

Curriculum Proposals for 2011-12 Catalog

October 19, 2010 Curriculum Committee / November 8, 2010 Faculty Senate

Department of Computer and Information Science

- (a) Add COMS 3913, Advanced Discrete Structures, to the course descriptions **with the following amendment to the Rationale section: Present to ABET as fulfilling the final hour of mathematics as required for accreditation;** and,
- (b) Modify the curriculum in Computer Sciences as follows:
 - (1) add COMS 3913, Advanced Discrete Structures; and,
 - (2) delete technical elective.

Department of Art

- (a) Add ART 4231, Graphic Design Exhibition, to the course descriptions;
- (b) Change ART 3233, Production Techniques, as follows:
 - (1) change the course number to 3232;
 - (2) delete the prerequisite ART 2213, Digital Skills for the Graphic Designer; and,
 - (3) modify the course description.
- (c) Modify the Curriculum in Art Graphic Design as follows:
 - (1) Change the course number for ART 3233, Production Techniques, to 3232; and,
 - (2) add ART 4231, Graphic Design Exhibition.

Department of History and Political Science

- (a) Add the following course to the course descriptions:
 - HIST 4093, American Culture since 1800;
 - POLS 3024, Judicial Politics;
 - POLS 3423, Problems in International Affairs **with the following amendments: add to the Rationale section- designed to accommodate Professional Studies and other majors who took POLS 3413, which is no longer available because it has been changed to POLS 2413; and, add to the course description- offered once yearly;** and,
 - POLS 4163, Formal Theory.
- (b) Change the course number for POLS 3403, Comparative Government, to POLS 2403, and modify the course description;
- (c) Change the course number for POLS 3413, International Relations, to POLS 2413, and modify the course description; and,
- (d) Modify the Curriculum in Political Science as follows:
 - (1) Change the course number for POLS 3403, Comparative Government, to POLS 2403; and,
 - (2) Change the course number for POLS 3413, International Relations, to POLS 2413.

Department of Biological Sciences

- (a) Add FW 2013, Natural Resources Communication, to the course descriptions;
- (b) Delete FW 3001, Junior Seminar in Fisheries and Wildlife Biology;
- (c) Change BIOL/FW 3163, Biodiversity and Conservation Biology as follows:

- (1) Change course number to BIOL/FW 4163; and
 - (2) Change the Prerequisites: FW(BIOL) 3114 and one of the following: BIOL 3004, FW(BIOL) 3084, BIOL 3094, BIOL 3134, FW(BIOL) 3144, FW(BIOL) 3154, BIOL(FW) 3224, BIOL 4044, or permission of instructor to Prerequisite: a course in ecology or permission of instructor.
- (d) Change FW 4034, Geographic Information Systems in Natural Resources, as follows:
- (1) Modify the course description;
 - (2) Redistribute the hours between lecture and lab; and,
 - (3) Change the Prerequisites: PSY(SOC) 2053 or MATH 2163 and Computer Science elective or GEOG 4833 to Prerequisites: a course in GIS or permission of instructor.
- (e) Change FW 4064, Wetland Ecology and Management, as follows:
- (1) Modify the course description;
 - (2) Redistribute the hours between lecture and lab; and,
 - (3) Change the Prerequisites: BIOL/FW 3114, to Prerequisite: a course in ecology or permission of instructor.
- (f) Modify the Curriculum in Fisheries and Wildlife as follows:
- (1) Require ECON 2003, Principles of Economics I, as one of the general education social sciences (footnote 1);
 - (2) Replace the requirement for speech and technical writing with speech or technical writing;
 - (3) Delete FW 3001, Junior Seminar in Fisheries and Wildlife Biology;
 - (4) Add FW 2013, Natural Resources Communications;
 - (5) Delete computer science requirement and add course in GIS;
 - (6) Add FW 4103, Human Dimensions of Fisheries and Wildlife Management,
 - (7) Delete BIOL 3004, Plant Taxonomy, or BIOL 4044, Dendrology;
 - (8) Add any physical science class (CHEM, GEOL, PHSC, or PHYS);
 - (9) Delete BIOL 3124, General Physiology, or BIOL 3174, Physiological Ecology, and PHYS 1114, Applied Physics; and,
 - (10) Add 8 hours of science suitable to each discipline.

Department of Physical Sciences

- (a) Add CHEM 1111, A Survey of Chemistry Laboratory, to the course descriptions; and,
- (b) Change CHEM 1114, A Survey of Chemistry, as follows:
 - (1) Change the course number to 1113;
 - (2) Add the Co-requisite: CHEM 1111, A Survey of Chemistry Laboratory, to the existing prerequisites;
 - (3) Modify the course description; and,
 - (4) Move the \$10 lab fee to CHEM 1111, A Survey of Chemistry Laboratory.

Department of Professional Studies

- (a) Combine (delete) ECE 2112, Basic Child Growth and Development I, and (delete) ECE 2212, Basic Child Growth and Development II, to (add) ECE 2113, Basic Child Growth and Development, and modify the course description and

remove prerequisites **with the amendment to delete the reference to web hours from the Rational section;**

- (b) Change ECE 2312, Foundations and Theories in Early Childhood Education, as follows:
 - (1) Change the course number to ECE 2313
 - (2) Modify the course description; and,
 - (3) Remove the prerequisite **with the amendment to delete the reference to web hours from the Rationale section.**
- (c) Modify the Curriculum in Early Childhood Education (Associate of Science) as follows:
 - (1) replace ECE 2312, Foundations and Theories in Early Childhood Education, with ECE 2313; and,
 - (2) replace ECE 2112, Basic Child Growth and Development I, and 2212, Basic Child Growth and Development II, with ECE 2113, Basic Child Growth and Development.

Miscellaneous Proposals

- (a) Add the following courses to the course descriptions:
 - TECH 1022, Discovering the Arts;
 - TECH 1032, Discovering the Humanities;
 - TECH 1042, Discovering Social Sciences; and,
 - TECH 1052, Discovering Applied Sciences.

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**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee
FROM: Department of Computer and Information Science
DATE SUBMITTED: 9/29/2010

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head Ronald Robison	<i>Ronald Robison</i>	9-30-10
Dean Willie Hoefler	<i>Willie Hoefler</i>	9-30-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10-1-10
Vice President for Academic Affairs John Watson	<i>John Watson</i>	

Course Subject: Computer Science	Course Number: COMS 3913
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Advanced Discrete Structures	
Mode of Instruction: (check appropriate box) x 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 Term: <input type="checkbox"/> Spring X Summer I	If course is required by major/minor, how frequently will course be offered? 1 time per year
Is this course repeatable for additional earned hours? No	How many times?
Does this course require a fee? No	How much? Type of fee?

Elective Major Minor

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

Prerequisites:

pcc

Co-requisites: None

COMS 2903 ~~or MATH 2703~~, COMS 2203

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. Course description as to appear in catalog
- 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. 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 or University Strategic Planning Goals?

This course will help the department to maintain accreditation for our program in computer science.

Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

ABET requires programs in computer science to have 30 hours of mathematics. Adding this course will increase our required hours to 32. We chose the area of discrete mathematics because our computer science students' ability to apply concepts in discrete mathematics is quite poor, as evidenced by the performance of students on assignment within advanced data structures (COMS 3213) and software engineering (COMS 4163). For example, in COMS 4163, homework 3 focused on the ability of students to use discrete math to specify the behavior of blocks of code. More than half the class earned less than 70% on this assignment.

How will the effect of the change be monitored in ongoing program assessment?

Accreditation is important for the CIS department. ABET requires 30 hours of mathematics in our computer science curriculum. This will boost computer science mathematics hours to 32.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. There is no effect on other departments.

Amendment to rationale:

The course will be presented to ABET as fulfilling the final hour of mathematics as required for accreditation.

COMS 3913: Advanced Discrete Structures

Catalog Description

Prerequisites: COMS 2203, COMS 2903. Advanced topics in discrete mathematics applicable to modeling, analysis, and computer theory. Topics include relations, graphs, analysis of algorithms, and computability.

Textbook

Malik and Sen, Discrete Mathematical Structures : Theory and Applications
Course Technology, Inc., 2004

Course Goals

- Given an algorithm, determine its running time as a function of its input size.
- Given an algorithm, determine its space usage as a function of its input size.
- Model input, output, data and program structure using finite automata, grammars, relations, functions, trees, and graphs.
- Define data structures using discrete structures.
- Define and discuss the concepts of computability related to computer programming.
- Prove properties of various discrete structures using various proof techniques.
- Use propositional and predicate calculus to express and prove properties of discrete structures.

Prerequisites by Topic

Basic discrete mathematical topics including truth tables, functions, relations, sets, and counting. Direct and indirect proof. Proof by induction and by contradiction.

Major Topics Covered in the Course

Modeling and specifying data structures and program properties (5 weeks)

Functions and their properties (3 weeks)

Relations and their properties

Graphs and their properties

Analysis of algorithms (3 weeks)

Summation formulas

Recurrence relations
Calculus and non-calculus definition of big-Oh, big-Theta, etc
Analysis of various standard algorithms
Computability theory (4 weeks)
Chomsky hierarchy and the related theory
Intractable problems
Undecidable problems

Methods of student performance assessment and evaluation

Three exams on each of the three major areas of the course will be given. In addition a comprehensive final exam will be given. The standard university 10% grading scale will be used for grading. Questions determined by the department assessment committee will be embedded within exams for the purpose of assessing the student outcomes. Questions will be keyed to the course objectives listed above. The answers to the questions will be reviewed by the assessment committee. The committee will identify areas of weakness, defined by areas in which fewer than 70% of the students were able to supply a satisfactory or better answer.

Course bibliography, reading list, and /or listing of other instructional media

None

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**Arkansas Tech University
 PROPOSAL FOR CHANGE IN PROGRAM**

11-18-10 ✓
 catalog

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: (Initiating Department)

DATE SUBMITTED:

REQUEST FOR CHANGE IN PROGRAM (Modification or Deletion of Existing Major, Option or Minor)

Title	Signature	Date
Department Head Ronald Robison	<i>Ron Robison</i>	9-30-10
Dean Willie Hoefler	<i>Willie Hoefler</i>	9-30-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10-1-10
Vice President for Academic Affairs John Watson	<i>John Watson</i>	

Program Title: Computer Science	Effective Date: Fall 2011
Outline change in program and attach curriculum matrix: Add COMS 3913 Advanced Discrete Structures. Delete Technical Elective.	
What impact will the change have on staffing, on other programs and space allocation? None.	
Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. ABET requires programs in computer science to have 30 hours of mathematics. Adding this course will increase our required hours to 32. We chose the area of discrete mathematics because our computer science students' ability to apply concepts in discrete mathematics is quite poor, as evidenced by the performance of students on assignment within advanced data structures (COMS 3213) and software engineering (COMS 4163). For example, in COMS 4163, homework 3 focused on the ability of students to use discrete math to specify the behavior of blocks of code. More than half the class earned less than 70% on this assignment.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. It will not.	

Fall Start Curriculum Matrix for Catalog Curriculum in _____ Computer Science _____ (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>✓Add:SPH 2173 Business and Professional Speaking</p> <p>✓Delete: Biological Science (4 hrs)</p> <p>✓Total Hours: 14</p> <p style="text-align: right;"><i>pec</i></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: COMS 3913 Advanced Discrete Structures</p> <p>✓Delete: SPH 2173 Business and Professional Speaking</p> <p>✓Total Hours: 14 16</p> <p style="text-align: right;"><i>pec</i></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 style="text-align: right;"><i>pec</i></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: Biological Science (4 hrs)</p> <p>✓Delete: Technical Elective (3 hrs.)</p> <p>✓Total Hours: 16</p> <p style="text-align: right;"><i>pec</i></p>

<p>Spring Start (If applicable) Curriculum Matrix for Catalog Curriculum in _____ Computer Science _____ (enter title for program changing)</p>
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<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: COMS 3913 Advanced Discrete Structures</p> <p>✓ Delete: ENGL 2053 Technical Writing</p> <p>✓ Total Hours: 16</p>	<p>Sophomore Fall Semester</p> <p>✓ Add/Change: ENGL 2053 Technical Writing</p> <p>✓ Delete: Fine Arts (3 hrs)</p> <p>✓ Total Hours: 16</p> <p style="text-align: right;"><i>PAC</i></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: Fine Arts (3 hrs)</p> <p>✓ Delete: Technical Elective (3 hrs)</p> <p>✓ Total Hours: 16</p>	<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Total Program Hours <u>127</u></p>	

app CC 10/19/10
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**Arkansas Tech University
 REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee or Graduate Council (as appropriate)
 FROM: **Department of Art**
 DATE SUBMITTED: 9.24.10

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	<i>Cathy Caldwell</i>	9.24.10
Dean	<i>H. M. Tom</i>	9-27-10
Teacher Education Council (if applicable)	NA	
Graduate Council (if applicable)	NA	
Registrar	<i>Gammage</i>	10-1-10
Vice President for Academic Affairs	<i>John Watts</i>	

Course Subject: ART	Course Number: 4231
Cross-listed with Subject: NA	Course Number: NA
Official Title (Limited to 30 characters including spaces): Graphic Design Exhibition	
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/ XXX16_Studio Course / <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2011-2012	How frequently will course be offered? Every Spring semester
Is this course repeatable? Y / N How many times? 0	
Does this course require a fee? NO How much? Type of fee?	

Note: course no. change to 3232
in subsequent proposal
pcc

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

Prerequisites: **Art 1503, 2213, 3203, 3223, 3233, 3243, 3253, 4623, and Sophomore Review**

Co-requisites: **NA**

Grading **XXX** 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 or University Strategic Planning Goals? **It aids to enhance the creation and delivery of first quality education services by focusing on the specific needs of the graphic design student.**

What assessment information is being used to support this proposal? **Department assessment led to changes in the Senior Project course for fine arts/art education majors, which, in turn, led to procuring a capstone course for graphic design majors.**

How will the effect of the change be monitored? **An end-of-the-course assessment will be given that parallels the assessment given in the Senior Project course.**

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. **All graduating Art majors have to participate in Art 4703, Senior Project & Exhibition. As of this current academic year, only those art majors with a fine art emphasis will be required to complete this course. Consequently, those students with a graphic design emphasis will have no public venue in which to exhibit their work. This course will provide such an opportunity.**

Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. **All university art programs provide an exhibit venue/portfolio requirement for graduating art majors. Previous departmental assessments concurred that the Senior Project could no longer successfully accommodate diverse majors as well as large numbers of majors.**



spring 2012 • mwf 3:00 - 4:00
instructor: Lyn Brands
office: Norman Hall 207
officePHONE: 968.0209
email: lbrands@atu.edu

Catalog Description: Prerequisites: *Art 1503, 2213, 3203, 3223, 3233, 3243, 3253, 4623, and Sophomore Review.* The purpose of the course is to provide the student an opportunity to present their work in a professional manner in a public venue. This course will be taken concurrently with Art 4243.

Course Requirements: Each student will participate in the planning and preparation of the exhibition. Each student will exhibit at least two graphic design pieces.

Standards for Grading:

Excellent: This means full participation and cooperation in the preparation of the exhibition as well as the mounting of and dismantling of the exhibition. An excellent attitude of doing any and all tasks required to get the exhibition ready for viewing by the general public. Completing all assignments on time.

Above Average: This means assisting with the preparation of the exhibition although not always going beyond the basic requirements. Completing all assignments on time.

Adequate: In general, this indicates you have met the minimum requirements of the course but have not gone beyond this. Completing most assignments on time.

Barely Acceptable: A minimum effort is shown but a cooperative and helpful attitude is missing. It may also indicate excessive absences. Most assignments are not completed on time and some assignments may not have been completed at all.

Failing: basically there is little to no cooperation on the part of the student. Minimum requirements have not been met and possibly a poor attitude has been shown toward the instructor and/or peers in the class. Excessive absences may have also played a role. Most if not all assignments are not completed.

Grading Scale:

Projects	Semester
100 - 90 = A	600 - 540 = A
89 - 80 = B	539 - 480 = B
79 - 70 = C	479 - 420 = C
69 - 60 = D	419 - 360 = D
59 - 0 = F	359 - 0 = F

Assignments: Each student will be required to write and type an artist's statement in relation to their exhibited work. They will be expected to attend all class critiques about the exhibit.

