom activities include,

- mini-lectures,
- demonstrations,
- question/discussion sessions,
- problem solving exercises
- and assessments.

**Academic Etiquette:**

Each member of the university community is expected to contribute to a positive educational environment by showing respect for others and pursuing their studies with high standards of academic integrity. Note the following policies in addition to the information presented in the Student Handbook:

- Be present and ready for class at the scheduled time.
- Be supportive of your classmates.

**email:**

Information concerning the class will occasionally be sent to Tech email accounts. Students are expected to check their Tech email accounts regularly.



### **Blackboard:**

This course uses the blackboard learning system. Announcements, assignments and notes are posted on a regular basis. In addition, a discussion forum is provided for student communication (ie. discussion of course material and coordination of study groups). Blackboard can be accessed at <http://blackboard.atu.edu>

### **Assessment:**

The course grade will be calculated as a number between 0 and 100 and given a letter grade according to the scale given.

90 - 100	A
80 - 90	B
70 - 80	C
60 - 70	D
Below 60	F

Contributions to the grade come from each of the following categories according to the percentages given.

Exercises	25%
Exams	60%
Final Exam	15%

**Exercises** - Students will engage in various learning exercises, such as homework, quizzes, demonstrations, discussions, group problem solving. The exercise grade will reflect both quality of work and participation.

**Attendance** - Attendance at all classes is mandatory. Absences that result from participation in officially sanctioned ATU activities will not count against a student IF the instructor has received appropriate documentation AND the student has completed the required work. In accordance with ATU policies, a student may be dropped from the course with an "F" due to excessive non-sanctioned absences.

**Tardiness** - Classes will start at the scheduled time. Repeated tardiness may contribute to recorded absences.

Exams - Regular exams will be administered throughout the semester.  
An outline is included at the end of the syllabus.

Final Exam - The final exam is a comprehensive exam that focuses on major concepts.

**Tentative Course Outline:**

<u>Topic</u>	<u>Chapter</u>
Science and Knowing	1
Physics	2-5
Test I	
Building Blocks I	9,11
Chemistry	12-14
Nuclear Physics	10
Building Blocks II	Extra
Test II	
Astronomy	15-18
Geology	19-24
Test III	

**Arkansas Tech University  
REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal <i>Dr. Jan Vanhook</i>	<i>[Signature]</i>	<i>10/14/09</i>
Department Head <i>Dr. Ph. Turner</i>	<i>Dr. Turner (by [Signature] with permission)</i>	<i>10/14/09</i>
Dean <i>Dr. Tom DeBlack</i>	<i>Tom DeBlack</i>	<i>10/14/09</i>
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar <i>Johnny Rhodes</i>	<i>Johnny Rhodes</i>	<i>10/14/09</i>
Vice President for Academic Affairs <i>Dr. John Watson</i>	<i>John Watson</i>	

Course Subject: <i>HIST Horns World Civilization I</i>	Course Number: <i>1543</i>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <i>Horns World Civilization I</i>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: <i>2010-2011</i>	How frequently will course be offered? <i>every other fall (even years)</i>
Is this course repeatable? Y <input type="checkbox"/> N <input checked="" type="checkbox"/> How many times?	
Does this course require a fee? <i>No</i>	How much? Type of fee?

*supported Sen Ed Com 10/30/09  
app CC 11/19/09  
app FS 12/4/09*

*12-22-09 ✓*

Elective     Major     Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites: *Admission to University* Co-requisites:

*Hours or permission of Honors Director.*

Grading     Standard Letter     P/F     Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- Course subject, number and title
- Catalog course description
- Course goals and/or objectives
- Course outline
- Methods of student performance assessment and evaluation
- Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

*No*

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

*No*

How does this proposal support the University Mission?

*By supporting the continuing development of University Honors.*

What assessment information is being used to support this proposal? *General Education*

*Assessment criteria and University Honors Assessment criteria.*

How will the effect of the change be monitored?

*By the Head of the History and Political Science Dept and the Director of University Honors.*

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

*Creation of an Honors World Civ I course will allow the Honors designation to appear on transcripts.*

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

**Course Description for History 1543 Honors World Civilizations I:**

**The history of humanity from prehistoric times to the sixteenth century with an emphasis on the critical analysis of primary source documents and the methods by which historians and other scholars interpret historical evidence.**

1543

## HIST 1543-H01: WORLD CIVILIZATIONS I

Arkansas Tech University - Fall 2008

Mon - Wed - Fri 11:00 - 11:50 Witherspoon 238

Dr. Peter Dykema - Witherspoon 262 - 968-0453 - pdykema@atu.edu  
Office Hours: M-W 10 - 11, 2 - 3:30; T-Th 8:20 - 9:15, 2:30 - 3:30; F 10 - 11, 2 - 3;  
or by appointment

### CATALOG DESCRIPTION, CURRICULUM, AND CONTENT:

- ~~"The history of humanity from prehistoric times to the sixteenth century."~~ (Please see attached)
- Completion of History 1503 constitutes partial fulfillment of the Social Science requirement for the General Education curriculum at Arkansas Tech University.
- This course will introduce aspects of the political, social, cultural, and economic development of human societies from their earliest roots to about 1500 CE. Beginning with the ancient agricultural centers, we will compare parallel traditions (especially religious traditions) and focus on encounters and exchange between societies, ending finally with the powerful cross-cultural interactions of the early modern period. One aspect of our study will be to address why certain human societies have accumulated wealth and gained power while others have not. Another aspect will be to study two leading paradigms for how to order the past in a college survey: the Western Civ approach and the World History approach. The material for our inquiry will be two historical monographs, a graphic novel on the Persian Wars (300), primary source readings, classroom lecture, and lots of discussion.

### OBJECTIVES:

- To recognize the interdependent nature of global economic, political, and social institutions and systems and to understand the debate over "Western Civilization" and "World History."
- To gain a basic knowledge of several significant civilizations of Europe, Asia, North Africa and the Americas up to the year 1500 CE; to understand the traditions of each of these civilizations, to understand how these civilizations interacted with one another, and to understand the relative wealth and power of these civilizations.
- To understand the historical development and some basic characteristics of Buddhism, Christianity, and Islam, up to the year 1500 CE.
- To gain proficiency in reading and interpreting primary sources through frequent discussion.
- To gain proficiency in reading and interpreting secondary scholarship.
- To exercise writing skills by managing source evidence and presenting concise essays to support a clear argument.

# WEEKLY READING SCHEDULE, ASSIGNMENTS AND LECTURE THEMES

Dr. Dykema reserves the right to amend this schedule if necessary

## Introductory Discussions

Aug 20-22 Introduction and Goals of Course; Our Approach to World History; Globalization and the "Rise of the Rest"

Read Preface to Bentley and Ziegler, *Traditions and Encounters: A Global Perspective on the Past*, and be prepared to discuss these questions:

What is globalization?