Written Artist's Statement = 100pts.
This can absolutely not be turned in late.

Presentation of Work = 100pts.
(craftsmanship of piece, matting, framing,)

Planning & Preparation of Exhibit = 300 pts.

Dismantling of Exhibit = 100pts

Absence Policy: You are allowed four (4) absences without penalty. Students who are participating in a university-sanctioned activity may also miss class without penalty as long as verification is presented before leaving for the event. If a deadline or an assignment will occur while you are absent, arrangements must be made *before* missing the class--no exceptions!

If you miss eight classes you will flunk the class unless you drop within university guidelines and deadlines.

Tardiness/Leaving Early: More than three tardies or leaving class before being dismissed will result in an absence.

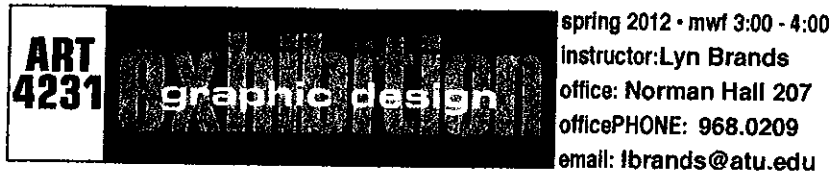
Recommended Text: *Graphic Artists Guild Handbook: Pricing & Ethical Guidelines* by Graphic Artists Guild

Office Hours: My class schedule and office hours are posted next to the classroom door.

Statement on Disabilities: Arkansas Tech University adheres to policies providing accommodations for disabilities. If you have special needs due to a disability, contact the Disability Service Office (Dean Hall, Room 110) at 968.0316. Please advise the instructor at the beginning of the semester if you have any special needs.

Final Exam: Rather than a written exam, the final for this course will be the dismantling of the exhibition as well as the restoration and cleaning of the gallery to the state it was in prior to the mounting of the exhibition.

Attendance and participation at the final exam is mandatory if you want to pass this course.



Course Bibliography:

Graphic Artists Guild Handbook: Pricing & Ethical Guidelines
Graphic Artists Guild

Business & Legal Forms for Graphic Designers
Ted Crawford & Eva Doman Bruck

Becoming a Graphic Designer: A Guide to Careers in Design
Steven D. Heller

The Graphic Designer's Guide to Portfolio Design
Debbie Rose Myers

Starting Your Career as a Freelance Illustrator or Graphic Designer
Michael Fleishman



spring 2012 • mwf 3:00 - 4:00

instructor: Lyn Brands

office: Norman Hall 207

officePHONE: 968.0209

email: lbrands@atu.edu

Course Outline

WeekOne

- Meet with Gallery Director to go over policies, equipment and tools for hanging exhibits, etc.

WeekTwo

- List of work to be exhibited is due.
- Divide gallery space among students.

WeekThree

- Decide on exhibition name.
- Begin work on promotional material.

WeekFour

- Obtain prices for printing promotional pieces.
- Discuss options for framing and exhibiting graphic design pieces in a gallery.

WeekFive

- Send promotional work to printer.
- Assign written artist statement.

WeekSix

- First draft of artist statement due.
- Discuss pricing work, freelance jobs, copyright, etc.

WeekSeven

- Second draft of artist statement due.

WeekEight

- Finalize format of i.d. cards to be placed by artwork.

WeekNine

- Final draft of artist statement due.

WeekTen

- Distribute promotional materials.
- I.D. cards typed and trimmed to correct size.

WeekEleven

- Hang show.

WeekTwelve

- Student critiques.

WeekThirteen

- Student critiques.

Finals

- Take down exhibit.
- Return gallery to original state it was in before hanging exhibit.

App CC 10/19/10
App FS 11/8/10

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Department of Art

DATE SUBMITTED: 9.24.10

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head	Cathy Caldwell	9.24.10
Dean	H. McInnis	9.27.10
Teacher Education Council (if applicable)	NA	
Graduate Council (if applicable)	NA	
Registrar	Jammy Kucio	10-1-10
Vice President for Academic Affairs	John Watts	

Course Subject: Art	Course Number 3233
Cross-listed with Subject: NA	Course Number NA
Official Title: Production Techniques	
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 checked="" type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2011-12	

New Course Number: **3232**

New Course Title (Limited to 30 characters including spaces):

Production Techniques

New Course Description:

Introductory course on preparing graphic design pieces for commercial printing. Studio *4 hours*

New Cross-list:

Adding Cross-listing Changing Cross-listing Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number _____

New Prerequisite/Co-requisite:

Eliminate Art course 2213 as prereq *plc*

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

New Fee: How much? Type of Fee?

This isn't a new fee but rather an adjustment to the current fee of \$12 per credit hour. Reducing the number of credit hours from 3 to 2 would lower the fee from \$36 to \$24 for the course.

Elective **XXX** Major Minor

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

Please provide a rationale for the change. **The field of commercial printing has changed over the past few years. Files are now sent electronically, which requires far less preparatory work by hand on the part of the graphic designer. The course involves the learning of industry terminology related to printing, a concise history of printing, the basics of paper including standard sizes, the making of, and terminology in relation to printing, the writing of sample bids for printed work and a tour of a printing plant.**

Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. **Current production techniques have resulted in less complex procedures both on the part of the printer and that of the designer. The methods are more focused and require different preparation requirements than in the past.**

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

app CC 10/19/10
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 11-18-10 catalog

**Arkansas Tech University
 PROPOSAL FOR CHANGE IN PROGRAM**

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: **Department of Art**

DATE SUBMITTED: *Sept. 24, 2010*

REQUEST FOR CHANGE IN PROGRAM (Modification or Deletion of Existing Major, Option or Minor)

Title	Signature	Date
Department Head	<i>Cathy Caldwell</i>	9.24.10
Dean	<i>H. M. [unclear]</i>	9-27-10
Teacher Education Council (if applicable)	NA	
Graduate Council (if applicable)	NA	
Registrar	<i>Yummy [unclear]</i>	10-1-10
Vice President for Academic Affairs	<i>John [unclear]</i>	

Program Title: Art, graphic design emphasis	Effective Date: Catalog 2011-12
Detail change in program: <i>Change course number for ART 3233 to ART 3232 and add one hour ART 4231. TR</i>	
Please provide a rationale for the change. The field of commercial printing has changed over the past few years and now requires far less preparatory work on the part of the graphic designer.	
What impact will the change have on staffing, on other programs and space allocation? NONE	
Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. Current production techniques have resulted in less complex procedures both on the part of the printer and that of the designer. The methods are more focused and require different preparation requirements than in the past.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached.	

Fall Start Curriculum Matrix for Catalog
Curriculum in Graphic Design
(enter title for program changing)

<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: Art 3232</p> <p>✓Delete: Art 3233</p> <p>✓Total Hours: 14</p> <div style="text-align: right; margin-top: 10px;"><i>pac</i></div>
<p>Senior Fall Semester</p> <p>Add/Change: Art 3232</p> <p>Delete: Art 3233</p> <p>Total Hours: 14hrs</p> <div style="text-align: center; margin-top: 20px;"><i>pac</i></div>	<p>Senior Spring Semester</p> <p>✓Add/Change: Art 4231</p> <p>Delete:</p> <p>✓Total Hours: 16hrs</p>

SEP 15 2010

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

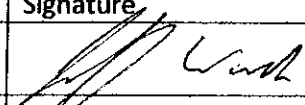
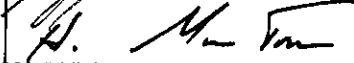
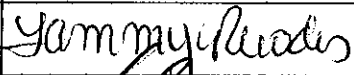
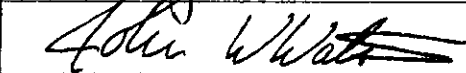
app CC 10/19/10
app FS 11/8/10

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Department of History and Political Science

DATE SUBMITTED: 9-13-10

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head		9/13/10
Dean		9-14-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10-18-10
Vice President for Academic Affairs		

Course Subject: HIST	Course Number: 4093
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): American Culture since 1800	
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: 2011-12	How frequently will course be offered? Every other year
Is this course repeatable? Y / N How many times?	
Does this course require a fee? No	How much? Type of fee?

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<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: See attached 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. <p style="text-align: center;">No</p>	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. <p style="text-align: center;">No</p>	
How does this proposal support the University Mission? Knowledge of one's cultural past is a key component in a complete education as well as in individual self-awareness and understanding; as such, this course will enlighten, nurture scholastic development and foster life-long learning for our students.	
What assessment information is being used to support this proposal? State of the discipline, ATU general education goals calling for students' ability to "demonstrate knowledge of the arts and humanities," and departmental and National Council for Social Studies (NCSS) assessment goals calling for student appreciation of the American cultural past.	
How will the effect of the change be monitored? Student teaching evaluations, evaluations of teacher candidates' success in conveying cultural knowledge and appreciation as required by the NCSS (National Council for Social Sciences), and student exit interviews will be used to assess the impact of the curricular change.	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. No course in the history of American culture is or has been offered at ATU; accordingly, this course will fill a void in our departmental offerings in American history, allowing us to present students with greater opportunity for learning about their cultural heritage. It complements offerings in political, diplomatic, economic, ethnic, and legal American histories already offered. Social Studies education students may be steered into this course when possible in order to satisfy the NCSS standard related to culture.	
Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. Survey of comparable institutions and accreditation requirements: See attached.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. N/A	

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Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

No course in the history or development of American culture is or has ever been offered at ATU; accordingly, this course will fill a void in our departmental offerings in American history, allowing us to present the student with greater opportunity for learning about their cultural heritage. It complements offerings in political, diplomatic, economic, ethnic, military, and legal American histories already offered. It satisfies specific criteria relative to NCSS standards regarding culture; therefore, social studies education majors likely will be steered into the course. In the current state of the discipline of history, American Cultural History (as such or in a number of variations such as Sports in American Culture or American Social and Cultural Development) has become a standard curricular offering in most comparable universities as well as a rapidly expanding field of inquiry within the discipline. A number of historical journals are dedicated to this expanding field, and in terms of course offerings, universities comparable to ATU already feature versions of such courses: History 445 (Sports in American Culture and Society) at Delta State University; History 492 (American Material Culture) at James Madison University; History 421 and 422 (U.S. Social and Cultural History I and II) at Murray State University. Within Arkansas, the same is true: History 3293 (History of American Popular Culture) at the University of Arkansas, Fayetteville; History 4365 (Modern American Culture) at UALR; History 4235 and 5326 (American Life and Thought I and II) at UCA, among many other such institutions. The addition of such a course here at ATU will no doubt improve the depth and quality of our departmental offerings while simultaneously making us ever more competitive with our regional cohorts.

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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*

a. HIST 4093: American Culture since 1800

b. The history and development of American regional and national culture from the early republic to the present. Topics include antebellum nationalism and regional cultures, slave and slaveholding culture, the rise of consumerism, popular and intellectual aesthetic and artistic development, and the evolution of American mass, commercial, and popular culture through the nineteenth and twentieth centuries.

c. **The goals and objectives** of this course include providing students the opportunity to explore the cultural past of the United States, and in doing so sharpen and hone the skills of critical thinking and analysis, increase their depth of knowledge and understanding of American history, and create an appreciation for the cultural and aesthetic past.

d. Schedule Outline

Week One: Transplanted Cultures and the "Americanization" of Culture

Week Two: Early American Literature, Art, and Music

Week Three: Antebellum Reform / Minstrelsy and Popular Culture

Week Four: Slave and Slaveholding Culture in the South

Week Five: Culture Clashes and Civil War

Week Six: Reconstruction and the Culture of White Supremacy

Week Seven: The Frontier, the Wild West Show, and the Mythology of the West

Week Eight: Industry and the Rise of Consumerism

Week Nine: American Popular and Mass Culture, 1920-1945

Week Ten: Cold War Culture

Week Eleven: Postwar Visual Culture: Film, Television, and Literature

Week Twelve: Cultural Dynamics in the '60s and '70s

Week Thirteen: Modern Mass and Commercial Culture

SEP 15 2010

e. **Student performance evaluation and assessment:** Students will be assessed both for content knowledge and critical analysis skills through periodic blue-book written examinations and a writing assignment (research paper and/or documents/source analyses).

f. **Readings and Bibliography:** This class will make use of a variety of media, including music, film, internet, and other tools, artifacts, and primary sources of popular and mass culture. Required readings for this course would be *selected* from among the extensive bibliography of American cultural history, a sampling of which is listed here:

Ashby, LeRoy, *With Amusement for All: A History of American Popular Culture since 1830* (Lexington: University Press of Kentucky, 2006).

Barnouw, Eric. *Tube of Plenty: The Evolution of American Television*, 2nd ed. (New York: Oxford University Press, 1990).

Cohen, Lizabeth. *A Consumer's Republic: The Politics of Mass Consumption in Postwar America* (New York: Alfred A. Knopf, 2003).

Cullen, Jim, ed. *Popular Culture in American History* (Malden, MA: Blackwell, 2001).

Ewen, Stuart. *Captains of Consciousness: Advertising and the Social Roots of the Consumer Culture* (New York: Basic, 2001).

Huggins, Nathan. *Harlem Renaissance* (New York: Oxford University Press, 1971).

Leach, William. *Land of Desire: Merchants, Power, and the Rise of a New American Culture* (New York: Vintage, 1993).

Levine, Lawrence W. *Black Culture and Black Consciousness: Afro-America Folk Thought from Slavery to Freedom* (New York: Oxford University Press, 1978).

_____. *Highbrow/Lowbrow: The Emergence of Cultural Hierarchy in America* (Cambridge: Harvard University Press, 1988).

Smith, Henry Nash. *Virgin Land: The American West as Symbol and Myth* (Cambridge: Harvard University Press, 2007).

Susman, Warren I. *Culture as History: The Transformation of American Society in the Twentieth Century* (Washington: Smithsonian Books, 2003).

Walters, Ronald G. *American Reformers, 1815-1860*, 2nd ed. (New York: Hill and Wang, 1997).

Whitfield, Stephen J. *The Culture of the Cold War*, 2nd ed. (Baltimore: The Johns Hopkins University Press, 1996).

Wright, Bradford W. *Comic Book Nation: The Transformation of Youth Culture in America* (Baltimore: The Johns Hopkins University Press, 2001).

HISTORY 4093

American Culture since 1800

HIST 4093 is the history and development of American regional and national culture from the early republic to the present. Topics include antebellum nationalism and regional cultures, slave and slaveholding culture, the rise of consumerism, popular and intellectual aesthetic and artistic development, and the evolution of American mass, commercial, and popular culture through the nineteenth and twentieth centuries.

The goals and objectives of this course include providing students the opportunity to explore the cultural past of the United States, and in doing so sharpen and hone the skills of critical thinking and analysis, increase their depth of knowledge and understanding of American history, and create an appreciation for the cultural and aesthetic past.

Required readings

Ashby, LeRoy, *With Amusement for All: A History of American Popular Culture since 1830* (Lexington: University Press of Kentucky, 2006).

Cullen, Jim, ed. *Popular Culture in American History* (Malden, MA: Blackwell, 2001). We will read only certain selections from this work.

Ewen, Stuart. *Captains of Consciousness: Advertising and the Social Roots of the Consumer Culture* (New York: Basic, 2001).

Susman, Warren I. *Culture as History: The Transformation of American Society in the Twentieth Century* (Washington: Smithsonian Books, 2003).

Student performance evaluation and assessment: Students will be assessed regarding both content knowledge and critical analysis skills through periodic blue-book written examinations and a writing assignment (research paper or documents analyses) in which the student investigates an aspect of American cultural history.

Three exams spaced equally over the semester will each be worth 20% of your grade. A cumulative final exam represents 25% of your grade, and your paper will count as 15% of your grade.

Course Schedule

Week One:	Euro-Afro Cultures and the "Americanization" of Culture
Week Two:	Early American Literature, Art, and Music
Week Three:	Antebellum Reform / Minstrelsy and Popular Culture
Week Four:	Slave and Slaveholding Culture in the South
Week Five:	Culture Clashes and Civil War
Week Six:	Reconstruction and a Culture of White Supremacy
Week Seven:	The Frontier, the Wild West Show, and the Mythology of the West
Week Eight:	Industry and the Rise of Consumerism
Week Nine:	American Popular and Mass Culture in Depression and War
Week Ten:	Cold War Culture
Week Eleven:	Postwar Visual Culture: Film, Television, Arts, and Literature
Week Twelve:	Cultural Dynamics in the '60s and '70s
Week Thirteen:	Modern Mass and Commercial Culture

Bibliography

This class will make use of a variety of media, including music, film, internet, and other tools, artifacts, and primary sources of popular and mass culture. For further reading, select from among the extensive bibliography of American cultural history, a sampling of which is listed here:

Barnouw, Eric. *Tube of Plenty: The Evolution of American Television*, 2nd ed. (New York: Oxford University Press, 1990).