What do authors mean by "traditions"?

What do authors mean by "encounters"?

What is their goal/agenda in writing this textbook?

Note: We will not be using this book this semester, however, it is the textbook I use in my standard world history courses.

Thus, it has helped to shape the way I approach world

history, and so we read its preface and discuss its approach.

Read Fareed Zakaria, "The Rise of the Rest," *Newsweek*, May 12, 2008

Be able to summarize his main argument and the argument in each of his 4 sub-points.

Be able to explain to me what all of the underlined sentences mean; be able to continue his points in the underlined sentences.

What is your personal reaction to this article? What thoughts or emotions does this article provoke in you as you read it? Is he too easy on Americans and the USA? Too harsh? Do you feel glum? Do you fear the "new world coming into being"? (page 24) Do you feel that America is "closing down" just as the "world is opening up"? (near end of article)

## Block One: Comparative, Large-Scale, Long-Term World History - Jared Diamond's *Guns, Germs and Steel: The Fates of Human Societies*

Aug 25-29 Introduction to Diamond's *Guns, Germs, and Steel*; racism and imperialism in world history

Read handout, pp. 934-36 of Bentley and Ziegler, *Traditions and Encounters*

Read covers, front material, preface, and prologue up to p. 28 (everything up to p. 28) of Jared Diamond, *Guns, Germs, and Steel*.

Read Prologue ("Yali's Question") and chapter 1 of *G G & S*

Sept 3-5 *Guns, Germs, and Steel*, chapters 2-6 (pp. 53-103)

Write 1-page essay on either chapter 2 or 3 of *G G & S* (see assignment handout)

Sept 8 *G G & S*, chapters 7-8 (pp. 114-56)

Sept 10 *G G & S*, chapters 9-10 (pp. 157-91)

Sept 12 *G G & S*, chapters 11-12

Nov24-Dec1 *Universal Religions in World History*, chapter 4

Nov 24 Paper due on *Discovering the Global Past*, chapter 5 or 11

Dec 3-5 The Two Faces of "Holy War": Christians and Muslims, *Discovering the Global Past*, ch. 7

Dec 8 *Universal Religions in World History*, chapter 5

Dec 15 **Examination 2** 8:00 - 10:00 a.m.



## Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal <i>Dr. Jan Jenkins</i>	<i>[Signature]</i>	10/14/07
Department Head <i>Dr. Sh. Jarvey</i>	<i>Sh. Jarvey (with perm)</i>	10/14/07
Dean <i>Dr. Tom DeBlack</i>	<i>Tom DeBlack</i>	10/14/07
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar <i>Jammy Rhodes</i>	<i>Jammy Rhodes</i>	10/14/09
Vice President for Academic Affairs <i>Dr. John Watson</i>	<i>John Watson</i>	

Course Subject: <i>Honors U.S. History I</i>	<i>(HIST)</i>	Course Number: <i>2043</i>
Cross-listed with Subject:		Course Number:
Official Title (Limited to 30 characters including spaces): <i>Honors U.S. History I in the Civil War/ Reconstruction Era</i>		
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other		
Effective Catalog Year: <i>2010-2011</i>	How frequently will course be offered? <i>every other fall (odd years)</i>	
Is this course repeatable? <i>Y</i> / <input checked="" type="radio"/> <i>N</i>	How many times?	
Does this course require a fee? <i>No</i>	How much?	Type of fee?

*Supported Sen Ed Com 10/30/09  
app CC 11/19/09  
app FS 12/18/09  
12-28-09 ✓*

Elective     Major     Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites:

*Admission to University Honors  
or permission of Honors director*

Co-requisites:

Grading

Standard Letter

P/F

Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- Course subject, number and title
- Catalog course description
- Course goals and/or objectives
- Course outline
- Methods of student performance assessment and evaluation
- Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

*No*

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

*NO*

How does this proposal support the University Mission?

*This proposal will support the continuing development of the University Honors program.*

What assessment information is being used to support this proposal?

*Assessment of General Education criteria; University Honors Assessment criteria.*

How will the effect of the change be monitored?

*By the Head of the History and Political Science Department and the Director of University Honors.*

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

*Creating an Honors U.S. History I course will allow the Honors designation to appear on transcripts.*

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

2043  
History 2003 - Honors  
Section .H01  
United States History I  
Fall 2009  
Arkansas Tech University

INSTRUCTOR Dr. Carey M. Roberts  
WPN 239A  
968-0449  
croberts@atu.edu

Office hours: M-Th, 2:00-3:30 p.m. , F 2-3:00 p.m.  
M, F 11:00-11:30 a.m.  
TTH. 9:30-12:00 p.m.

Or, by appointment

Contacting Dr. Roberts: It is always preferred that students email me from their ATU webmail account. Voicemail to my office phone is NOT regularly checked

All Arkansas Tech University students are legally required to use their ATU webmail account when communicating to their professors about grades. No email concerning grades or absences will be sent to unauthorized email accounts.

COURSE  
WEBSITE

<http://blackboard.atu.edu>

From here you will access additional course material, your grades, and the course discussion board.

CATALOG  
DESCRIPTION

History 2003 concentrates on the development of the American nation with emphasis upon the winning of independence, the origin of the Constitution, the rise of Jeffersonian Democracy, European influence upon America, Jacksonian Democracy, westward expansion, the emergence of sectionalism, and the Civil War.

REQUIRED  
TEXT

David Hackett Fischer, *Albion's Seed: Four British Folkways in America* (Oxford, 0195069056 or later edition).  
Benjamin Franklin *Autobiography*, edited by Lemay.

Additional readings may be posted on Blackboard in the Course Documents area.

SUPPLEMENTAL  
READING

Avery O. Craven, *The Coming of the Civil War*  
David H. Fischer, *Albion's Seed: Four British Folkways in America*  
Forrest McDonald, *Novus Ordo Seclorum: The Intellectual Origins of the Constitution*  
George Dangerfield, *The Awakening of American Nationalism*  
Michael Holt, *The American Whigs*  
Russell B. Nye, *Society and Culture in America*  
Jeffrey Hummel, *Emancipating Slaves, Enslaving Free Men*

GENERAL  
EDUCATION

This course emphasizes several university general education goals including effective communication, critical thinking, and appreciation for the arts and humanities.

## WHAT YOU SHOULD LEARN

Students will analyze the cultural, intellectual, political, and economic development of the United States from the colonial period to the Civil War. Of particular interest will be the consolidation of very diverse societies into a composite nation and its ramifications. We will also focus on the creation of the modern American state in relation to global currents in the 18<sup>th</sup> and 19<sup>th</sup> centuries. Students will be able to discuss the causes of the American Civil War in terms of sectionalism, slavery, constitutionalism, and economic trends.

Students who receive a grade of "A" typically master all of these concepts and should have an excellent understanding of early American history. Those receiving a "B" master most of these concepts and have an above-average understanding of early American history compared to other college-educated Americans. Students receiving a "C" have not fully mastered these concepts, but should be thoroughly acquainted with them. Students with a "D" have performed poorly in class and have displayed little understanding of these concepts.

This course helps fulfill the general education goals of this university as well as the program goals for numerous majors on campus.

## GRADING

### Exams (100 points each. 300 total points.)

Three exams will be offered during the semester to test your understanding of class material. The format of the exam includes two blocs of essays, where students will choose to answer one from each bloc. The first bloc covers the readings, the second covers the lectures. Students are strongly encouraged to use all study material and test preparation aids available through Blackboard.

Some tests may be administered online. For any exam administered online, you may use your notes, but you are not allowed to "cut and paste" any information. I expect an original essay response.

For exams administered in class, you are not allowed to use any notes.

All information taken from books, readings, or websites must be properly cited.

### Final Exam (200 points)

The final exam will follow the same format as the midterms and will be cumulative (covering the entire course). Consult the final exam schedule for date, time, and location.

### Course Discussion (optional)

Each week students may post to the Discussion Board comments or questions covering course material. There is no grade associated with the discussion board, but I find students who actively participate tend to learn more than those student who do not.

### Review Essay (100 points)

Students will write a four page essay (1000 words) reviewing Benjamin Franklin's *Autobiography*. Special attention should be paid to what Franklin believes is the secret to life-long success and what this tells us about the emergence of American identity in the late 18<sup>th</sup> and early 19<sup>th</sup> century.

The essay should be written using a common font, third-person narrative, and proper grammar.

### Grade Distribution

Total of 600 points.

- A Mastery of 90% or more of the course material
- B Mastery of 80-89% of the course material
- C Mastery of 70-79% of the course material
- D Mastery of 60-69% of the course material
- F Failure to master at least 60% of the course material.

Please note that final grades are not based upon a student's standing vis-à-vis other students in the course.

Students should periodically check their grades using Blackboard.

## STUDY GUIDES

### Study Guide

A study guide for the lectures is available on the course Blackboard page under the "Course Documents" area. The class schedule at the end of this syllabus also provides study questions.

Students may also post their own study guides to the course Discussion Board.

## ACADEMIC POLICIES

Students are required to attend each class meeting. My experience is that student performance is directly proportional to the amount of attendance. Students are also asked to dress appropriately so as not to distract other students.

During exam times, please do not bring notes or books to class. If you must do so, you will be asked to place them away from your desk. **Do not wear hats or caps during exam time.** You will not be allowed to leave the room before finishing the test.

If your exam is taken online, you are never to use notes, books, or the internet to complete the test unless specifically asked to do so by the instructor.

Punishment for cheating will be swift and severe. The professor reserves the right to fail a student for any instance of cheating and/or give an "F" for the assignment in question.

Plagiarism is a serious offense and constitutes stealing the ideas of other people. All material quoted or **paraphrased** must be properly cited. If you have any questions, please contact me immediately.

### Makeups:

Make-up exams are not offered for this course. Students with excused absences for exams may substitute their final exam grade for what they missed. Excused absences are limited to the following: illness with a doctor's excuse, death in the immediate family, illness of a child with a doctor's excuse, military service, and school-sponsored activities with a written excuse. Students are allowed to makeup only ONE missed exam unless they are participating in a university sponsored activity.

## GUIDE TO THE COURSE WEBPAGE

History 2003 will be a heavily web-based course in order to best meet the needs of all students. Those needing additional assistance as well as students wishing to further engage the issues and material presented will find supplements through the course and textbook web pages.

### Course Web page: Tips on Using Blackboard

Blackboard is a data management tool designed to assist college students and professors. There are many fine features of this product, which, if properly used, will help students manage their grades, monitor class assignments, and discuss questions with other students.

The first step is to logon to Blackboard through the Arkansas Tech server (<http://blackboard.atu.edu>) using your onetech ID and password. If you do not know your eID, please consult the Tech student e-mail directory (<http://www.atu.edu/directory>). The login username and password for Blackboard is the same that ATU students use to access their ATU webmail account. Students preregistered for this course should already be enrolled. If you have married and/or changed your last name since first enrolling at Tech, you may be listed under your previous name. Please alert Dr. Roberts as soon as possible if this affects you.

When you access Blackboard, under "My Courses" you will find this course, US History I. Click on this course's title to access the Course Announcements page. From here you can navigate to various areas of assistance (discussion board, syllabus, grade book, etc.).

If for some reason you cannot access the course page, or if your onetech ID is unavailable, please contact Dr. Roberts as soon as possible.

Students will find the grade book especially helpful and should regularly consult it especially after the professor returns

Study guides and reading assignments will be posted on the Blackboard page. They will not be handed out in class or made available in any other format.

### Announcements

As a student at ATU you should login to Blackboard regularly (everyday!) and check your announcements. This can be done after login when you are taken to your Blackboard page. Alternatively, you may check the course Blackboard page to review recent announcements.

### Course Documents

In this area you will find the study guide as well as the material found on the textbook website.

### Assignments

Periodically through the semester, you will be required to read or view special material covering course topics. Students will be tested on this material on the exams. Access to these documents or videos can be found in this area.

### Discussion Board

Students are strongly urged to make use of the discussion board. Forums will be created for each week or major section of the course. Also remember that anything and everything posted to the discussion board is public information. Derogatory or abusive comments about students or faculty are not allowed.

The discussion board depends upon student lead discussion. I will occasionally participate, but not often. You are graded on the quantity and quality of your posts.

### Communication

From this area, students may contact Dr. Roberts by way of email. **Make certain to sign your name to all emails sent through Blackboard as only your student onetech ID will be displayed as the sender**

### Tools

In this area, students can access valuable features of Blackboard. Most important of all is the "My Grades" feature from which students can see the grades they are making in the course. Remember, that chapter quizzes for the textbook do not count toward your grade even if they appear in the My Grades area.

### Course Lectures

Under the course documents section, students will find mp3 recordings of the essential parts of each week's lectures. Please be advised that these lectures are not substitutes for coming to class, but are provided to help students understand material they find difficult.

**Always e-mail Dr. Roberts to resolve any problem you may have with the course.**

Dr. Roberts does not endorse the political affiliation or agenda of any web page linked to the specified course web pages.