Belton, John, ed. *Movies and Mass Culture* (New Brunswick, NJ: Rutgers University Press, 2000)

Cohen, Lizabeth. *A Consumer's Republic: The Politics of Mass Consumption in Postwar America* (New York: Alfred A. Knopf, 2003).

Dickstein, Morris. *Gates of Eden: American Culture in the Sixties* (Cambridge: Harvard University Press, 1997).

Huggins, Nathan. *Harlem Renaissance* (New York: Oxford University Press, 1971).

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- Leach, William. *Land of Desire: Merchants, Power, and the Rise of a New American Culture* (New York: Vintage, 1993).
- Levine, Lawrence W. *Black Culture and Black Consciousness: Afro-America Folk Thought from Slavery to Freedom* (New York: Oxford University Press, 1978).
- _____. *Highbrow/Lowbrow: The Emergence of Cultural Hierarchy in America* (Cambridge: Harvard University Press, 1988).
- Marcus, Greil. *Mystery Train: Images of America in Rock 'n' Roll Music*, 4th ed. (New York: Penguin, 1997)
- Smith, Henry Nash. *Virgin Land: The American West as Symbol and Myth* (Cambridge: Harvard University Press, 2007).
- Walters, Ronald G. *American Reformers, 1815-1860*, 2nd ed. (New York: Hill and Wang, 1997).
- Whitfield, Stephen J. *The Culture of the Cold War*, 2nd ed. (Baltimore: The Johns Hopkins University Press, 1996).
- Wright, Bradford W. *Comic Book Nation: The Transformation of Youth Culture in America* (Baltimore: The Johns Hopkins University Press, 2001).

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

app CC 10/19/10
app ES 11/8/10

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: October 01, 2009

Title	Signature	Date
Person Initiating Proposal Dr. Donald M. Gooch		
Department Head Dr. Jeff Woods		
Dean Dr. Michael Tarver	<i>H. M. Tarver</i>	9-27-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammy Rhodes</i>	10-1-10
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: Political Science	Course Number: POLS 3024
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Judicial Politics	
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 two years
Is this course repeatable? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No How many times? once	
Does this course require a fee? <input checked="" type="checkbox"/> N How much? Type of fee?	

Elective X Major Minor

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

Prerequisites:

NONE

Co-requisites:

NONE

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.

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 supports the University mission by serving to further scholastic development and professionalism by filling a gap in our political science curriculum and providing an avenue for our students to develop a knowledge base and key skills necessary to pursue careers in the political science profession and related fields. It expands the course offerings of our Political Science and Pre-Law curriculums, thus contributing to the developmental and professional knowledge and abilities of students in the political science major, the pre-law minor, and students who have an interest in legal politics. It makes an important contribution to providing a solid educational foundation for life-long learning for students at Arkansas Tech in political science and the pre-law program.

What assessment information is being used to support this proposal?

Judicial Politics is commonly offered in pre-law program as a stand-alone course as a significant component of a mixed course (e.g. Judicial Politics and the Law) s at regional public universities similar to Arkansas Tech. Examples include the University of Arkansas at Fayetteville, the University of Central Arkansas, Georgia College & State University, Murray State, Reed College, the American Military University, and Framingham State University as well as liberal arts-oriented private colleges such as Drake University.

This course was first taught as a social science seminar in the Spring of 2010. The course garnered significant interest from our upper-division students and, if the course evaluations are a measure of student approval and interest in the course, then Judicial politics was a very popular course. One student in the comments remarked, "I highly recommend that one should take this course." The course averaged 4.64 out of 5 on the 14 item evaluation. I surveyed students who took the course this fall (2010) who are still here at Tech to gauge their assessment of the course as a class of interest and what they thought about it as a potential part of the curriculum. Some of the comments I received in response include:

- "I had Judicial Politics...and I thoroughly enjoyed the class."
- "I think it would be a great idea to add this class to part of the Pre-Law course curriculum. I learned a lot of things about the judicial process and system in that class. I think that it covers a lot of need-to-know information about the judicial system and the politics of it that students who intend to go to Law School need to know."

How will the effect of the change be monitored?

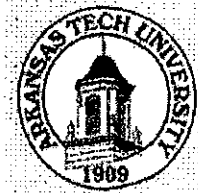
Through the departmental assessment committee.

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

While we advise pre-Law students, the specific offerings on law and legal science are currently sparse within the political science program. This course would be a step towards remedying that deficiency. A Judicial Politics course will help Tech compete with the political science departments and Pre-Law programs in the state and nationally. This course will be an elective in the pre-law minor program, thus bolstering and diversifying the course offerings available within the minor. This course also qualifies as a substantive course within the American Politics sub-field, thus bolstering and diversifying the elective offerings we can provide to our political science majors. Given the number of pre-law advisees we have in the department (22) and the number of students who are members of our Pre-Law Society (64), I expect there will be significant demand for this course above and beyond its advantages as an elective offering in the pre-law minor and political science major.

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

JUDICIAL POLITICS
ARKANSAS TECH UNIVERSITY
www.atu.edu



INSTRUCTOR INFORMATION

Name: Donald M. Gooch
E-mail: dgooch1@atu.edu
Alt E-mail: GOOCH1701@hotmail.com
Office: Witherspoon 257
Office Hours: MWF 10am – 12pm, T& TR 12:30pm – 2:30pm
Web Address: www.donaldgooch.com

COURSE INFORMATION

Course Title: Judicial Politics

Section:

POLS 4983

Prerequisites: None

Semester Credit Hours: 3



Course Description: This course examines the effect of the U.S. Supreme Court and its inferior courts on American politics, government and society, as well as the interactions and processes that determine judicial policy.

Class Meeting Days & Times: MWF 9:00am – 9:50am
Room: Centenary Hall 211

REQUIRED TEXTS

Spaeth, Harold J. and Jeffrey A. Segal. *The Supreme Court and the Attitudinal Model Revisited*. 2002. Cambridge: Cambridge University Press.

Hansford, Thomas G and James F. Spriggs II. *The Politics of Precedent on the U.S. Supreme Court*. 2006. Princeton: Princeton University Press.

Maltzman, Forrest, James F. Spriggs II & Paul J. Wahlbeck. *Crafting Law on the Supreme Court: The Collegial Game*. 2000. Cambridge: Cambridge University Press.

Epstein, Lee and Jack Knight. 1998. *The Choices Justices Make*. Washington D.C.: CQ Press.

Baum, Lawrence. *American Courts: Process & Policy*, 6th ed. 2007. Wadsworth Publishing.

Maltese, John Anthony. *The Selling of Supreme Court Nominees*. 1998. Washington: John Hopkins University Press.

SUGGESTED READINGS

Spaeth, Harold J. and Jeffrey A. Segal. 1999. *Majority Rule or Minority Will: Adherence to Precedent on the U.S. Supreme Court*. Cambridge: Cambridge University Press.

Shapo, Helene S., Marlyn R. Walter, and Elizabeth Fajans. 1995. *Writing and Analysis in the Law*, 3rd ed. New York: The Foundation Press, Inc.

Weihofen, Henry. 1980. *Legal Writing Style*, 2nd ed. St. Paul: West Publishing Co.

"It is, emphatically, the province and duty of the judicial department, to say what the law is. Those who apply the rule to particular cases, must of necessity expound and interpret that rule." -- Chief Justice John Marshall, *Marbury v. Madison*

COURSE OBJECTIVES:

The course will survey the different areas of research on judicial politics and the interactions between the judiciary and other institutions. The focus is primarily on empirical/quantitative research, but does include some theory building and case study material. The course combines a look at the historical research in the area from the beginning of the behavioral revolution. The course will not look at case law and will not assess legal or constitutional theory, but will assess the Courts (primarily the federal courts) as political institutions. We will assess measurement issues, address the different debates concerning decision-making, and explore a few issues related to judicial process. In the end the goal is to provide you with a base knowledge of studies of the courts and an understanding of how the courts fit into the American political system both practically and in terms of research.

The study of courts as political institutions is an adverse notion to many. Indeed, it is common to hear judges and lawyers alike celebrate the law as the essence of governmental will, as though the law dictated the path of judicial choice. Precious few political scientists adhere to the belief that courts simply apply the law. Even law professors, who for years were dismissive of empirical legal scholarship, have begun to

take an active interest in the quantitative analysis of the judiciary and concede that judges are motivated by more than simply a desire to make sound legal policy.

At the same time, it would be foolhardy to regard the judiciary as interchangeable with the elected branches of the government. The business of the judiciary is very much constrained by the law. As one scholar famously put the matter, "Political scientists who have done so much to put the 'political' in 'political jurisprudence' need to emphasize that it is still 'jurisprudence.' It is judging in a political context, but it is still judging; and judging is something different from legislating or administering." Of course, where the intersection of law and politics occurs may be uncertain, but the convergence of courts and public policy makes systematic inquiry into judicial decision making a distinctive and fascinating task.

Thus, on a weekly basis, you will be expected to digest various samples of the literature that touch upon some of the leading questions within this subfield: What are the factors that govern the selection of judges at the both the state and federal levels? How does a court with a completely discretionary agenda formulate its plenary docket? Are judges constrained in their behavior because they serve in a judicial capacity? Do judges decide cases based upon other factors, and --- if so --- what are those factors? Under what guises do secondary players engage the courts and with what implications? What is the nature of the relationship between courts and mass opinion? How do courts interact with other publics? How well-suited --- if at all --- is the judiciary to the craft of policy making? And do those policies make any difference to society? By the end of the semester, you should have a fairly firm grasp on some of the leading answers to these questions.

- 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

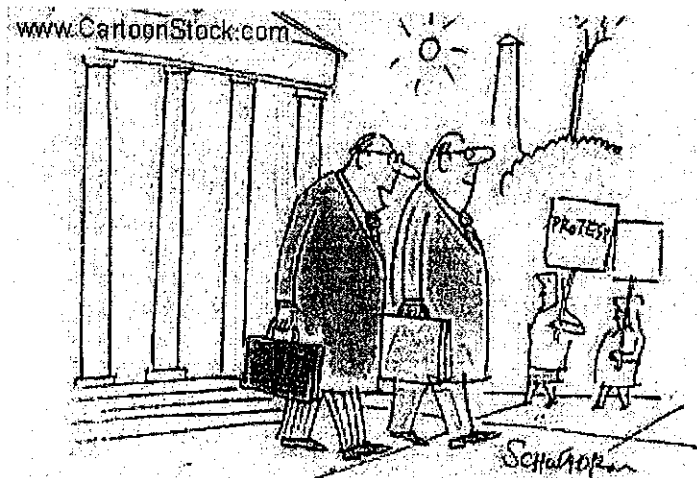
- 1) Exams. There will be a Midterm and a Final.
- 2) Participation. You are expected to attend class. Consistent class attendance, reading and preparation, and participation are essential. The language and logic of political science research are complicated, unfamiliar, and hard to follow sometimes. It takes effort to read and understand judicial politics research, and you will need to be prepared for class, listen to my explanations and those of your classmates, ask questions, and discuss the material. Cramming for the exams you

will take is all but impossible. I will grade you on your participation and attendance.

- 3) Class Assignments. I will periodically have class assignments that will either be completed in class or may require you to turn it in during our next class period.
- 4) Justice paper: You will choose one of the justices currently sitting on the Supreme Court and write a profile of that justice. Your profile should include background information, including how they came to sit on the Court, their previous occupation, and the Senate's confirmation vote, as well as any significant information about that justices' voting behavior, philosophy of judicial interpretation and/or of noteworthy opinions they have written recently. This will require outside research and I expect that you will be aware of the types of information you use and rely on only credible, legitimate sources.
- 5) Case paper: You will choose a case that the Supreme Court has decided with a full opinion in the past 5 years (from January 2005 until January 2010) and provide a study of that case. You should include how the case came to the Court, the major issues involved, the final vote and the reasoning offered in the opinion, relevant political factors (like public opinion on the issue), interest groups that appeared as amici, the actions of the administration in the case, and some summary of the implications of the decisions as seen by prominent journalists and Court-watchers. This will also require outside research and again, I expect that you will rely on legitimate sources. When choosing a case, I suggest that you seriously consider the issues of the case and the complexity of the case - choose a case that interests you and that you understand.

WEIGHTING SCALE

Midterm	100
Final Exam	100
Class Assign.	50
Justice Paper	100
Case Paper	100
Participation	50



"JUST FOR A CHANGE, WOULDN'T IT BE NICE IF SUPREME COURT JUSTICES HAD GROUPIES AND ROCK STARS HAD DISSENTERS."

Most of this class will be in-class discussion. I expect you to finish the readings assigned for each day before you come to class and to be prepared to discuss the readings with your case briefs. *This is essential to getting a good grade in this course.*

ADDITIONAL INFORMATION / INSTRUCTIONS

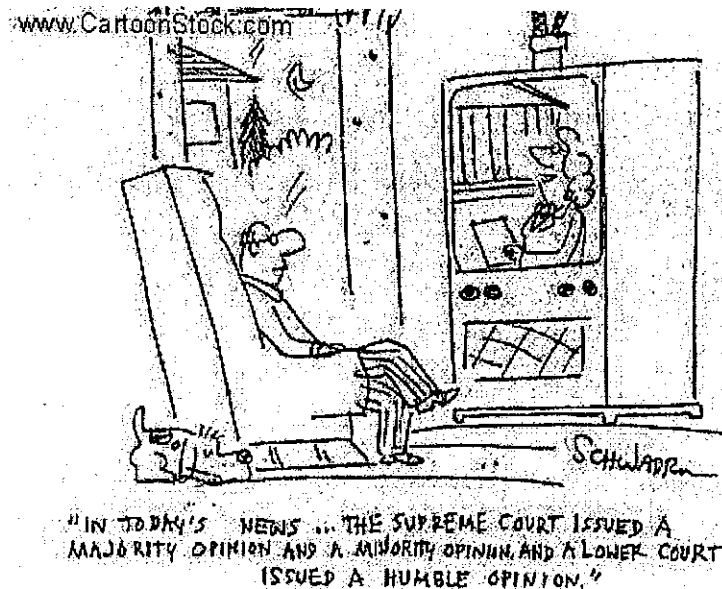
Some additional readings included in the course schedule may require you to go to the library. Also, additional readings will be posted to the website as appropriate. I also reserve the right to add or change readings during the course of this class.

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.

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."