### Tips on Successfully Completing History 2003

1. Make certain that you do not miss class. Students who often miss class universally perform poorly.
2. Contact me with any problem as soon as possible.
3. I am happy to meet with students during regular office hours. Take advantage of this opportunity.
4. Take detailed notes. If your notes look like paragraphs and are difficult to follow, then you should try alternative note-taking methods. Students typically do better if they organize their notes as outlines, underline all proper nouns, and write the headings and key terms in the left-hand margin. You can then use your notes like note cards by covering the body of your notes and reviewing the key terms. I can look at your notes after class meetings to guide you in this process.
5. Always read the textbook before coming to class. Class lectures on the material are given after the assigned readings. Students should then be familiar with the material when they come to class so as to avoid getting lost in the lecture. Remember that the lectures cannot cover everything a student ought to learn from taking a U.S. history survey course. For this reason, you must read and learn some things on your own.

6. Always use the online study guide and practice tests. Many of the questions on the exams are taken directly from the textbook webpage.
7. Quizzes and exams are not returned or reviewed in class. However, all students are encouraged to come to my office and go over the quiz or exam with me. Apart from reading more carefully and taking better notes, this is the only way you can improve your scores.
8. Try to follow the main themes of the course units as listed in the syllabus and study guides for both the textbook and the lectures. There are several key questions that we try to answer over the course of the semester. Lecture study guides can be found in the course documents section of Blackboard.
9. Pay careful attention to the storyline of the lectures. These things are not added to make you laugh, but to help you remember important events and concepts.
10. If you have previously had bad experiences taking history courses, remember that every class is different. Try to avoid preconceived notions about what history classes are like.
11. One way to make the course more enjoyable is to explore the textbook website. Don't limit yourself to simply taking the practice quizzes.
12. By all means, take advantage of other media to learn history. Watch the History Channel, etc. Feel free to ask questions in class about other interpretations of the events and people we cover.
13. Keep in mind that the tests are designed so that students who do not study should not pass the exam.
14. Finally, if you realize that your grades are suffering because of things beyond your control or if you are unwilling to make changes in your study habits, then it is in your best interest to drop this course. **Do not entrust others with the responsibility of dropping the course.** Make certain that you confirm the drop with me as soon as possible.



**CLASS SCHEDULE**

<b>WEEK (Sunday)</b>	<b>TOPIC</b>	<b>READING</b>	<b>OTHER</b>
August 16 <i>World History</i>	Introduction Why Did Europe Colonize the Western Hemisphere?  Origin and Development of European Capitalism: Christianity, Property Rights, and Decentralism	AS: 13-206	
August 23 <i>History of Liberty</i>	Why Was English Colonization More Successful than Spanish Colonization?  Native American Civilizations English Colonization Spanish Colonization	AS: 207-418	
August 30 <i>Cultural History</i>	How Were the English Colonies Different From Each Other?  The central themes of <i>Albion's Seed</i>	AS: 419-604	
Sept. 6 <i>Atlantic History</i>	What Impact Did Events in England Have on the North American Colonies?  Visions for the New World Colonial Failure, Colonial Liberty Salutary Neglect and Decentralism	AS: 605-782	
Sept. 13 <i>Intellectual History</i>	Why Were North American Colonists Disgruntled with the British Empire?  Custom and Tradition Natural Rights and Liberty  In class exam!!	AS: 807-832	<b>Exam due Friday</b>
Sept. 20 <i>Military History</i>	Was the American Revolution a Radical or Conservative Event?  George Washington and the Revolution George Mason and the Revolution	Commence Ben Franklin's <i>Autobiography</i>	
Sept. 27 <i>Political History</i>	Were the Articles of Confederation Really That Bad? What Really Happened at the Philadelphia Convention?	DB: 235-302	

	<p>Financial Disaster of the Revolution Decentralism and Nationalism The Philadelphia Convention</p>		
<p>Oct. 4 <i>History of Liberty</i></p>	<p>Was the United States Really "Founded?" Hamilton's America versus Jefferson's America.</p> <p>Hamilton's America and the Federalists Jefferson's America and the Republicans</p> <p>Oct. 9: No class, take exam online.</p>	DB: 303-362	<b>Exam due Friday</b>
<p>Oct. 11 <i>Cultural History</i></p>	<p>Creating a National "Identity." Understanding the Louisiana Purchase Exploring the West</p>		
<p>Oct. 18 <i>Political History</i></p>	<p>The Great Triumvirate: What Can Henry Clay, John Calhoun, and Daniel Webster Tell Us About American History?</p> <p>Daniel Webster and Sectional Nationalism Henry Clay and the Transportation Revolution John Calhoun and the Price of Union</p> <p>October 23: Special Class Presentation</p>	Benjamin Franklin Paper due by email on Friday, October 23.	
<p>Oct. 25 <i>Social History</i></p>	<p>How Did Slaves Live in the Old South? The Emergence of Slavery in North America Social History of Slavery Understanding the Second Great Awakening</p>		
<p>Nov.1 <i>Religious History</i></p>	<p>What Role Did Religion Play in Antebellum America?</p> <p>Revivalism and Reform Abolitionism, Religion, and Reform</p> <p>Nov. 6: No class, take exam online.</p>		<b>Exam on Friday</b>
<p>Nov. 8</p>	How Not to Keep a Federation Together:		

<i>Politics of Destruction</i>	the 1850s Tolerance and Decentralism Manifest Destiny and the German Problem Slavery, Immigration, and the End of Compromise		
Nov. 15	Why Did the Confederacy Lose? Secession and Confederate Finance		
Nov. 22	Was Reconstruction Radical or Limited? The Costs of War Lincoln and Civil Liberties Nov. 25, 27: Thanksgiving		
Nov. 29	The End of the Old Republic Federalism and the Civil War		
Dec. 6	Review Last Day of Class and Finals		

**NOTE: All information included on this syllabus is subject to change.**

I will be involved in some academic meetings during the semester. These usually correspond to your exam days so that class time is not lost while I'm out of town or unavailable.

**Arkansas Tech University  
REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal <i>Dr. Jan Jenkins, Honors</i>	<i>[Signature]</i>	10/8/09
Department Head <i>Dr. Shichone Turner</i>	<i>M. Turner (by J.J. with permission)</i>	10/14/09
Dean <i>Dr. Tom DeBlack</i>	<i>Tom DeBlack</i>	10/14/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar <i>Jammy Rhodes</i>	<i>Jammy Rhodes</i>	10/14/09
Vice President for Academic Affairs <i>Dr. John Watson</i>	<i>John Watson</i>	

Course Subject: <i>Honors Intro to Philosophy (PHIL)</i>	Course Number: <i>2043</i>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <i>Honors Introduction to Philosophy</i>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: <i>2010-2011</i>	How frequently will course be offered? <i>every other year (Spring even years)</i>
Is this course repeatable? <i>Y</i> / <i>(N)</i> How many times?	
Does this course require a fee? <i>No</i>	How much? Type of fee?