SCHEDULE OF ACTIVITES ASSIGNMENTS / EXAMINATIONS

WEEK 1

Introduction: What's Judicial Politics?
The Supreme Court & the Judicial System

Readings: Baum, C1;

WEEK 2

Week 2: Introduction to Political Science Methodology

Readings: King, Keohane & Verba, *Designing Social Inquiry***, pp. 1-71,
75-76, 82-91, 99-114; CH 4

King, Keohane & Verba**, 135-61, 176-84 (omitted variable bias), 185-95
(endogeneity)

WEEK 3

The Supreme Court & the Attitudinal Model

Readings: S&S Chapters 1 - 4

WEEK 4

The Supreme Court & the Attitudinal Model

Readings: S&S Chapters 5 - 7

WEEK 5

The Supreme Court & the Attitudinal Model

Readings: S&S Ch 8 - 10

WEEK 6

The Supreme Court & Strategic Choice

Readings: EK

WEEK 7

The Supreme Court & Strategic Choice

Readings: EK

WEEK 8

Finish Materials, Review

MIDTERM EXAM

WEEK 9
Precedent
Readings: HS

WEEK 10
Precedent
Readings: HS

WEEK 11
Empirical Study of Strategic Choice
Readings: MSW

WEEK 12
Empirical Study of Strategic Choice
Readings: MSW

WEEK 13
Nominations
Readings: M

WEEK 14
Nominations
Readings: M

WEEK 15
OPEN

EXAM WEEK
FINAL EXAM

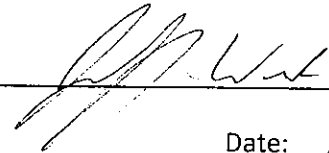
THIS IS A PRELIMINARY SCHEDULE ONLY. THE INSTRUCTOR RESERVES THE RIGHT TO MAKE CHANGES TO THIS SCHEDULE AS NEEDED.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: <i>History and Political Science</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: _____



Date: 9/15/10

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Speech, Theatre & Journalism	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: Henry Norton

Date: 9/15/10

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: <i>Accounting & Economics</i>	This department <input checked="" type="checkbox"/> supports the change. <input type="checkbox"/> does not support
Comments: <i>I would like to have estimates of additional students for the 2 courses Dr. Cole teaches</i>	

Department Head Signature

Janeta S. Caw

Date: *9/20/2010*

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

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

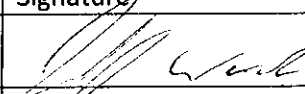
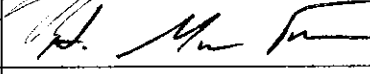
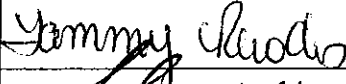

Department Head Signature: *W. Sam Monte*

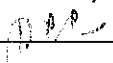

Date: *9-20-10*

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

app CC w/ amend
10/19/10
appes 11/8/10

TO: Curriculum Committee
FROM: Department of History and Political Science
 Attn: Christopher Housenick, Ph.D. (chousenick@atu.edu)
DATE SUBMITTED: 9/27/2010
REQUEST FOR COURSE ADDITION Problems in international Affairs

Title	Signature	Date
Department Head		9/27/10
Dean		9-27-10
Teacher Education Council (if applicable)	N/A	
Graduate Council (if applicable)	N/A	
Registrar		10-1-10
Vice President for Academic Affairs		

Course Subject: Political Science	Course Number: POLS 3XXX 3423
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Problems in International Affairs	
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: 2011	How frequently will course be offered? Every Other Summer Session
Is this course repeatable? Yes No How many times? 	
Does this course require a fee? No 	

Elective Major Minor

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

Prerequisites: None

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.

This course will require the standard online course set-up of appropriate Blackboard website space.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. No.

How does this proposal support the University Mission or University Strategic Planning Goals?

This proposal supports the University Mission by nurturing scholastic development by exposing students to many of the complex, ongoing, long-standing issues in international affairs. It will also strengthen our community outreach efforts through our Professional Studies program to bring more potential students back into the fold and allow them to earn their degree from Arkansas Tech.

What assessment information is being used to support this proposal?

With the creation of the Political Science major, we did an internal assessment of all the connections and integrations of our degree program with other departments. As part of this review, we found that International Relations (POLS 3413) is assigned as a required course for the Professional Studies program. However, there is no intention to offer that course in a format that would make it available to Professional Studies students. It is currently being offered every two years, during the Fall semesters, in a face-to-face lecture format. The Professional Studies program, which targets non-traditional students who are often working full-time besides continuing their education, often requires courses that are offered on-line to help accommodate the busy schedules of their students. Therefore, our assessment of the university curriculum is that international Relations did not meet the needs of the Professional Studies program and a new course would better suit their needs.

How will the effect of the change be monitored?

The effect of the change will be monitored three ways. First, we will observe student enrollments for this course through both the Political Science and the Professional Studies program. Our expectation is that between the two programs, this course will always make the minimum enrollment limits, and often reach full enrollment if offered as an online, distance-learning course during summer sessions. Second, we will monitor overall enrollments in the Professional Studies program. We would expect that with this course being offered on-line, it should increase enrollment in that program. Third, we will monitor the graduation rates of students in the programs affected. We expect that this change will help more students graduate from the Professional Studies program.

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 a needed international knowledge that the Professional Studies program requires. It will also provide an additional political science elective that can be offered in summers to help students complete their degree requirements.

Describe the evidence derived from your program assessment that justifies this change.

Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

See the separate course change documentation for International Relations requesting that the course difficulty be lowered to 2000- level for specific assessment justifications.

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

Professional Studies Program Departmental Support Form Attached

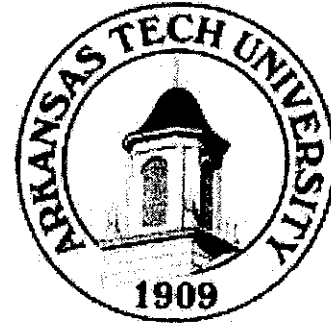
Amendment to rationale: The course is designed to accommodate Professional Studies and other majors who took POLS 3413, which is no longer available because it has been changed to POLS 2413.

Amendment to course description: to be offered once yearly.

Problems in International Affairs

3423
POLS ~~3423~~ TC1 (CRN XXXXX)

Summer 2011



Dr. Christopher Housenick

Email Address: chousenick@atu.edu
Office Location: Witherspoon Hall 256
Office Telephone #: 479 – 356 - 2008
Office Hours: *By Appointment*
Blackboard: blackboard.atu.edu

Course Objectives

- The purpose of this course is to examine some of the high-salience international affairs issues and concerns that seem to perennially challenge American politicians and policy-makers.
- The learning objectives of this course are to provide students with enough information to:
 - Be able to understand a selection of high-salience security issues.
 - Be able to understand a selection of high-salience economic issues.
 - Be able to understand a selection of high-salience political issues.
- A secondary course goal is to train students and make them able to conduct thorough research into a high-salience issue such as the ones presented in this class.
- This course serves two curriculum purposes:
 - As an upper-division elective in the Political Science Curriculum
 - As a required course in the Professional Studies Program

Amendment:

offered yearly,

Course Catalog Description

This course will examine approximately ten major issues in international affairs. It will examine the history, politics, conflicts, debates, and actors involved in each specific issue area. The specific topics are up to the instructor, and will vary from offering to offering depending on the situation and issues in international relations at the time of instruction.

Required Course Materials

Ralph G. Carter, "Contemporary Cases in U.S. Foreign Policy: From Terrorism to Trade. 4th Edition." *CQ Press* 2011. ISBN – 13: 978-1-60426-731-0

Articles as specified in this syllabus. These articles will be available through the course "Blackboard" website.

Grading Scale

A	99.9 – 89.5	F	Less than 59.5
B	89.5 – 79.5	FE	Failure for Attendance
C	79.5 – 69.5	I	Incomplete
D	69.5 – 59.5		

Standards of Performance

- A:** Exemplary work on papers and examinations in fulfillment of course requirements; effective class participation; demonstration of reading all assignments.
- B:** Superior work (written and oral) in fulfillment of course requirements.
- C:** Satisfactory work (written and oral) in fulfillment of course requirements.
- D:** Assigned work is not satisfactory or not completed.
- F:** Failure to meet minimum course standards on exams, written assignments, class participation, and other course requirements.
- I:** Incomplete due to extended circumstances (typically associated with major illnesses or injuries). In order to be eligible to receive an incomplete, students must:
1) complete seventy-five percent of the course work during the original semester, and 2) come to an agreement with the professor of a schedule for completion of missing work.

Evaluation Summary

Graded Event	Percentage of Final Grade	Due Date
Midterm Exam	25%	End of Topic #5
Final Exam	30%	End of Topic #10
Topic Response Papers	10%	Throughout the Course
Term Project	20%	End of Topic #8
Discussions	15%	Throughout the Course

Evaluation Details

Exams: There will be two exams during this course covering the readings, discussions, and other points of interest that will arise as the session progresses. All exams will be short essay format, consisting of approximately five questions that take typically a long single paragraph to answer each question. All exams will be taken through the course "Blackboard" website. The midterm exam will be administered at the conclusion of Topic #5 and will count for twenty-five percent of your final course grade. The final exam will be administered at the conclusion of Topic #10 and will count for thirty percent of your final course grade.

Topic Response Papers: To help students prepare for the discussions on each topic, everyone will be required to draft a very brief, informal response paper after completing the readings on a specific topic. Each of these response papers should be typed, single-spaced, and approximately one page in length (between 400-500 words). These papers should identify issues, questions, or problems students identified during their readings to bring into discussion with their peers.

Term Project: Each student will be required to compose a term paper, outlining a specific problematic issue in international relations beyond the ten we will discuss during this course. You will be graded on the strength of your arguments, the support provided for your line of reasoning, the clarity of your presentation, and stylistic elements (spelling, grammar, etc). Students must retain an electronic copy of all their papers and be prepared to submit them to me immediately if and when they are requested. More specific details and information for the individual assignments will be posted and available on the "Blackboard" website for this course.

Participation: Participation is important for your success in this course. Participation counts for fifteen percent of your final course grade and will be assessed throughout the session. Discussion will be conducted through the "Blackboard" course website. All students will start the semester with a fifty percent (50%) grade for participation. Students will gain participation points for answering questions, providing intelligent, useful insight into discussions, and otherwise making positive contributions to the overall academic environment. Students will lose participation points if they lack of decorum in discussions, ask basic, thoughtless or ignorant questions, or otherwise detract from the learning experiences of fellow students. The key to a high participation grade is consistency: be prepared to participate each and every topic and for the duration of each topic. Students will have initial, non-binding participation grades posted on the course Blackboard website at the midterm exam in order to keep students apprised of their participation progress.

Students with Disabilities: Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals who are disabled. 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. Students with a disability need to register with the director for Disability Services and present documentation of their disability requirements to the professor as early in the semester as possible. A complete description of disability procedures is available on page 4 of the 2010 – 2011 Student Handbook.

Student Academic Grievance Procedure: If you find that you disagree with the professor on a grade you receive for an assignment, you have a very clear course of action to have your concerns addressed. This process begins by taking your grading issue to the professor for a one-on-one meeting to discuss the problem. If this meeting does not remedy the situation, there are additional steps and a full process in place that you can utilize in order to adjudicate the grievance. This process is outlined on pages 19 – 20 in the 2010 – 2011 Student Handbook.

FERPA Disclosures: The purpose of the Family Educational Rights and Privacy Act of 1974 (FERPA) is to protect the privacy of individual students by placing restrictions on the disclosure of information contained in a student's university record(s). At the university level, parents have no inherent rights to inspect your education records. However, education records can be released by Arkansas Tech University to your parents with your written consent. Further information and release forms are available from the professor.

Suggested Course Readings

Topic 1: Failed States and Ungoverned Spaces

“The Failed States Index.” *Foreign Policy* 180 (July / August 2010)

Barbara, Julien. “Rethinking Neoliberal State Building: Building Post-Conflict Development States.” *Development in Practice* 18 (June 2008): 307 – 318.

Clements, Kevin P. “Internal Dynamics and External Interventions.” *Peace Review* 21 (2009): 1 – 12.

Engelbert, Pierre and Denis M. Tull, “Postconflict Reconstruction in Africa: Flawed Ideas about Failed States.” *International Security* 32 (2008): 106 – 139.

Kraxberger, Brennan M. “Failed States: Temporary Obstacles to Democratic Diffusion or Fundamental Holes in the Political Map.” *Third World Quarterly* 28 (September 2007): 1055 – 1071.

Patrick, Stewart. “‘Failed’ States and Global Security: Empirical Questions and Policy Dilemmas.” *International Studies Review* 9 (December 2007): 644 – 662.

Rotberg, Robert. “Failed States in a World of Terror.” *Foreign Affairs* 81 (July / August 2002): 127 – 140.

Stohl, Rachel and Michael Stohl. “Failing the Failed.” *Harvard International Review* 29 (Winter 2008): 56 – 60.

Topic 2: Terrorism

Contemporary Cases in U.S. Foreign Policy, Chapter 1: “The U.S. versus Terrorism: From the Embassy Bombings in Tanzania to the Surge in Afghanistan”

Contemporary Cases in U.S. Foreign Policy, Chapter 2: “The Return of the Imperial Presidency? The Bush Doctrine and U.S. Intervention in Iraq”

Contemporary Cases in U.S. Foreign Policy, Chapter 8: “National Security Surveillance: Unchecked or Limited Presidential power?”

Contemporary Cases in U.S. Foreign Policy, Chapter 15: “The Rights of Detainees: Determining the Limits of Law”

Topic 3: The Shadow Economy – International Crime and Black Markets

Contemporary Cases in U.S. Foreign Policy, Chapter 3: “Colombia and U.S. Foreign Policy: Coca, Security, and Human Rights.”

Contemporary Cases in U.S. Foreign Policy, Chapter 7: “Confronting Somali Pirates: New Responses to Old Challenges”

Contemporary Cases in U.S. Foreign Policy, Chapter 9: “Immigration Policy: U.S. – Mexican Relations Confront U.S. Political Realities.”

Hendrix, Mary Catherine. “Enforcing the U.S. Trafficking in Victims Protection Act in Emerging Markets: The Challenge of Affecting Change in India and China.” *Cornell International Law Journal* 43 (Winter 2010): 173 – 205.

Molland, Sverre. “The Value of Bodies: Deception, Helping and Profiteering in Human Trafficking Along the Thai – Lao Border.” *Asian Studies Review* 34 (June 2010): 211 – 229.

Topic 4: Leadership Changes and Challenges in Latin America

Contemporary Cases in U.S. Foreign Policy, Chapter 11: “Why Do We Still Have an Embargo of Cuba?”

Cordova, Abby, Mitchell A. Seligson, “Economic Shocks and Democratic Vulnerabilities in Latin America and the Caribbean.” *Latin American Politics and Society* 52 (Summer 2010): 1 – 35.

Fernandes, Sujatha. “The Revolutionary Imagination in Cuba and Venezuela.” *NALCA Report on the Americas* 42 (March 2009): 18 – 43.

Gould, Jeffrey L. “Solidarity Under Siege: The Latin American Left.” *American Historical Review* 114 (April 2009): 348 – 375.

Lupo, Noam. “Who Votes for Chavismo?” *Latin American Research Review* 45 (2010): 7 – 32.

Topic 5: The Global Economic Crisis

Contemporary Cases in U.S. Foreign Policy, Chapter 10: “The Global Financial Crisis: Governments, Banks, and Markets.”

Altman, Roger C. “Globalization in Retreat.” *Foreign Affairs* 88 (July 2009): 2 – 7.

Bramble, Tom. “Crisis and Contradiction in the World Economy.” *Journal of Australian Political Economy* 64 (December 2009): 37 – 64.

Germain, Randall. “Financial Order and World Politics.” *International Affairs* 85 (July 2009): 669 – 687.

Kyung-Hwan Kim and Bertrand Renaud. “The Global House Price Boom and Its Unwinding: An Analysis and Commentary.” *Housing Studies* 24 (2009): 7 – 24.

Topic 6: China’s Economic and Military Rise

Contemporary Cases in U.S. Foreign Policy, Chapter 12: “U.S. – China Trade Relations: Privatizing Foreign Policy.”

Breslin, Shaun. “Understanding China’s Regional Rise: Interpretations, Identities, and Implications.” *International Affairs* 85 (July 2009): 817 – 835.

Loy, Patrick. “China’s Role in the Challenge for Global Sustainable Development.” *Perspectives on Global Development and Technology* 8 (2009): 547 – 558.

Okimoto, Daniel I. “The Financial Crisis and America’s Capital Dependence on Japan and China.” *Asia-Pacific Review* 16 (May 2009): 37 – 55.

Prasad, Eswar S. “Effects of the Financial Crisis on the U.S. – China Economic Relationship.” *CATO Journal* (Spring 2009): 223 – 235.

Topic 7: Iran's Regime and Nuclear Ambitions

Contemporary Cases in U.S. Foreign Policy, Chapter 4: "The Nuclear Standoff between the U.S. and Iran: Seeking a Diplomatic path through a Minefield of Mutual Distrust."

Heradstveit, Daniel and G. Matthew Bonham. "What the Axis of Evil Metaphor Did to Iran." *Middle East Journal* 61 (Summer 2007): 421 – 400.

Lindsay, James M. and Ray Takeyh, "After Iran Gets the Bomb." *Foreign Affairs* 89 (March 2010): 33 – 49.

Mattair, Thomas R. "The United States and Iran: Diplomacy, Sanctions, and War." *Middle East Policy* 17 (Summer 2010): 52 – 61.

Molavi, Reza, and K. Luisa Gandolfo. "Who Rules Iran?" *Middle East Quarterly* 17 (2010): 61 – 68.