*Supported Sen Ed Com 10/30/09  
app CC 11/19/09  
app FS 12/8/09  
12-22-09 ✓*

Elective     Major     Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites: *Admission to University Honors or permission of University Honors director.*

Co-requisites:

Grading     Standard Letter     P/F     Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- Course subject, number and title
- Catalog course description
- Course goals and/or objectives
- Course outline
- Methods of student performance assessment and evaluation
- Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

*No*

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

*No*

How does this proposal support the University Mission?

*This proposal will support the continuing development of the University Honors program.*

What assessment information is being used to support this proposal? *Assessment of General Education criteria; University Honors Assessment criteria.*

How will the effect of the change be monitored? *By the Head of the History and Political Science Department and the Director of University Honors.*

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

*Creating any Honors Intro to Philosophy course will allow the Honors designation to appear on transcripts.*

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

204  
**PHIL 2003-H01: HONORS INTRODUCTION TO PHILOSOPHY**  
*Spring Semester 2006*

Professor: Dr. Jeff Mitchell  
Office Address: Witherspoon 255/ Social Sciences & Philosophy/ ATU/ Russellville, AR 72801  
Office Tel.: (479) 964-0859  
E-mail: jeff.mitchell@mail.atu.edu  
Office Hours: MF 3:00-4:30; W 3:00-4:00; TR 11:00-12:00 and 2:30-4:30, and by appointment

Catalog Description: "A survey of basic problems in the major areas of philosophical inquiry—metaphysics, epistemology, ethics, esthetics, and philosophy of religion. Special emphasis will be placed on critical thinking and in-class discussion."

Required Texts: Ian Hacking, *An Introduction to Probability and Inductive Logic*  
John Dewey, *Democracy and Education* (available as e-text at [www.ilt.columbia.edu/publications/dewey.html](http://www.ilt.columbia.edu/publications/dewey.html))

Further Reading: Paul Edwards, ed., *The Encyclopedia of Philosophy*  
Ian P. McGreal, assoc. ed., *Masterpieces of World Philosophy in Summary Form*  
Frederick Copleston, *A History of Philosophy*  
W. T. Jones, *A History of Western Philosophy*, 2nd ed.  
Alasdair MacIntyre, *A Short History of Ethics*  
John Dewey, *Types of Thinking*

**Course Rationale and Objectives:** A question that nearly any course sporting the title of "Introduction to Philosophy" must sooner or later address is that concerning the nature of its professed subject matter. In other words, what exactly is philosophy? John Dewey's (1859-1952) solution is one of the most plausible that this writer has yet run across. According to Dewey, philosophy represents the critique of critique, that is, thinking when thinking is turned to examine the results of its own activity. On this view, philosophers develop theories in order to explain and criticize the ideas and beliefs we rely on to get by in everyday life. One could perhaps imagine the philosopher as a sort of geographer of the worlds of human knowledge and action, who, standing back from the many activities of human beings in science, art and practical affairs, tries to get the "big picture." This metaphor holds as long as we add the condition that since the worlds of theory and practice are in a perpetual state of development, philosophers are obliged to keep revising their charts.

The beginning student could also fruitfully think of philosophy as the art of crafting an intelligent worldview. What do I mean by "worldview"? A contemporary philosopher has provided the following explanation:

"By worldview we mean a cognitive network of beliefs, attitudes, habits, memories, values, and other elements that conditions and renders meaningful the world in which we live. Beginning in infancy, our worldview emerges quietly and unconsciously from enveloping influences—culture, language, gender, religion, politics, and social and economic status. As we grow older, it continues to develop through the shaping forces of education and experience. Once it has taken root, our worldview determines how each of us sizes up the world in which we live. Given a set of circumstances, it indicates what is reasonable to believe and what is unreasonable." (Patrick J. Hurley)

We all have a worldview, and it has a major impact on how we think. However, individuals differ greatly in regard to how aware they are of their own worldview, and the extent to which they have sought to make it intelligent. Perhaps the greatest benefit of studying philosophy is the assistance it can provide us in improving our worldview. This course has three main goals: (1) to introduce the student to the special perspective that philosophy has to offer; (2) to provide the pupil with an historical overview of the discipline; and (3) to improve the student's critical thinking skills.

Philosophy is an integral part of a liberal arts education, and this class has therefore been included in the general education requirements at Arkansas Tech. As part of the general education core, *Introduction to Philosophy* should help "enable students to analyze problems, to arrive at intelligent conclusions, and to make reasoned choices in the professional and personal lives. A well-rounded, liberal education should increase the choices available to Arkansas Tech University's graduates, thereby improving the quality of their lives and the lives of those whom they influence." (from the *Undergraduate Catalog*).

Testing and Grading: The overall course grade will be calculated according to the following scheme:

Attendance:	20%
Homework (Hacking):	20%
Pop Quizzes (Dewey):	20%
Tests (Hacking)	20%
One-page papers (Dewey)	20%

In lieu of a final exam, we will have a credit/no credit activity in the time slot designated for the examination.

Make-up tests will only be given to students who have legitimate excuses (e.g., illness, family emergencies, and events officially sponsored by the university) and who notify the instructor about the absence in advance or as soon as is reasonably possible depending on their particular difficulty. Please note that the following do *not* constitute valid excuses for missing a test: family reunions, weddings, or extended vacations. It is also understood that if a student chooses to enroll for the course, he or she has avoided time conflicts with whatever job he or she may have.

**Nota Bene:** My policy is to return tests to students *in person* in order to avoid violations of privacy. Please do not request a grade via e-mail, phone, fax, or a third party; if you cannot come to class the day a test or paper is handed back, you may drop by my office to pick it up.

Attendance Policy: On my understanding, attendance includes not only showing up *for* class, but also paying attention *during* class. Flagrant examples of failure to pay attention in class include dozing, talking with one's neighbor, reading the newspaper, or doing homework for another course. In addition, the student with a good attendance record is not habitually late. Repeated tardiness or blatant inattention will result in a lower grade for attendance.

I will assign the attendance grade using the traditional percentiles—i.e., students who attend 100-90% of the class sessions will receive a grade in the "A" range, those who attend 89-80% of the meetings will earn a grade in the "B" range, and so on. Note that under this system one need not have perfect attendance in order to receive an "A," and that each student is permitted a few absences over the course of the semester.

Students who experience prolonged absence due to illness or a family emergency should present me with a doctor's note or other form of written excuse upon their return to class. If participation in a university sponsored activity, such as a team sport, requires the student to miss more than 10% of the class sessions, I should also be consulted. In this latter instance I will allow the student to make up the excessive absences by doing extra written work (an option that is provided for and even recommended by the *Faculty Handbook*).

Illness Policy: If you are feeling ill please do not come to class. Most colds and flus are infectious and airborne, so our crowded, often stuffy classrooms constitute ideal vectors for their transmission. Even though you might be able to suffer through a class period with a cold or the flu, by coming to class you may be putting your classmates (and professor!) at risk of catching your virus. Furthermore, it has been my experience that students who don't feel well tend not to learn or test well either.