Nia, Mahdi Mohammad. "Understanding Iran's Foreign Policy: An Application of Holistic Constructivism." *Alternatives: Turkish Journal of International Relations* 9 (Spring 2010): 148 – 180.

Topic 8: North Korea

Contemporary Cases in U.S. Foreign Policy, Chapter 5: "The U.S. and North Korea: Avoiding a Worst-Case Scenario"

Byman, Daniel and Jennifer Lind. "Pyongyang's Survival Strategy: Tools of Authoritarian Control in North Korea." *International Security* 35 (January 2010): 44 – 74.

Davis, Carmel. "An Introduction to Nuclear Strategy and Small Nuclear Powers: Using North Korea as a Case." *Defence Studies* 9 (March 2009): 93 – 117.

Mazaar, Michael J. "The Long Road to Pyongyang." *Foreign Affairs* 86 (September 2007): 75 – 94.

Sujian Guo and Gary Stradiotto. "The Nature and Direction of Economic Reform in North Korea." *Political Studies* 55 (December 2007): 754 – 778.

Topic 9: Afghanistan

- Biddle, Stephen, Fotini Christia and J. Alexander Thier. "Defining Success In Afghanistan." *Foreign Affairs* 89 (July 2010): 48 – 60.
- Fair, Christine. "'Clear, Build, Hold, Transfer': Can Obama's Afghan Strategy Work?" *Asian Affairs: An American Review* 37 (2010): 113 – 131.
- Hasnat, Syed Farooq. "Pakistan's Strategic Interests, Afghanistan, and the Fluctuating U.S. Strategy." *Journal of International Affairs* 63 (Winter 2009): 141 – 155.
- Lister, Sarah. "Changing the Rules? State-Building and Local Government in Afghanistan." *Journal of Development Studies* 45 (July 2009): 990 – 1009.
- Rietjens, Sebastiaan et. al. "Inter-Organisational Communication in Civil-Military Cooperation During Complex Emergencies: A Case Study in Afghanistan." *Disasters* 33 (July 2009): 412 – 435.
- Robinson, Paul. "Soviet Hearts and Minds Operations In Afghanistan." *Historian* 72 (Spring 2010): 1 – 22.

Topic 10: Pakistan

- Akhtar, Nasreen. "Polarized Politics: The Challenge of Democracy in Pakistan." *International Journal on World Peace* 26 (June 2009): 31 – 63.
- Raghavan, Srinath, "A Coercive Triangle: India, Pakistan, and the United States, and the Crisis of 2001 – 2002." *Defence Studies* 9 (June 2009): 242 – 260.
- Shapiro, Jacob N. and Christine Fair. "Understanding Support for Islamic Militancy in Pakistan." *International Security* 34 (January 2010): 79 – 118.
- Siddiq, Ayesha. "Jihadism in Pakistan: The Expanding Frontier." *Journal of International Affairs* 63 (Fall 2009): 57 – 71.
- Weinbaum, Marvin G. "Hard Choices in Countering Insurgency and Terrorism Along Pakistan's Northwest Frontier." *Journal of International Affairs* 63 (Fall 2009): 73 – 88.
- Ziring, Lawrence. "Unraveling the Afghanistan – Pakistan Riddle." *Asian Affairs: An American Review* 36 (2009): 59 – 78.

Arkansas Tech University DEPARTMENTAL SUPPORT FORM

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

Department Affected: Professional Studies	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: We support the Request for Course Addition of Problems of International Affairs (POLS 3xxx) from the Department of History and Political Science.	



Department Head Signature: Mary Ann Rollans _____

Date: 09-29-10 _____

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

app CC 10/19/10
app FS 11/8/10

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: October 01, 2009

Title	Signature	Date
Person Initiating Proposal Dr. Donald M. Gooch		9/27/10
Department Head Dr. Jeff Woods		9/27/10
Dean Dr. Michael Tarver		
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10-1-10
Vice President for Academic Affairs		

Course Subject: Political Science	Course Number: 4163
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Formal Theory	
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: 2011	How frequently will course be offered? Every two years
Is this course repeatable? <input checked="" type="checkbox"/> N How many times? 1000 <i>see</i>	
Does this course require a fee? <input checked="" type="checkbox"/> N	How much? Type of fee?

Elective Major Minor

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

Prerequisites:

NONE

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.

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 supports the University mission by serving to further scholastic development and professionalism by filling a gap in our political science curriculum and providing an avenue for our students to develop a knowledge base and key skills necessary to pursue careers in the political science profession and related fields. It makes an important contribution to providing a solid educational foundation for life-long learning for students at Arkansas Tech in political science.

What assessment information is being used to support this proposal?

This course was first taught as a social science seminar in the Fall of 2009. The course garnered significant interest from our upper-division students and, if the course evaluations are a measure of student approval and interest in the course, was one of the more popular courses I have taught at ATU. The course averaged 4.81 out of 5 on the 14 item evaluation. I surveyed students who took the course this fall (2010) who are still here at Tech to gauge their assessment of the course as a class of interest and what they thought about it as a potential part of the curriculum. Some of the comments I received in response include:

- "It was a solid class. I definitely think it will be a good class when political science has it's own major. It's pretty challenging and should be one of the last classes someone in the program takes before graduating."

- "Formal Theory was a very interesting class that introduced new ideas and concepts that I have not seen from any other class at Tech. I think it would be a good addition to the curriculum."
- "This course was exceptionally outstanding. The use of defined variables to econometrically explain political behaviors is necessary in higher political science research and is a logical progression from research methods I/II. The class is appropriately challenging for upper level students and would be a wonderful addition to the political science curriculum."

How will the effect of the change be monitored?

Through the departmental assessment committee.

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

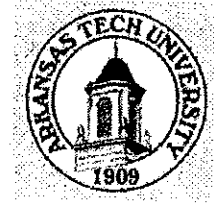
Formal, spatial, and game theory are increasingly the singular method of developing rigorous and testable theories in political science. Furthermore, formal theory represents an inter-disciplinary bridge between the related substantive fields of economics, psychology, and sociology and purely methodological fields such as mathematics and statistics, and thus is an essential component in a complete education in political science and is increasingly a required part of methods curriculum across the country. For example, the political science undergraduate program at UCLA, Berkley considers formal theory and methodology to be an equivalent foundational field along with the major fields (American politics, comparative politics, international relations, etc.) and requires undergraduates to take courses in each of the major fields—including formal theory.

That we currently lack any substantive class in formal theory, game theory, or spatial theory is a significant gap in our political science training. Formal theory is a component of undergraduate training at regional public universities that include the University of Arkansas at Fayetteville, University of Arkansas at Little Rock, and the University of Central Arkansas.

This proposal provides an important additional class to our Political Science methods sequence, and also serves as a substantive course in American Politics. It is essential that students be introduced to the gamut of methods and techniques for developing theories in political science. This course fills a gap in our curriculum and will help us compete with political science programs in the state and nationally. The development of rigorous methodological skills is essential for students competing in today's market. Furthermore, this course covers one of the more important but often neglected topics in American politics. This will improve and expand the curricular offerings in political science, thus contributing to the developmental and professional knowledge and abilities of students in the political science major and Tech students in general.

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

FORMAL THEORY
ARKANSAS TECH UNIVERSITY
www.atu.edu



INSTRUCTOR INFORMATION

Name: Donald M. Gooch
E-mail: dgooch1@atu.edu
Alt E-mail: GOOCH1701@hotmail.com
Office: Witherspoon 257
Office Hours: M, W 10am – 2pm, T& TR 1pm – 2pm
Web Address: www.donaldgooch.com

<u>COURSE INFORMATION</u>		Hawk	Dove
Course Title: Formal Theory			
Section:			
POLS 4983			
Prerequisites: None			
Semester Credit Hours: 3			

	Hawk	Dove
Hawk	$v-c,$ $v-c$	$2v, 0$
Dove	$0, 2v$	v, v

The hawk-dove game

Course Description: The purpose of this course is to familiarize students with formal theory, with a focus on the assumptions of rationality, spatial and game theoretic modeling, strategic games, and institutions.

Class Meeting Days & Times: T, TR 2:30pm – 3:50am
Room: Witherspoon Hall 238

REQUIRED TEXTS

We will be covering all (or nearly all) material in the following required texts:

Watson, Joel. 2001. *Strategy: An Introduction to Game Theory*. New York: W.W. Norton Co.

Riker, William H. 1982. *Liberalism Against Populism*. Waveland Press.

Shepsle, Kenneth A., and Mark S. Bonchek 1997. *Analyzing Politics*. W.W. Norton.

Barry, Brian. 1988. *Sociologist, Economists and Democracy*. Chicago: University of Chicago Press.

SELECTED SUGGESTED READINGS

A more extensive bibliography as well as suggested texts for book review is included at the end of this syllabus.

McCarty, Nolan, and Adam Meirowitz. 2007. *Political Game Theory*. Cambridge University Press.

Morton, Rebecca B. 1999. *Methods and Models: A Guide to the Empirical Analysis of Formal Models in Political Science*. Cambridge University Press.

Hinich, Melvin J., and Michael C. Munger. 1997. *Analytical Politics*. Cambridge University Press.

Osborne, Martin J. 2004. *An Introduction to Game Theory*. Oxford University Press.

Course Objectives:

This seminar introduces formal methods of analysis central to contemporary political science research. The field of formal political theory has been referred to by a variety of names, including positive theory, rational choice, public choice, and collective choice, among others. Formal political theory is similar to economic analysis of rational behavior in market contexts. The difference between formal theory in political science and economics is primarily a difference of context, not of methodology. Formal methods are used in nearly all fields of political science and can be found in all major political science journals. Among the subjects reviewed in the seminar are game theory, spatial models of decision-making, social choice, and institutional analysis. Since this seminar is only a one-semester course, we can only cover the surface of formal models and their applications. But we should be able to provide a foundation for further study. The objectives of the course are to motivate students to think deeply about political phenomena, to think logically, and to formulate their ideas more completely. In addition to learning about the design of research, students should be able to read and appreciate current political science scholarship. This seminar serves a methodology course within the Department of Political Science, though it is not a course in statistics. A reasonable knowledge of mathematics is assumed, but nothing beyond the level of college algebra is required. The emphasis of the course is on application of formal methods to the study of political phenomena.

Course Requirements:

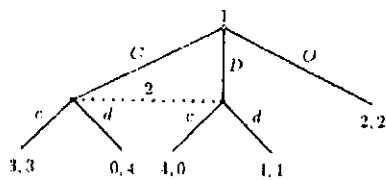
All readings should be completed by the date indicated on the syllabus, and students should be prepared to discuss the topic and the literature during that class session. Discussion and/or presentation of weekly material will occur regularly. One assignment involves a brief, in-class presentation of a case-study on the manipulation of political outcomes. Each student will also be responsible for four problem sets. The problem sets involve several mathematical or other thought-provoking exercises (often problems from chapters in the text). They cover material in major sections of the course. These problem sets must be completed by the due dates announced in class--no late submissions will be accepted. Generally, the problem sets will be distributed on the Monday shown in the schedule below and collected on the following Monday.

Another requirement for the course is a book review of a text applying formal political analysis to a substantive area. The book review should be written as if prepared for a political science journal (1000 words). In addition, students will briefly summarize the book and its methodology during the final class meeting. The choice of a suitable book is up to the student, subject to approval by the instructor (it should be a book you have not read before). A short list of suggested titles is attached after the course outline. 2

Final course grades will be based on attendance and participation (20%), the brief presentation (20%), the four problem sets (40%), and the book review (20%).

Course Outline and Reading Assignments:

Readings with an asterisk (*) on the following list are required for all students. All other readings are recommended for further study. Readings should be completed by the date of class shown, and students should be prepared to discuss these readings in class. Exercises and assignments will be assigned during each weekly seminar and will complement the learning objectives for that week. Written assignments are due the following week, unless otherwise noted in class. The following outline is, as always, *subject to change*.



SCHEDULE OF ACTIVITES ASSIGNMENTS / EXAMS

WEEK 1: Introduction

WEEK 2: Rationality; Mathematical Models

*Shepsle, chapters 1-2

*Barry, Introduction, chapter 1

Anatol Rapoport, "The Use and Misuse of Game Theory," *Scientific American* 207 (1962).

Jon Elster, *Rational Choice*, 1986

Charles A. Lave and James G. March, *An Introduction to Models in the Social Sciences*, 1975 3

WEEK 3: Constitutions; Voting Rules and Paradoxes

*Riker, chapters 1-4

*Shepsle, chapters 3, 4 (pages 49-62 only), and 7

James Buchanan and Gordon Tullock, *The Calculus of Consent*, 1962

Gary Cox, *Making Votes Count: Strategic Coordination in the World's Electoral Systems*, 1997

WEEK 4: The General (Im)Possibility Theorem

*Riker, chapter 5

*Shepsle, chapter 4 (pages 63-81)

Kenneth Arrow, *Social Choice and Individual Values*, 2nd ed., 1963

John Craven, *Social Choice: A Framework for Collective Decisions and Individual Judgements*, 1992

WEEK5: Manipulation of Social Choice

*Riker, chapters 6-10

*Shepsle, chapter 6

Robin Farquharson, *Theory of Voting*, 1969

(*)William H. Riker, *The Art of Political Manipulation*, 1986 (for presentations)

Problem Set 1 Distributed

WEEK6: Unidimensional Spatial Models

*Hinich and Munger, chapters 1-2

*Shepsle, chapter 5 (pages 82-91)

Duncan Black, *Theory of Committees and Elections*, 1958

Anthony Downs, *An Economic Theory of Democracy*, 1957

Problem Set 1 Due

WEEK7: Multidimensional Spatial Models

*Hinich and Munger, chapters 3-4

*Shepsle, chapter 5 (pages 92-136)

Richard D. McKelvey, "Intransitivities in Multidimensional Voting Models and Some Implications for Agenda Control," *Journal of Economic Theory*, 12: 472-482

Richard D. McKelvey, "General Conditions for Global Intransitivities in Formal Voting Models," *Econometrica*, 47: 1085-1112

James M. Enelow and Melvin J. Hinich, *The Spatial Theory of Voting*, 1984 4

WEEK 8: Advanced Topics in Spatial Modelling

*Hinich and Munger, chapters 6-9

Keith Krehbiel, "Spatial Models of Legislative Choice," *Legislative Studies Quarterly*, 13 (1988): 259-319

Richard D. McKelvey and Peter C. Ordeshook, "A Decade of Experimental Research on Spatial Models of Elections and Committees," in Enelow and Hinich, eds., *Advances in the Spatial Theory of Voting*, 1990

William T. Bianco, Michael S. Lynch, Gary J. Miller, and Itai Sened, "A Theory Waiting to Be Discovered and Used': A Reanalysis of Canonical Experiments on Majority-Rule Decision-Making," *Journal of Politics*, 68 (Nov 2006), 838-851

Problem Set 2 Distributed

WEEK9: Classical Game Theory and Strategic Form Games

*Watson, chapters 1-3

von Neumann and Morgenstern, *The Theory of Games and Economic Behavior*

Luce and Raiffa, *Games and Decisions*

Problem Set 2 Due

WEEK10: Mixed Strategy Equilibria

*Watson, chapter 4

von Neumann and Morgenstern, *The Theory of Games and Economic Behavior*

Luce and Raiffa, *Games and Decisions*

Problem Set 3 Distributed

WEEK11: Extensive Form Games

*Watson, chapters 5-7

David M. Kreps, *Game Theory and Economic Modelling*, 1998

Bruce Bueno de Mesquita and David Lalman, "The Road to War is Strewn with Peaceful Intentions," in Peter C. Ordeshook, ed., *Models of Strategic Choice in Politics*

Problem Set 3 Due

WEEK 12: Coalition Theory; Repeated Games; Measuring Power

*Watson, chapters 8

*Shepsle, chapters 8, 9, 10

William Riker, *The Theory of Political Coalitions*, 1962

Kaare Strom, *Minority Government and Minority Rule*, 1990

Robert Axelrod, *The Evolution of Cooperation*, 1984

WEEK 13: Imperfect Information; Bounded Rationality

*Watson, chapters 9, 10

David P. Baron and John A. Ferejohn, "Bargaining in Legislatures," *American Political Science Review*, 1989, pp. 1181-1207

Amos Tversky and Daniel Kahneman, "The Framing of Decisions and the Psychology of Choice," *Science* 211(1981): 453-458

WEEK 14: Institutions

*Shepsle, chapters 11-17

Thomas Hammond and Gary Miller, "The Core of the Constitution," *American Political Science Review*, 81(1987): 1155-1174

Kenneth A. Shepsle and Barry R. Weingast, "Positive Theories of Legislative Institutions," *Legislative Studies Quarterly* 19(2), May 1994, 149-179 (or see their book *Positive Theories of Congressional Institutions*, 1995).

Kenneth A. Shepsle, "Institutional Arrangements and Equilibrium in Multidimensional Voting Models," *American Journal of Political Science* 23 (1979): 27-59.

Thomas Gilligan and Keith Krehbiel, "Organization of Informative Committees by a Rational Legislature," *American Journal of Political Science* 34 (1990): 531-564

WEEK 15: Evaluation of Formal Models; Presentation of Research Reviews 1

*Morton, chapters 5-9 (distributed)

Problem Set 4 Distributed

WEEK 16: Presentation of Research Reviews 2

Problem Set 4 Due

(This is finals week; date and time subject to change.)

General Texts for the Discerning Reader:

Rationality, Choice, and Rational Choice:

Barry and Hardin, eds., *Rational Man and Irrational Society? An Introduction and Sourcebook*

Becker, *The Economic Approach to Human Behavior*

Elster, ed., *Rational Choice*

Friedman, ed., *The Rational Choice Controversy* (or *Critical Review*, vol. 9, nos. 1-2)

Green and Shapiro, *Pathologies of Rational Choice*

Popkin, *The Rational Peasant*

Schelling, *Micromotives and Macrobehavior*

Social Choice:

Arrow, *Social Choice and Individual Values*

Bonner, *Introduction to the Theory of Social Choice*

Fishburn, *The Theory of Social Choice*

McLain and Urken, eds., *Classics of Social Choice*

Schwartz, *The Logic of Collective Choice*

Sen, *Collective Choice and Social Welfare*

Spatial Models:

Downs, *An Economic Theory of Democracy*

Enelow and Hinich, *The Spatial Theory of Voting*

Hinich and Munger, *Ideology and the Theory of Political Choice*

Merrill and Grofman, *An Unified Theory of Voting: Directional and Proximity Spatial Models*

Shepsle, *Models of Multiparty Competition*

Strom, *The Logic of Lawmaking*

Game Theory:

Baird, Gertner, and Picker, *Game Theory and the Law*

Davis, *Game Theory: A Non-Technical Introduction*

Dixit & Nalebuff, *Thinking Strategically: The Competitive Edge in Business, Politics, and Everyday Life*

Dixit and Skeath, *Games of Strategy*

Fudenberg and Tirole, *Game Theory*

Hamburger, *Games as Models of Social Phenomena*

Luce and Raiffa, *Games and Decisions: A Critical Survey*

Morrow, *Game Theory for Political Scientists*

Ordeshook, *Game Theory and Political Theory*

Ordeshook, *A Political Theory Primer*

Owen, *Game Theory*

Rasmusen, *Games and Information*

Shubik, *Game Theory in the Social Sciences: Concepts and Solutions*

von Neumann and Morgenstern, *The Theory of Games and Economic Behavior*

General Reviews: 7

Abrams, *The Foundations of Political Analysis*

Brams, *Paradoxes in Politics*

Frohlich and Oppenheimer, *Modern Political Economy*
Grofman, ed., *Information, Participation and Choice*
Mueller, *Public Choice III*
Olson, *The Logic of Collective Action*
Ordeshook, ed., *Models of Strategic Choice in Politics*
Riker and Ordeshook, *Introduction to Positive Political Theory*

Suggested Books for Review:

- Adams, James. 2001. *Party Competition and Responsible Party Government: A Theory of Spatial Competition Based upon the Insights from Behavioral Voting Research*. Ann Arbor: University of Michigan.
- Adams, James. 2005. *A Unified Theory of Party Competition: A Cross-national Analysis Integrating Spatial and Behavior Factors*. Cambridge: Cambridge University Press.
- Balinski, Michel L., and H. Peyton Young. 1982. *Fair Representation*. New Haven: Yale University Press.
- Brams, Steven J. 1985. *Superpower Games*. New Haven: Yale University Press.
- Brams, Steven J. 1996. *Fair Division: From Cake-Cutting to Dispute Resolution*. Cambridge: Cambridge University Press.
- Chong, Dennis. 1991. *Collective Action and the Civil Rights Movement*. Chicago: University of Chicago Press.
- Cox, Gary W. 1987. *The Efficient Secret: The Cabinet and the Development of Political Parties in Victorian England*. Cambridge: Cambridge University Press.
- Farber, Daniel A., and Philip P. Frickey. 1991. *Law and Public Choice*. Chicago: University of Chicago Press.
- Frohlich, Norman, and Joe A. Oppenheimer. 1992. *Choosing Justice: An Experimental Approach to Ethical Theory*. Berkeley: University of California Press.
- Grossman, Gene M., and Elhanan Helpman. 2001. *Special Interest Politics*. Cambridge, MA: MIT Press.
- Horowitz, Donald L. 1991. *A Democratic South Africa?* Berkeley: University of California Press.
- Michael Laver and Norman Schofield. 1990. *Multiparty Government: The Politics of Coalition Formation in Europe*. Oxford: Oxford University Press.
- Jones, Bryan D. 1994. *Reconceiving Decision-making in Democratic Politics: Attention, Choice, and Public Policy*. Chicago: University of Chicago Press.
- Morgan, T. Clifton. 1994. *Untying the Knot of War: A Bargaining Theory of International Crises*. Ann Arbor: University of Michigan Press.
- Ostrom, Elinor. 1990. *Governing the Commons: The Evolution of Institutions for Collective Action*. Cambridge: Cambridge University Press.
- Poundstone, William. 1992. *Prisoner's Dilemma: John von Neumann, Game Theory and the Puzzle of the Bomb*. New York: Doubleday.
- Rae, Douglas. 1971. *The Political Consequences of Electoral Law*. New Haven: Yale University Press.
- Saari, Donald G. 2001. *Decisions and Elections: Explaining the Unexpected*. New York: Cambridge University Press.
- Saari, Donald G. 2001. *Chaotic Elections: A Mathematician Looks at Voting*. Providence: American Mathematical Society.

- Sandler, Todd. 1992. *Collective Action: Theory and Applications*. Ann Arbor: University of Michigan Press.
- Schofield, Norman, and Annette Milford. 1996. *Collective Decision-Making: Social Choice and Political Economy*. Boston: Kluwer.
- Tsebelis, George. 1990. *Nested Games: Rational Choice in Comparative Politics*. Berkeley: University of California Press.
- Tullock, Gordon. 1998. *On Voting: A Public Choice Approach*. Northampton, MA: Edward Elgar.

**Arkansas Tech University
REQUEST FOR COURSE CHANGE**


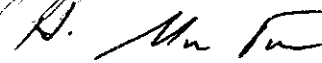
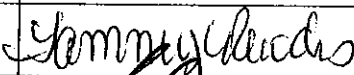
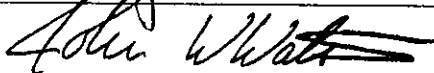
app CC 10/19/10
app FS 11/8/10
Catalog 11-18-10 ✓

TO: Curriculum Committee

FROM: Department of History and Political Science, Witherspoon Building 255
Attn: Christopher Housenick, Ph.D. (chousenick@atu.edu)

DATE SUBMITTED: 9/25/2010

REQUEST FOR COURSE CHANGE – Course Number Change – POLS 3403 to POLS 2403

Title	Signature	Date
Department Head		9/27/10
Dean		9-27-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10-1-10
Vice President for Academic Affairs		

Course Subject: Comparative Government	Course Number: POLS 3403
Cross-listed with Subject: N/A	Cross-Listed Course Number: N/A
Official Title: Comparative Government	
Request to change: (check appropriate box) <input checked="" type="checkbox"/> <u>Course Number</u> <input checked="" type="checkbox"/> <u>Course Description</u> <input type="checkbox"/> Title <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: 2011 / 2012	

New Course Number : POLS 2403

New Course Title (Limited to 30 characters including spaces): Comparative Government

New Course Description: A study of the various political systems of the world, such as the governments of Western Europe, Socialist or Communist Systems, and developing world governments. The countries under examination are often selected to address important real-world circumstances. (Note: All changes to this course description are cosmetic.)

New Cross-list: N/A

New Prerequisite/Co-requisite: N/A

New Grading N/A (Remaining Standard Letter)

New Fee: N/A

X Major X Minor X Elective

History and Political Science Change of Program Form Attached

Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

1. The vast majority of comparable political science programs offer Comparative Government as a lower-division course. In most political science programs, this course is included as part of an introductory sequence, introducing students to the five major areas of requisite political science knowledge (American Government, Comparative Politics, International Relations, Political Theory, and Research Methodology). We conducted a survey of the course catalogs of a dozen institutions within Arkansas and across the region that are similar to Arkansas Tech, and found that nine universities (Appalachian State University, Henderson State University, James Madison University, Murray State University, Radford University, University of Arkansas at Monticello, University of Central Arkansas, University of Arkansas – Fayetteville, and Western Kentucky University) have their corresponding International Relations course assigned at the 200 or 2000 level of difficulty (which corresponds to our 2000 level course numbering), while only three institutions designate International Relations as upper-division courses (Arkansas State University – Jonesboro, Georgia College and State University, and Troy University). Therefore, changing this course number would bring Arkansas Tech's program in line with the current state of the discipline at comparable institutions.

Please provide a rationale for the change.

1. Students who transfer into Arkansas Tech cannot transfer their Comparative Government course. Since Comparative Government is taught at different levels of difficulty at Arkansas Tech and at other institutions (see the full list in the assessment evidence above), it is most-often non-transferable for students. This creates a disincentive for students to declare themselves Political Science, International Studies, or Emergency Management majors because they will be forced to repeat a class that they have already taken. Lowering this course number to a 2000- level will remove this disincentive and help to attract students to Arkansas Tech and its academic programs.
2. Lowering this course number would help reinvigorate the International Studies Program. For a variety of reasons, the International Studies program is facing a decline in both its enrollments and matriculation of its students. One reason for these challenges is that this program cannot attract new students using introductory classes. Under its current configuration, a student must declare themselves an International Studies major, and then enroll in this course. If this course was re-designated a lower-level course, undeclared majors could enroll in it, become interested in International Studies as a major, thereby helping to bolster that degree program's flagging enrollment and graduation rates.
3. This change will help expand the recently created Political Science major. Political Science was established as a new independent major starting in 2010. Under the current curriculum, American Government (POLS 2003) is the only gateway course that students can enroll in that can recruit them into political science. By lowering this course number, freshmen and sophomores who may be interested in political science could enroll in this course, become interested in political science, and declare a political science major. Also, with a lower course number this class would be opened to many more students (a course enrollment cap of forty instead of the usual student cap of twenty for 3000+ level courses), thereby giving many more students the opportunity to take this class and allowing the political science major to expand.

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

Attachments:

Emergency Management Major – Interdisciplinary Core
International Studies Program

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: International Studies	This department <input checked="" type="checkbox"/> supports the change. <input type="checkbox"/> does not support
Comments: <i>This is support for changing POLS 3403 to 2403, and POLS 3413 to 2413.</i>	

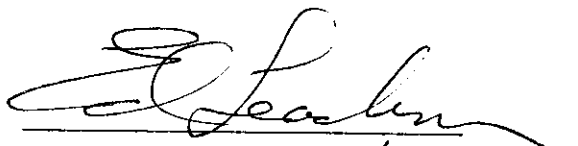
Department Head Signature: *N. McT...*

Date: 9-27-10

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: This is support for changing Comparative Government from POLS 3403 to POLS 2403.	

Department Head Signature: 
Date: 9/27/2010

**Arkansas Tech University
REQUEST FOR COURSE CHANGE**

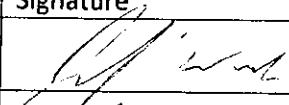
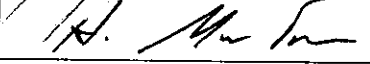
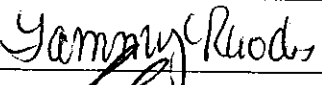
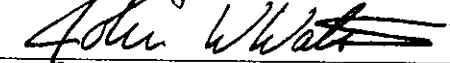
app CC 10/19/10
app FS 11/8/10
Catalog 11-18-10

TO: Curriculum Committee

FROM: Department of History and Political Science, Witherspoon Building 255
Attn: Christopher Housenick, Ph.D. (chousenick@atu.edu)

DATE SUBMITTED: 9/25/2010

REQUEST FOR COURSE CHANGE – Course Number Change – POLS 3413 to POLS 2413

Title	Signature	Date
Department Head		9/27/10
Dean		9-27-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10-1-10
Vice President for Academic Affairs		

Course Subject: International Relations	Course Number: POLS 3413
Cross-listed with Subject: N/A	Cross-Listed Course Number: N/A
Official Title: International Relations	
Request to change: (check appropriate box) <input checked="" type="checkbox"/> <u>Course Number</u> <input checked="" type="checkbox"/> <u>Course Description</u> <input type="checkbox"/> Title <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: 2011 / 2012	

New Course Number : POLS 2413

New Course Title (Limited to 30 characters including spaces): International Relations

New Course Description: A study of the theory and practice of international politics, with special emphasis upon the state system, decision-making, policy-making, war and arms control, ideology and nationalism, the global ecological system, interdependence, multinational institutions and corporations, and human rights. (Note: All changes to this course description are cosmetic.)

New Cross-list: N/A

New Prerequisite/Co-requisite: N/A

New Grading N/A (Remaining Standard Letter)

New Fee: N/A

X Major X Minor X Elective
History and Political Science Change of Program Form Attached

Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

1. The vast majority of comparable political science programs offer International Relations as a lower-level course. In most political science programs, this course is included as part of an introductory sequence, introducing students to the five major areas of requisite political science knowledge (American Government, Comparative Politics, International Relations, Political Theory, and Research Methodology). We conducted a survey of the course catalogs of a dozen institutions within Arkansas and across the region that are similar to Arkansas Tech, and found that ten universities (Appalachian State University, Georgia College and State University, James Madison University, Murray State University, Radford University, Troy University, University of Arkansas at Monticello, University of Central Arkansas, University of Arkansas – Fayetteville, and Western Kentucky University) have their corresponding International Relations course assigned at the 200 or 2000 level of difficulty (which corresponds to our 2000 level course numbering), while only two institutions designate International Relations as upper-division courses (Arkansas State University – Jonesboro and Henderson State University). Therefore, changing this course number would bring Arkansas Tech's program in line with the current state of the discipline at comparable institutions.

Please provide a rationale for the change.

1. Students who transfer into Arkansas Tech cannot transfer their International Relations course. Since International Relations is taught at different levels of difficulty at Arkansas Tech and at other institutions (see the full list in the assessment evidence above), it is most-often non-transferable for students. This creates a disincentive for students to declare themselves Political Science, International Studies, or Emergency Management majors because they will be forced to repeat a class that they have already taken. Lowering this course number to a 2000- level will remove this disincentive and help to attract students to Arkansas Tech and its academic programs.
2. Lowering this course number would help reinvigorate the International Studies Program. For a variety of reasons, the International Studies program is facing a decline in both its enrollments and matriculation of its students. One reason for these challenges is that this program cannot attract new students using introductory classes. Under its current configuration, a student must declare themselves an International Studies major, and then enroll in this course. If this course was re-designated a lower-level course, undeclared majors could enroll in it, become interested in International Studies as a major, thereby helping to bolster that degree program's flagging enrollment and graduation rates.
3. This change will help expand the recently created Political Science major. Political Science was established as a new independent major starting in 2010. Under the current curriculum, American Government (POLS 2003) is the only gateway course that students can enroll in that can recruit them into political science. By lowering this course number, freshmen and sophomores could take this course, become interested in political science, and declare a political science major. Also, with a lower course number this class would be opened to many more students (a course enrollment cap of forty instead of the usual student cap of twenty for 3000+ level courses), thereby giving many more students the opportunity to take this class and allowing the political science major to expand.

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

Attachments:

Emergency Management Major – Interdisciplinary Core
International Studies Program
Professional Studies Program

Arkansas Tech University DEPARTMENTAL SUPPORT FORM

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

Department Affected: Professional Studies	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: We support changing the course number for International Relations from POLS 3413 to POLS 2413.	