E-mail Policy: Please feel free to e-mail me (on the condition that you are not inquiring about a test grade—see my note about this above). However, you should also be aware that I may contact you via e-mail, and so you ought to check your university e-mail account on a regular basis for announcements regarding our class. For instance, if I ever have to cancel class I will try to notify you via e-mail as soon as I can, in order to save you an unnecessary trip.

Assignment Schedule: (Subject to modification at instructor's discretion.)

Jan.    W 18 - Introduction  
          F 20 - Introduction  
          M 23 - Introduction  
          W 25 - Dewey 1 and 2/ Hacking 1  
          F 27 - Dewey 1 and 2/ Hacking 1  
          M 30 - Dewey 1 and 2/ Hacking 1  
Feb.    W 01 - Dewey 3 and 4/ Hacking 2  
          F 03 - Dewey 3 and 4/ Hacking 2  
          M 06 - Dewey 3 and 4/ Hacking 2  
          W 08 - Dewey 5 and 6/ Hacking 3  
          F 10 - Dewey 5 and 6/ Hacking 3



M 13 - Dewey 5 and 6/ Hacking 3  
W 15 - Dewey 7 and 8/ Hacking 4  
F 17 - Dewey 7 and 8/ Hacking 4  
M 20 - Dewey 7 and 8/ Hacking 4  
W 22 - Dewey 9 and 10/ Hacking 5  
F 24 - Dewey 9 and 10/ Hacking 5  
M 27 - Dewey 9 and 10/ Hacking 5  
March W 01 - Dewey 11 and 12/ Hacking 6  
F 03 - Dewey 11 and 12/ Hacking 6  
M 06 - Dewey 11 and 12/ Hacking 6  
W 08 - Dewey 13 and 14/ Hacking 7  
F 10 - Dewey 13 and 14/ Hacking 7  
M 13 - Dewey 13 and 14/ Hacking 7  
W 15 - Dewey 15 and 16/ Hacking 8  
F 17 - Dewey 15 and 16/ Hacking 8  
M 20 - SPRING BREAK  
W 22 - SPRING BREAK  
F 24 - SPRING BREAK  
M 27 - Dewey 15 and 16/ Hacking 8  
W 29 - Dewey 17 and 18/ Hacking 11

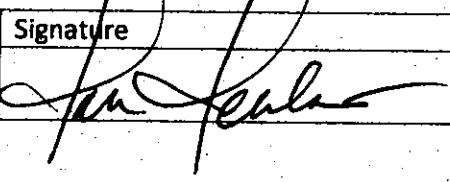
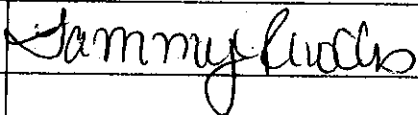
F 31 - Dewey 17 and 18/ Hacking 11  
April M 03 - Dewey 17 and 18/ Hacking 11  
W 05 - Dewey 19 and 20/ Hacking 12  
F 07 - Dewey 19 and 20/ Hacking 12  
M 10 - Dewey 19 and 20/ Hacking 12  
W 12 - Dewey 21 and 22/ Hacking 20  
F 14 - Dewey 21 and 22/ Hacking 20  
M 17 - Dewey 21 and 22/ Hacking 20  
W 19 - Dewey 23 and 24/ Hacking 21  
F 21 - Dewey 23 and 24/ Hacking 21  
M 24 - Dewey 23 and 24/ Hacking 21  
W 26 - Dewey 25 and 26/ Hacking 22  
F 28 - Dewey 25 and 26/ Hacking 22  
May M 01 - Dewey 25 and 26/ Hacking 22  
W 03 - Hacking 9  
F 05 - READING DAY

**\*\*FINAL EXAM DATE:** To be announced\*\*

**Arkansas Tech University**  
**REQUEST FOR CHANGE IN PROGRAM**  
**(Modification or Deletion of Existing Major, Option or Minor)**

TO: Curriculum Committee

DATE SUBMITTED: October 14, 2009

Title	Signature	Date
Person Initiating Proposal Dr. Jan Jenkins		10/14/09
Department Head N/A		
Dean N/A		
Teacher Education Council (if applicable) N/A		
Graduate Council (if applicable) N/A		
Registrar Ms. Tammy Rhodes		10/15/09
Vice President for Academic Affairs Dr. John Watson		

Program Title: University Honors	Effective Date: 2010-11 Catalog
<p>Detail change in program:            Modify the Honors Curriculum as follows: (1) replace HIST 1503, World Civilization I (H01), or HIST 1513, World Civilization II (H01), with HIST 1543, Honors World Civilization I; (2) replace HIST 2003, US History <del>I</del> <sup>II</sup> 1865 (H01), or HIST 2013, US History <del>I</del> <sup>II</sup> since 1865 (H01), with HIST 2043, Honors U.S. History <u>I</u> <del>II</del> since 1865; (3) replace PHSC 1013, Introduction to Physical (H01), and PHSC 1021, Physical Science Laboratory (H01), or BIOL 2124, Principles of Zoology (H01), with PHSC 1033, Honors Introduction to Physical Science and PHSC 1031, Honors Physical Science Laboratory, or BIOL 2144, Honors Zoology; (4) replace ECON 2003, Principles of Economics I (H01), with ECON 2103, Honors Principles of Economics I; and (5) replace PHIL 2003, Introduction to Philosophy (H01), or ENGL 2003, Introduction to World Literature (H01), with PHIL 2043, Honors Introduction to Philosophy, or ENGL 2023, Honors World Literature.</p>	
<p>Please provide a rationale for the change.            The new honors courses created specifically for the University Honors Program more clearly define the requirements for the students in the program and will enable the Honors designation to appear on transcripts, something that has not been possible when the required courses were Honors sections of other General Education courses.</p>	
<p>What impact will the change have on staffing, on other programs and space allocation?            none</p>	

Supported by CC on 11/19/09  
 app CC 11/19/09  
 app TS 12/8/09  
 12-22-09 KR

**If this course will affect other departments a Departmental Support Form for each affected department must be attached.**

**The Departments of History and Political Science, Physical Science, Biological Science, English, and Accounting and Economics have created honors courses specifically for the University Honors Program.**

Outline in specific detail how your proposal will alter the program (include course number and title):