Department Head Signature: Mary Ann Rollans

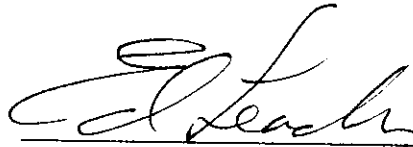
Date: 09-29-10

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: This is support for changing International Relations from POLS 3413 to POLS 2413.	

Department Head Signature: _____



Date: 9/27/2010

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: International Studies	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: <i>This is support for changing POLS 3403 to 2403; and POLS 3413 to 2413.</i>	

Department Head Signature: *H. Ma [Signature]*

Date: _____

**Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM**

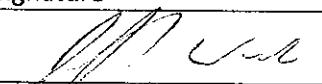
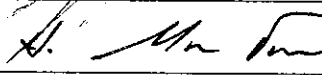
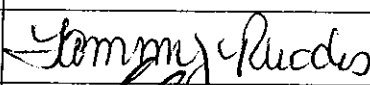
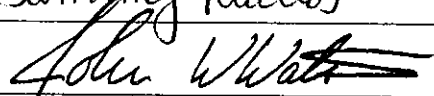
app CC 10/19/10
app FS 11/8/10
Catalog 11-18-10 ✓

TO: Curriculum Committee

FROM: Department of History and Political Science, Witherspoon Bldg. 255
Attn: Christopher Housenick, Ph.D. (chousenick@atu.edu)

DATE SUBMITTED:

REQUEST FOR CHANGE IN PROGRAM – Minor Modification of Existing Political Science Major

Title	Signature	Date
Department Head		9/27/10
Dean		9-27-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10-1-10
Vice President for Academic Affairs		

Program Title: Political Science	Effective Date: 7/1/2011
<p>Detail change in program: This change in the Political Science degree program looks to lower the course numbers of Comparative Government (POLS 3403) and International Relations (POLS 3413) to lower-level course numbers (POLS 2403 for Comparative Government and POLS 2413 for International Relations).</p>	
<p>Please provide a rationale for the change.</p> <ol style="list-style-type: none"> <u>Students who transfer into Arkansas Tech cannot transfer their introductory political science courses.</u> Since Comparative Government and International Relations are taught at different levels of difficulty at Arkansas Tech and at other institutions (see the full list in the assessment evidence below), it is most-often non-transferable for students. This creates a disincentive for students to declare themselves Political Science, International Studies, or Emergency Management majors because they will be forced to repeat a class that they have already taken. Lowering this course number to a 2000- level will remove this disincentive and help to attract students to Arkansas Tech and its academic programs. 	

2. Lowering this course number would help reinvigorate the International Studies Program. For a variety of reasons, the International Studies program is facing a decline in both its enrollments and matriculation of its students. One reason for these challenges is that this program cannot attract new students using introductory classes. Under its current configuration, a student must declare themselves an International Studies major, and then enroll in these courses. If these classes were re-designated lower-level courses, undeclared majors could enroll in them, become interested in International Studies, and declare that major, thereby helping to bolster that degree program's flagging enrollment and graduation rates.
3. This change will help expand the recently created Political Science major. Political Science was established as a new independent major starting in 2010. Under the current curriculum, American Government (POLS 2003) is the only gateway course that students can enroll in that can recruit them into political science. By lowering this course number, freshmen and sophomores who may be interested in political science could enroll in this course, become interested in political science, and declare a political science major. Also, with a lower course number this class would be opened to many more students (a course enrollment cap of forty instead of the usual student cap of twenty for 3000+ level courses), thereby giving many more students the opportunity to take this class and creating a greater opportunity for the political science major to expand.

What impact will the change have on staffing, on other programs and space allocation?

- These changes will have no effect on staffing. These classes are already scheduled to be taught, and already have faculty allocated for them.
- These changes will have no effect on other programs. All other programs (Emergency Management, International Studies, and Professional Studies) have signed off on the lack of impact these course changes will make to their programs.
- There will be a minimal effect when it comes to space allocation. The only effect may be finding larger classrooms because of growing potential enrollment in these two classes. As 3000- level courses, they are currently capped at 20 students, requiring relatively small classroom spaces. With 2000- level course numbers, they will probably be capped at maximum enrollments of 40 students, thereby requiring a move to a somewhat larger classroom.

Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

To support these changes, we did an assessment of the current state of the discipline at a dozen political science programs, both within Arkansas and in other states that were determined to be comparable to Arkansas Tech by the University Assessment Committee. In this analysis, we looked at the course difficulty level assigned by these institutions according to the respective universities' 2010 -2011 course catalogues.

We found very strong evidence that our current approach to these courses was not in accordance with the state of the discipline at these comparable institutions. At eight of these universities, both Comparative Government and International Relations were offered at their respective equivalent of 2000- level courses (Appalachian State University, James Madison University, Murray State University, Radford University, University of Arkansas at Monticello, University of Central Arkansas, University of Arkansas – Fayetteville, and Western Kentucky University). At three universities, one of these courses was designated at the 2000- level and one was designated at the 3000- level (Georgia College and State University, Henderson State University, and Troy University). In only one instance out of the twelve universities surveyed offer these two courses at the same level of difficulty as Arkansas Tech (Arkansas State University – Jonesboro). By this assessment of the discipline at comparable universities, it would seem that our current approach is out of sync with the vast majority of similar institutions. These course changes would allow Arkansas Tech to better reflect the state of the discipline.

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

Departmental Support Forms are attached for the individual courses. *proposals. pcc*

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

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: ✓ POLS 3403 to POLS 2403 ✓ POLS 3413 to POLS 2413 Delete: <i>Matrix to read: POLS 2403 or POLS 2413</i> Total Hours: Still 16 <i>pac</i>	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)

<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: ✓ POLS 3403 to POLS 2403 ✓ POLS 3413 to POLS 2413</p> <p>Delete:</p> <p><i>Matrix to read: PLS 2403 or PLS 2413</i></p> <p>Total Hours: Still 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:</p> <p>Total Hours:</p>	<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p align="center">Total Program Hours _____</p>	

app CC 10/19/10
app FS 11/8/10

Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee
 FROM: Dr. Lisa Webb, Fisheries and Wildlife Program (Biological Sciences)
 DATE SUBMITTED: 17 September 2010

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head: Dr. Charlie Gagen	<i>Charlie Gagen</i>	9/23/10
Dean: Dr. Richard Cohoon	<i>R. Cohoon</i>	9-24-10
Registrar: Ms. Tammy Rhodes	<i>Tammy Rhodes</i>	10-1-10
Vice President for Academic Affairs: Dr. John Watson	<i>John Watson</i>	

Course Subject: FW	Course Number: 2013
Official Title (Limited to 30 characters including spaces): Natural Resources Communications NATURAL RESOURCES COMMS	
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 2011	How frequently will course be offered? Every spring
Is this course repeatable? No	
Does this course require a fee? No	
<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor	
Prerequisites: English 1023 or alternate	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.? Yes.	
Geographic Information System (GIS) software installed on computers in the McEver Computer Lab will be used.	

Per telephone conversation with Dr. Cohoon: this course will be taught as part of Dr. Webb's load and will not cost any additional funds (OLS or adjunct). Pat

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

The McEver Computer Lab will be used for approximately two weeks.

How does this proposal support the University Mission or University Strategic Planning Goals?

The course will nurture scholastic development, integrity, and professionalism, as well as help provide a solid educational foundation for life-long learning.

What assessment information is being used to support this proposal?

Beginning in 2007 and ending in 2010, the FW faculty thoroughly reviewed and subsequently updated the undergraduate FW curriculum. The review included an analysis of curricular assessments published by Adelman et al. (1994, Educational needs of fisheries and wildlife professionals: results of a survey. Fisheries 19(11):17-25), DeLany Jr. (2004, Entry-level job skills needed by wildlife management professionals. Ph.D. Dissertation. Louisiana State University, Baton Rouge), and Baydack (2009 The Wildlife Society Ad Hoc Committee on Collegiate Wildlife Programs: Summary Final Report. The Wildlife Society, Bethesda, Maryland). Also examined were the fisheries and wildlife curricula at Tennessee Tech, Virginia Tech, Wisconsin Stevens Point, Humboldt State, Auburn, and Frostburg State, assessment data from exit interviews of graduating FW majors, and the course requirements for professional certification by the American Fisheries Society and The Wildlife Society. Changes recommended by the FW faculty to improve the undergraduate curriculum were reviewed and verified by the Fisheries and Wildlife Advisory Board in August 2010 and by a recent survey of the relative importance of educational competencies as determined by state fish and wildlife agencies (Gablehouse, Jr., D. W. 2010. Needs and proficiencies of fisheries and wildlife hires by state agencies. Fisheries 35:445-448). The Fisheries and Wildlife Advisory Committee is composed of 16 high-ranking individuals from a cross-section of natural resource agencies and businesses throughout Arkansas.

How will the effect of the change be monitored?

Faculty assessment of students' communication skills and student exit interviews.

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

Careers in natural resources demand proficiency in communicating complex scientific messages to diverse audiences.

Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

As above. A thorough review of the state of the discipline by FW faculty members, analysis of exit interviews of graduating seniors, and a review of the curriculum by the FW Advisory Board.

FW 2013 - Natural Resources Communication

Instructor: Dr. Lisa Webb
Office: McEver 39
Email: ewebb2@atu.edu
Phone: 356-2018
Class Schedule: Lecture 8:30 – 9:50 TR, McEver 208

Office Hours: MWF 8:00-10:00; TH 10:00-12:00; or by appointment

Course Description: An investigation and practice of effective communication techniques typically used in natural resources management. The focus of this course is to teach students to effectively communicate complex scientific messages to diverse audiences. Specific types of communication explored will include construction of figures, graphs and tables, power point presentations, abstracts and technical reports specific to the natural resources discipline.

Course Justification: This course is designed as a sophomore level class for Fisheries and Wildlife Majors. Pre-requisites include successful completion of ENGL 1023 (Composition II).

Student Learning Objectives: Upon successful completion of this course, students will develop:

1. an understanding of the essential components of the communication system: source, message and medium, receiver, and feedback loop.
2. the ability to recognize bias, assumptions and motivations in the work of others, identify assumptions in his or her own work and recognize bias in media coverage of science
3. an understanding of the different types and methods of communication in natural resources management and awareness of when it is appropriate to use each type;
4. proficiency in effectively communicating scientific ideas, concepts and data using a variety of communication techniques
5. necessary skills to produce written, visual and/or oral tools to communicate with several types of audiences within natural resource management fields

Required Text: None, but numerous readings, several of which will come from:

Jacobson, S. K. 2005. Communication for Wildlife Professionals. Pp. 24-42 in C. E. Braun ed. Techniques for Wildlife Investigations and Management. The Wildlife Society, Bethesda Maryland.

Jacobson, S. K. 1999. Communication skills for Conservation Professionals. Island Press, Washington DC.

Olson, R. 2009. Don't be such a scientist: talking substance in an age of style. Island Press, Washington DC.

Evaluation of Student Performance: Grades will be computed based on approximately 600 points distributed among the following assignments:

Final report:	200
Oral presentation	100
Outreach presentation	100
Peer evaluations	50
<u>Homework assignments</u>	<u>150</u>
Total	600

Grading on the report and in class participation will emphasize cognitive skills outlined in the learner outcomes section. Grading of in class exercises or weekly assignments will focus on application of concepts and skills presented each week and learner outcomes related to effective communication. The final project will be graded using a rubric that partitions points for content but also to the cognitive skills listed in learner outcomes as listed above.

Your final course grade will be based on the following scale:

≥ 90%	=	A	60-69%	=	D
80 -89%	=	B	< 60%	=	F
70-79%	=	C			

Group project: Students will be required to work in a small group on a topic related to fisheries and wildlife science, conservation, management or education. The purpose of the group project is to provide students with the experience of problem solving in a group through review of data and literature on a controversial management topic. Students will develop and communicate key findings of their project

Academic honesty: Group learning and studying are encouraged; however, any form of cheating or plagiarism in this course will result in a zero on the assignment or exam for all involved. In addition, any attempt by a student to present as their own work any work not honestly performed is regarded as a serious offense and renders offenders liable to consequences, including possible suspension from the university. Further information regarding academic dishonesty and university policy may be found on pages 11-12 of the Student handbook (<http://stuserv.atu.edu/files/currenthandbook.pdf>)

I encourage questions and active participation in class. There are no “stupid” questions, and questions of all kinds help everyone in the class learn, which is the main point of an educational endeavor. So, please feel free to ask questions at any time!

Course Content:

Week/Topic	Assignment/ Exercise	Grading Emphasis: Group (G) or Individual (I)
Week 1: Introduction/to whom are we communicating?	Identify group project audience	G
Week 2: What forms of communication are possible?		
Week 3: Science advocacy: option or inherent?	Critique of position statement vs. press release	G
Week 4: Written Communication	Scientific format assignment	I
Week 5: Written Communication	Editing assignment	I
Week 6: Oral Communication		
Week 7: Oral Communication	Presentation assignment	
Week 8: Visual Communication: GIS	Mapping assignment	I
Week 9: Visual Communication: GIS		
Week 10: Visual Communication: Charts & Tables	Chart assignment	
Week 11: Communicating science to scientists	Data presentation lab	G
Week 12: Communicating science to non-scientists	Abstract	I
Week 13: E-communications (email, conference calls, etc.)	Group e-conference exercise	
Week 14: Media relations	Media interviews	
Week 15: Group presentations	Group presentation	G but with individual components identified
Week 16: Outreach presentations	Group presentations	Same as above

app CC 10/19/10
app FS 11/8/10

**Arkansas Tech University
REQUEST FOR COURSE DELETION**

TO: Curriculum Committee
 FROM: Dr. Joe Stoeckel, Fisheries and Wildlife Program (Biological Sciences)
 DATE SUBMITTED: 17 September 2010

REQUEST FOR COURSE DELETION

Title	Signature	Date
Department Head: Dr. Charlie Gagen	<i>Charlie Gagen</i>	9/23/10
Dean: Dr. Richard Cohoon	<i>R. Cohoon</i>	9-24-10
Registrar: Ms. Tammy Rhodes	<i>Tammy Rhodes</i>	10-1-10
Vice President for Academic Affairs: Dr. John Watson	<i>John Watson</i>	

Course Subject: FW	Course Number: 3001
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: Junior Seminar in Fisheries and Wildlife Biology	
Effective Catalog Year: Fall 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.	
Provide rationale for the request. Pending approval of FW 2013 Natural Resources Communications, this course will become obsolete. Relevant materials will be included in FW 2013.	
Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. Beginning in 2007 and ending in 2010, the FW faculty thoroughly reviewed and subsequently updated the undergraduate FW curriculum. The review included an analysis of curricular assessments published by Adelman et al. (1994, Educational needs of fisheries and wildlife professionals: results of a survey. Fisheries 19:110-116) and DeLany, Jr. (2004, Entry-level job skills needed by wildlife management professionals. Ph.D. Dissertation. Louisiana State University, Baton Rouge). Also examined were the fisheries and wildlife curricula at Tennessee Tech, Virginia Tech, Wisconsin Stevens Point,	

Humboldt State, Auburn, and Frostburg State, assessment data from exit interviews of graduating FW majors, and the course requirements for professional certification by the American Fisheries Society and The Wildlife Society. Changes recommended by the FW faculty to improve the undergraduate curriculum were reviewed and verified by the Fisheries and Wildlife Advisory Board in August 2010 and by a recent survey of the relative importance of educational competencies as determined by state fish and wildlife agencies (Gablehouse, Jr., D. W. 2010. Needs and proficiencies of fisheries and wildlife hires by state agencies. Fisheries 35:445-448). The Fisheries and Wildlife Advisory Committee is composed of 16 high-ranking individuals from a cross-section of natural resource agencies and businesses throughout Arkansas.

app CC 10/19/10
 app FS 11/8/10

**Arkansas Tech University
 REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee
 FROM: Dr. Chris Kellner, Fisheries and Wildlife Program (Biological Sciences)
 DATE SUBMITTED: 17 September 2010

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head: Dr. Charlie Gagen	<i>Charlie Gagen</i>	9/23/10
Dean: Dr. Richard Cohoon	<i>Richard Cohoon</i>	9-24-10
Registrar: Ms. Tammy Rhodes	<i>Tammy Rhodes</i>	10-1-10
Vice President for Academic Affairs: Dr. John Watson	<i>John Watson</i>	

Course Subject: FW	Course Number: 3163
Cross-listed with Subject: BIOL	Course Number: 3163

Official Title **Biodiversity and Conservation Biology**
BIODIVERSITY/CONSERV BIO

Request to change: (check appropriate box)
 Course Number
 Title
 Course Description
 Cross-list
 Prerequisite/Co-requisite
 Grading
 Fee
 Other _____

Effective Catalog Year: **Fall 2011**

New Course Number: **BIOL 4163 and FW 4163**

New Course Description: **Fall of even years. Prerequisites: a course in ecology or permission of instructor. The concepts of, processes that produce, and factors that threaten biological diversity are introduced and examined. Further emphasis is placed on unique problems associated with small population size, management of endangered species and practical applications of conservation biology. Lecture three hours.**

New Prerequisite/Co-requisite: **A course in ecology or permission of instructor.**

The above prerequisite will eliminate a taxonomy requirement ("one of the following: BIOL 3004, FW/BIOL 3084, BIOL 3094, BIOL 3134, FW/BIOL 3144, FW/BIOL 3224, BIOL 4044"), which has been determined to not be essential for successful completion of the course. This change is included in the revised course description above.