Fall Start	
<p><b>Freshman Fall Semester</b></p> <p>Add/Change: (1) replace HIST 1503, World Civilization I (H01), or HIST 1513, World Civilization II (H01), with HIST 1543, Honors World Civilization I; (2) replace HIST 2003, US History to 1865 (H01), or HIST 2013, US History since 1865 (H01), with HIST 2043, Honors U.S. History to 1865</p> <p>Delete:</p> <p style="text-align: right;">✓</p> <p>Total Hours:</p>	<p><b>Freshman Spring Semester</b></p> <p>Add/Change: (3) replace PHSC 1013, Introduction to Physical (H01), and PHSC 1021, Physical Science Laboratory (H01), or BIOL 2124, Principles of Zoology (H01), with PHSC 1033, Honors Introduction to Physical Science and PHSC 1031, Honors Physical Science Laboratory, or BIOL 2144, Honors Zoology</p> <p>Delete:</p> <p style="text-align: right;">✓</p> <p>Total Hours:</p>
<p><b>Sophomore Fall Semester</b></p> <p>Add/Change: (4) replace ECON 2003, Principles of Economics I (H01), with ECON 2103, Honors Principles of Economics I</p> <p>Delete:</p> <p style="text-align: right;">↓</p> <p>Total Hours:</p>	<p><b>Sophomore Spring Semester</b></p> <p>Add/Change: (5) replace PHIL 2003, Introduction to Philosophy (H01), or ENGL 2003, Introduction to World Literature (H01), with PHIL 2043, Honors Introduction to Philosophy, or ENGL 2023, Honors World Literature</p> <p>Delete:</p> <p style="text-align: right;">✓</p> <p>Total Hours:</p>

**Arkansas Tech University  
REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal <i>Dr. Jan Jenkins, Univ. Hours</i>	<i>[Signature]</i>	<i>10/9/09</i>
Department Head <i>Dr. Pam Carr</i>	<i>[Signature]</i>	<i>10/12/09</i>
Dean <i>Dr. Tom Tyler</i>	<i>[Signature]</i>	<i>10/13/09</i>
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar <i>Tammy Charles</i>	<i>[Signature]</i>	<i>10/13/09</i>
Vice President for Academic Affairs <i>Dr. John Watson</i>	<i>[Signature]</i>	

**ECON**

Course Subject: <i>Honors Principles of Economics I</i>	Course Number: <i>2103</i>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <i>Honors Principles of Economics I</i>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: <i>2010-2011</i>	How frequently will course be offered? <i>every year (Fall)</i>
Is this course repeatable? <input checked="" type="checkbox"/> Y / <input type="checkbox"/> N How many times?	
Does this course require a fee? <i>No</i>	How much? Type of fee?

Supported by Sen Ed Carr 10/30/09  
 app CC 11/19/09  
 app FS 12/8/09  
 12-21-09 ✓

Elective     Major     Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites: *Admission to University*    Co-requisites:

*Honors or permission of Honors Director*

Grading     Standard Letter     P/F     Other (if other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

*None*

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

*No*

How does this proposal support the University Mission?

*This proposal will support the continuing development of the University Honors program.*

What assessment information is being used to support this proposal?

*Assessment criteria for General Education; criteria for Univ. Honors assessment.*

How will the effect of the change be monitored?

*By the Head of Accounting and Learning and the Director of University Honors.*

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

*Creation of an Honors Principles of Learning I will allow the Honors designation to appear on transcripts.*

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

2103  
**ECON 2003 HO1**  
**Principles of Economics I**  
**Fall 2008**

**Course Description:**

Macroeconomic analysis of output, income, employment, price level, and business fluctuations, including the monetary system, fiscal and monetary economics, and international economics.

**Prerequisites:**

None

**Instructor Information:**

**Name:** Richard S. Smith  
**Office:** Corley 223  
**Phone:** 968-0613

**Office Hours:** 10:00-11:00 MWF  
1:30-3:30 MW  
11:00-12:00 TR  
2:30-3:30 TR  
and by appointment

**E-Mail:** rsmith@atu.edu

**Textbook and Instructional Materials:**

Required: McConnell, Campbell R. and Brue, Stanley L., Economics, seventeenth edition, 2007, McGraw-Hill Higher Education.

Recommended: Walsted, William B., Study Guide to accompany McConnell and Brue, Economics, seventeenth edition, McGraw-Hill Higher Education.

**Course Justification:**

The course provides students with the tools of economic thinking and foundation knowledge of macroeconomic concepts, theories and institutions.

**General Education Objectives Met by Course:**

The course provides students with a background for recognizing the interdependent nature of the global economic system and the development and ongoing evolution of the American economic system.

**Course Objectives:**

1. To understand the basic economic concept of scarcity and its relationship to resource allocation and the market economy.
2. To understand the nature and causes of unemployment and inflation, the two basic macroeconomic problems.
3. To understand, measure, and evaluate the major components of a macroeconomic system - households, business, government, and the foreign sector.
4. To understand the basic function of the U.S. monetary system and its relationship to the level of real output and inflation.
5. To gain the ability to objectively evaluate economic proposals.

**Course Content:**

See attached calendar.



**Examinations and Evaluation:**

The grading system will incorporate a curve, both for individual exams and for the final course grade. Exams will be multiple choice or true-false. The ability to solve mathematical problems graphically and algebraically will be necessary.

The component grade weights will be as follows:

1. Pop quizzes	16.67%
2. 3 midterms @ 16.67% each	50.00%
3. Comprehensive final exam	<u>33.33%</u>
Total	100.00%

**Class Policies and Procedures:**

A seating chart will be used for attendance purposes and in order for me to learn your names more quickly. Please choose the seat you wish to keep for the semester at the second class meeting.

Regular attendance is expected. Individuals with irregular attendance will not receive the intended benefits of the course and their final grade will almost certainly reflect this. Extreme cases of absenteeism (i.e., more than 8 absences) may result in your being dropped from the class with a grade of "F".

If you must leave class early, please inform me before class. Otherwise if you come to class, **you will be expected to remain for the entire class.** If you leave before the end of class, I will convert your highest quiz score to a "0". In the event that this occurs before you have taken any quizzes, you will receive a "0" on the next quiz you take. You may take restroom breaks as needed.

**Teaching Methods:**

Due to the larger class size and the introductory nature of the material, this will be primarily a lecture course supported by class questions and discussion. However, more emphasis will be placed on class discussion in this honors section, particularly regarding the economic ramifications of current events.

**Oral/Written Communication:**

Questions can be asked of the instructor in person or by e-mail. Class discussion will provide practice in oral communication skills. Little emphasis is placed on written communication skills in the course itself.

**Library Use:**

Economic issues are important to almost every facet of our lives. Consequently, much of the class discussion will involve current events. Information on these events may readily be gained by using the periodicals room at the library, by diligently watching the televised news, and by accessing the World Wide Web.

**Required Computer Applications:**

Computer usage is not required. However, computer literacy will open up many avenues for researching economic (and all other) issues.

**Global Content:**

It will be shown early in the course that economic relationships are universal rather than national in scope. International economic dependence and interdependence will be discussed at various points in the course.

**Ethics Content:**

Economic efficiency implicitly assumes the presence of ethical (but not necessarily equitable) behavior. It will be demonstrated that unethical behavior will result in a less-than-perfectly efficient allocation of society's scarce resources.

**Diversity Content:**

Diversity will be examined by exploring the degree and cause of relative economic standing of various demographic groups.

2103

Econ 2003  
**Principles of Economics I (Macroeconomics)**  
Fall 2009

**Course Description:**

This course includes macroeconomic analysis of output, income, employment, price level, and business fluctuations, including the monetary system, fiscal and monetary policy, and international economics.

**Prerequisites:**

Working knowledge of basic algebra.

**Instructor:**

Dr. Marc Fusaro  
Office: 212 Corley Hall  
Phone: 968-0688  
e-mail: [mfusaro@atu.edu](mailto:mfusaro@atu.edu)

Office Hours: MWF 8:30 – 9:00  
MWF 10:00 – 11:00  
MWF 1:30 – 2:00  
TR 8:30 – 9:30  
TR 11:00 – 12:00

**Text:**

Mankiw, N. Gregory, *Principles of Economics*, 5th edition, South-Western Cengage Learning, 2009.

**Course Justification:**

The course provides students with the tools of economic thinking and a foundation in knowledge about economic concepts, theories, and institutions.

**General Education Objectives Met by the Course:**

The course provides students with a background for recognizing the interdependent nature of the global economic system and the development and change of the American economic system.

**Evaluation:**

Evaluations will be based on 3 midterm exams, a final exam, and unannounced quizzes. The final exam is **cumulative**. Also, bonus points are given for successful participation in various classroom games and for any student who brings a news article to class that illustrates class material. Each of the five components are normalized on a bell curve. Then letter grades are calculated from the weighted averages using the weights (percentages) provided below. Thus your grade will be determined based on your performance relative to your classmates.

	Weight	Date
Exam 1	15%	February 10
Exam 2	20%	March 26
Exam 3	15%	April 21
Final Exam	25%	May 7 11-1:30
Quizzes	25%	Periodically

## Course Objectives:

1. To gain historical, theoretical, and practical knowledge about how a market system functions.
2. To demonstrate an understanding of a market system by applying knowledge to selected problems and policy issues.
3. To evaluate economic issues in a global context.
4. To improve thinking skills.

## Class Policies and Procedures:

**Attendance** Class attendance is a critical part of the learning process. Consequently class attendance is expected unless you have a good excuse. I will take attendance each class at a time which is convenient to me. If you are not in class at that time you will be counted as absent.

**Extra Credit** There are *only* two ways to earn extra credit. The first is through participation in frequent classroom games. The second is to bring to class an article from a legitimate news source which is relevant to any topic covered in the class. You will be asked to summarize the article and explain why the article is relevant to course content.

**Quizzes** There will be ten in class quizzes. Each quiz consists of one multiple choice question and a problem from the chapter or class notes, usually where you show your answer on a graph. Because many quiz questions are taken from past exams reviewing quiz answers is crucial to success in the class.

**Final Exam** The final exam is optional for those students who have taken all of the quizzes (one excused missed quiz is allowed). For such students their two best exams replace the final exam. This is NOT AUTOMATIC; further conditions will be announced in class the last week of class.

**Returned Exams and Quizzes** In such a large class I make mistakes. Occasionally I fail to record a quiz or record the grade in error. If I fail to record your quiz grade and we discover a discrepancy you need to bring the quiz to me so I can fix my grade book. Therefore, it is your responsibility to keep your returned quizzes until the end of the semester. Further, if I return the quizzes and you do not get yours, it is your responsibility to inform me that your quiz is missing on the day I return the quizzes. After that it is too late.

## Course Outline

### 0. Introduction

<u>Aug 19, 21, 24 &amp; 26</u>	Introduction to Economics	Chs 1 & 2
<u>Apr 28, 31 &amp; Sept 2, 4</u>	The Gains from Trade	Chs 3 & 9
<u>Sept 9, 11, 14 &amp; 16</u>	Supply and Demand	Chs 4 & 33
<u>Sept 23</u>	First Exam covering Chapters 1, 2, 3, 4, 9 & 33	

### I. Investing for the Future

<u>Sept 18, 21, 25 &amp; 28</u>	Output and Employment	Chs 23 & 28
<u>Sept 30 &amp; Oct 2, 5, 7</u>	Economic Growth	Ch 25
<u>Oct 9, 12, 14 &amp; 16</u>	Investment and Savings	Ch 26
<u>Oct 23</u>	Second Exam covering Chapters 23, 25, 26 & 28	

### II. Money & the Economy

<u>Oct 19, 21, 26 &amp; 28</u>	Inflation	Ch 24
<u>Oct 30 &amp; Nov 2, 4, 6</u>	The Monetary System	Ch 29
<u>Nov 9, 11, 13 &amp; 16</u>	Monetary Policy & Inflation	Ch 30
<u>Nov 23</u>	Third Exam covering Chapters 24, 29, & 30	

### III. The Government & the Economy

<u>Nov 18, 20, 30, Dec 2, 4</u>	Fiscal Policy	Ch 34 & (5 & 8)
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## **Content Coverage:**

**Ethics Content:** Integrated throughout the course, e.g., alternatives to price rationing (“scalping”, black market, etc.), monopolies, taxes, agency problems, medical and health care costs.

**Global Content:** Cover Chapters 3 (Interdependence and the Gains from Trade), 9 (Application: International Trade), 25 (Production and Growth). Integrated throughout the course, e.g., “FYI” and “In The News” throughout the book.

**Political:** Politics are discussed relative to their effects on taxes, interest rates, regulations, capital regulation, budget and trade deficit, risk, and international economics.

**Legal/Regulatory:** Regulatory bodies such as the SEC (Securities Exchange Commission), NYSE (New York Stock Exchange), and Fed (Federal Reserve Bank) are discussed. Different government effects on businesses and economics are covered.

**Social:** A major topic covered is the “agency problem” (or principal/agent problem) in economics and business.

**Environmental:** Discussion of pollution (for example) as a cost saving strategy in economics and business is offset by the loss of goodwill in the community/society. This is emphasized in international/ developing nations

**Technological:** Changes in economics and business due to changing technology are covered.

**Demographic Diversity:** The need to be open and adapt is mainly addressed in the “international” chapters.

## **Process Coverage:**

**Oral/Written Communications:** Every exam has an essay question on current events. For extra credit, the student discusses a current event along with its economic, financial, and business implications.

**Required Computer Applications:** We make use of the WWW.

**Library Use:** Current events are discussed frequently.

**Problem Solving:** Every exam has a number of numerical problems, which must be solved. (These are all “word problems” rather than set-up calculations.)