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

New Fee: **None**

Elective Major Minor

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

Please provide a rationale for the change.

Conservation biology can be taught at a variety of levels. Elevating the course from the 3000 level to the 4000 level can readily be accomplished by providing a more thorough treatment of the subject matter/concepts. Doing so will enable cross-listing of the course at the graduate level. This change will allow FW and BIOL undergraduates to continue to take the course as a program elective, and simultaneously allow FW graduate students to take the graduate version of the course as an elective. This will provide more choices for our students. This field of study (managing small populations, restoring habitats and ecosystems, and dealing with habitat fragmentation, altered migratory corridors, and rare species, etc.) is appropriate for natural resource students and will be valuable in preparing them for employment. The field of Conservation biology is currently merging with wildlife biology and supports raising this course to the 4000-level. According to Stan Temple, professor of wildlife biology at the University of Wisconsin (Madison) the goals and approaches of wildlife biologists and conservation biologists are increasingly similar (Temple et al. 1988). In addition, Richard Yanner, professor of wildlife conservation claims that conservation biologists contain a diverse group of individuals from many fields including wildlife biologists (Yahner 2000). Further, Texas A&M, Eastern Kentucky University, Tennessee Tech, and Mississippi State University all cross list courses in conservation biology between their undergraduate and graduate programs in Fish and Wildlife Biology. The official job board of the Conservation Society lists 182 jobs. The very first job listed (16 Sept. 2010) is cross listed on the Texas A&M job board for Wildlife and Fisheries science. I didn't check any other listings but suspect that many others are cross-listed. Finally, Gabelhouse Jr. (2010) found conservation biology to be an important college course for fisheries entry-level management/research biologists with expected increased importance in the next 10 years.

Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

Graduate students and faculty members identified a shortage of elective courses; particularly in the fall term. The importance/relevance of this course as an undergraduate and graduate-level course was addressed above in the rationale for the change.

FW 4163/5163 – BIODIVERSITY AND CONSERVATION BIOLOGY

Professor: Chris Kellner

Office: 211 McEver

Hours: MWF 10-11, 1-3; Tu 10-11

Phone: 968-0830 e-mail: ckellner@atu.edu

Course description: Fall of even years. Prerequisites: a course in ecology or permission of instructor. The concepts of, processes that produce, and factors that threaten biological diversity are introduced and examined. Further emphasis is placed on unique problems associated with small population size, management of endangered species and practical applications of conservation biology. Lecture three hours.

Text: R. B. Primack. 2006. Essentials of conservation biology, 4th ed. Sinauer Associates, Inc., Sunderland, Massachusetts.

Justification: This course is designed as a Fisheries and Wildlife elective for majors and as a general elective for non-majors. With increasing threats to global biodiversity, knowledge of the basic concepts of conservation biology provides students with the scientific groundwork to make intelligent management and civic decisions.

Lecture Objectives: FW 4163/5163 is designed to provide a general knowledge of conservation biology. After completion of this course students should have knowledge of major scientific theories relating to distribution and production of global diversity, be able to identify the major anthropogenic threats to biodiversity, and understand the application of scientific theories toward the conservation of local and global biodiversity. In addition students will be introduced to the many social and political aspects of conservation biology practices and some of the inherent conflicts between conservation of biodiversity and human co-existence.

Assessment Methods: Grades will be computed based on approximately 500 points from three (3) exams (including a comprehensive final exam), one (1) homework/computer assignments, and one (1) management report, and participation in class discussions. Grades will be determined as a straight percentage; i.e., 90-100 A, 80-90 B, 70-80 C, 60-70 D, <60 F.

Exam I	100 pts
Exam II	100 pts
Final Exam	120 pts
Quizzes/Homework/Readings	50 pts
Conservation Report	50 pts
Student Lecture	<u>50 pts</u>
Total points	500 pts

Student Presentation: Each student will be required to prepare a 15 minute presentation followed by a discussion period on a conservation topic approved by me. Lectures must have adequate visual aids (PowerPoint) and must cover a topic from the textbook.

Conservation Report: Each student will prepare a conservation report on a current conservation topic. The report should cover a specific conservation topic (i.e., *Restoring oak woodland habitat and associated wildlife communities in the Ozarks of Arkansas and Missouri*). Report topics must be discussed and approved prior to the due date for the title. Due dates for various parts of the conservation

report are listed in the syllabus. The report should be 8-10 pages and should reference at least 5 peer-reviewed sources. Citations within the report and in the literature cited should conform to *Conservation Biology* journal format.

Class Policies: (1) Class will be held in McEver 206. This room houses the bird and mammal collection which may be treated with numerous hazardous chemicals, therefore; No food, drink, or tobacco products will be allowed in class. (2) Tests will be a combination of multiple choice, matching, and short answer/essay. (3) Attendance is expected but is not a component of the final grade. However, students who choose to miss class must recognize that they are responsible for all homework assignments, quizzes, and discussion of readings that take place during lecture times. (4) Students must not miss scheduled quizzes or exams without a justifiable and legitimate excuse (i.e. Illness, traffic accident, university sanctioned trip etc.). If you know you are going to miss an exam due to an illness or class trip contact me beforehand so that alternative arrangements can be made. (5) Cheating or plagiarism on a quiz, exam, or conservation report will result in a score of zero for that assignment. Repeat offenders will receive an F for the course. I may request an electronic copy of any writing assignment so that it can be checked with *Turnitin.com* (a plagiarism checker). (6) I expect students to participate in an academic atmosphere (i.e. participate in class, be honest etc.).

Late work: Work submitted after deadline will be penalized at the rate of 10% of the value of the exercise per lecture day.

Students with disabilities: Any student who may have physical or other disabilities should see me as soon as possible and we will make the necessary arrangements.

Tentative Sequence of Lecture Topics

Week	Text Chapter	Topic
1	Aug. 20	Introduction: What is Conservation Biology? What is Biodiversity
		1 2
2	Aug. 25	What is Biodiversity Distribution of Biodiversity
		2 3
3	Sept. 1	Threats to biodiversity (Cons. report titles) Vulnerability to Extinction
		7 8
4	Sept. 8	Vulnerability to Extinction Habitat destruction etc...
		8 9
5	Sept. 15	Habitat destruction etc... LECTURE EXAM 1
		9
6	Sept. 22	Habitat destruction etc... Climate Change (Lit Cited Due)
		9 9
7	Sept. 29	Overexploitation Invasive Species
		10 10
8	Oct. 6	Disease
		10

		Small Populations	11
9	Oct. 13	Applied Population Biology	12
		Establishing New Populations	13
		Ex Situ Strategies	14
10	Oct. 20	Protected Areas 15 LECTURE EXAM 2	
11	Oct. 27	Design of protected areas	16
12	Nov. 3	Managing Protected Areas	17
13	Nov. 10	Outside Protected Areas	18.
14	Nov. 17	Restoration Ecology	19
		Policy issues and conservation biology (conservation reports due)	18
15	Nov. 24	Conservation and Sustainable Development	20
16	Dec. 1	Open Dc Brian room 242 at 11:00	
17	Dec. 8	Last day of class	
		Final exam date and time to be announced	

Graduate student requirements (FW 5163)

In addition to the requirements listed for FW 4163 above you will also be required to:

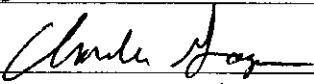
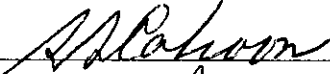
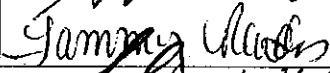
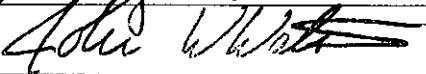
- 1) Prepare a report covering the economic impact of a proposed development project. The economic impact will be assessed in terms of biological resource values (see the text for methodologies). This will be difficult and you should plan on using at least three weeks to gather information needed to accomplish the task.
- 2) Evaluate the economic impact of your thesis research. The economic impact can be assessed directly or indirectly. You can assume that your research will lead to changes in management in order to assess your impact.
- 3) You will be required to lead a debate over whether we as a society should adopt policies to reduce output of greenhouse gasses.

app CC 10/19/10
 app FS 11/8/10

Arkansas Tech University REQUEST FOR COURSE CHANGE

TO: Curriculum Committee
 FROM: Dr. Tom Nupp, Fisheries and Wildlife Program (Biological Sciences)
 DATE SUBMITTED: 1 October 2010

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head: Dr. Charlie Gagen		10/1/10
Dean: Dr. Richard Cohoon		10-1-10
Registrar: Ms. Tammy Rhodes		10-1-10
Vice President for Academic Affairs: Dr. John Watson		

Course Subject: FW	Course Number: 4034
Official Title Geographic Information Systems in Natural Resources GEOG INFO SYS/NAT RES	
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 checked="" type="checkbox"/> Other Redistribute hours between lecture and lab.	
Effective Catalog Year: Fall 2011	
New Course Description: Spring. Prerequisites: a course in GIS or permission of instructor. Use of GIS technology in wildlife and fisheries management and research. Emphasis placed on creation, maintenance, and analysis of spatially explicit data. Lecture three hours, laboratory two hours. \$10 laboratory fee.	
New Prerequisite/Co-requisite: a course in GIS, or permission of instructor.	
New Fee: None	
<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.	

Please provide a rationale for the change.

Pending approval of the revised undergraduate curriculum for Fisheries and Wildlife Science, all fisheries and wildlife students will be required to take an introductory course in GIS. This will eliminate the need to teach introductory GIS information in the first portion of FW 4034 and allow the course to progress to a higher level than previously possible. Changes in the prerequisites to, and a format of three hours of lecture and two hours of laboratory is appropriate for the more advanced level of GIS.

Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

Beginning in 2007 and ending in 2010, the FW faculty thoroughly reviewed and subsequently updated the undergraduate FW curriculum. The review included an analysis of curricular assessments published by Adelman et al. (1994, Educational needs of fisheries and wildlife professionals: results of a survey. Fisheries 19(11):17-25), DeLany Jr. (2004, Entry-level job skills needed by wildlife management professionals. Ph.D. Dissertation. Louisiana State University, Baton Rouge), and Baydack (2009. The Wildlife Society Ad Hoc Committee on Collegiate Wildlife Programs: Summary Final Report. The Wildlife Society, Bethesda, Maryland). Also examined were the fisheries and wildlife curricula at Tennessee Tech, Virginia Tech, Wisconsin Stevens Point, Humboldt State, Auburn, and Frostburg State, assessment data from exit interviews of graduating FW majors, and the course requirements for professional certification by the American Fisheries Society and The Wildlife Society. Changes recommended by the FW faculty to improve the undergraduate curriculum were reviewed and verified by the Fisheries and Wildlife Advisory Board in August 2010 and by a recent survey of the relative importance of educational competencies as determined by state fish and wildlife agencies (Gablehouse, Jr., D. W. 2010. Needs and proficiencies of fisheries and wildlife hires by state agencies. Fisheries 35:445-448). The Fisheries and Wildlife Advisory Committee is composed of 16 high-ranking individuals from a cross-section of natural resource agencies and businesses throughout Arkansas. Knowledge of GIS was identified as an important component of a modern-day Fisheries and Wildlife Science education. The addition of a requirement for an introductory GIS and the proposed changes to this course will make suitable GIS learning opportunities available to our students.

FW 4034 – GIS IN NATURAL RESOURCES

Professor: Tom Nupp

Office: 205 McEver

Hours: TR 10:00-12:00, WF 9-10 & 1:00-3:00 (others by appointment)

Phone: 968-0313

e-mail: tnupp@atu.edu

Course description: Use of GIS technology in wildlife and fisheries management and research. Emphasis placed on creation, maintenance, and analysis of spatially explicit data.

Text: Price, M. 2010. Mastering ArcGIS, 4th edition. McGraw-Hill Companies, Boston, Massachusetts. 602pp.

Justification: This course is designed as a Fisheries and Wildlife elective for majors and as a general elective for non-majors. The increasing use of GIS technology in the workforce makes this a good course for a variety of majors including Geology, Agriculture, Recreation and Parks, and Emergency Management Planners. Pre-requisites include PSY 2053 or MATH 2163, and a Computer Science course.

Objectives: FW 4034 is designed to provide an introductory knowledge of geographical information systems with particular emphasis on their use in fisheries and wildlife management. Specific objectives for this course are:

1. Understand the basic working and functional capabilities of ArcGIS 9.3.
2. Know where to find and use GIS data.
3. Understand raster and vector data formats and the utility of each.
4. Understand map formats and projections.
5. Have a grasp on the application of GIS in natural resource planning.
6. Understand how GPS works and how to use a GPS receiver.
7. Have a functional knowledge of the spatial analysis and image analysis.
8. Have an understanding of remote sensing data sources and image classification.
9. Understand use of GIS in wildlife population modeling.
10. Understand basic land use metrics and their application.

Assessment Methods: Grades will be computed based on approximately 460 points from two (2) exams (including the final exam), two (2) homework/computer assignments, six (6) biweekly quizzes and one (1) semester project, additional in-class assignments may be assigned; grades will be assigned based on the following percentages, 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D.

Exam I	100 pts
Final Exam	120 pts (note that the final exam is comprehensive)
Homework 2@30 pts	60 pts
In-class exercises	20 pts

Quizzes 6@10 pts	60 pts
Semester Project	<u>100 pts</u>
Total points	460

Semester Project Description: Students will pursue one of the following topics: (1) an application of GIS in his/her major (under the guidance the instructor); or (2) research and mastery of a recent development in GIS technology. More information on the semester project may be found under the study materials tab on Blackboard.

Class Policies: (1) There will be no eating, drinking, or chewing allowed in the classroom. (2) Tests will be a combination of multiple choice, matching, and short answer/essay. (3) Attendance is expected but is not a component of the final grade. However, students who choose to miss class must recognize that they are responsible for all homework assignments, quizzes, and discussion of readings that take place during lecture times. (4) Students must not miss regularly scheduled quizzes or exams without a justifiable and legitimate excuse (ie. Illness, traffic accident, university sanctioned trips etc.). If you know you are going to miss an exam due to an illness or class trip contact me beforehand so that alternative arrangements can be made. (5) Cheating or plagiarism on a quiz, exam, or other assignment will result in a score of zero for that assignment. Repeat offenders will receive an F for the course. (6) It is expected that students will participate in an academic atmosphere (i.e. participate in class, be honest etc.).

Late work: Work submitted after deadline will be penalized at the rate of 10% of the value of the exercise per day.

Students with disabilities: Any student who may have physical or other disabilities should see me as soon as possible and we will make the necessary arrangements.

FW 4034—GIS IN NATURAL RESOURCES SYLLABUS

Week	Topic	
1	A look at the big picture; GIS in natural resources management. Introduction to computers, the world-wide web, and databases	
2	Introduction to ArcGIS 9	Quiz 1
3	Data representation Guest GIS lecture	
4	ArcGIS commands Map scale issues, errors, and measurements	Quiz 2
5	Map conventions and coordinate systems Integrating GPS with GIS	
6	To project or not project ArcGIS commands, cont.	Quiz 3
7	Introduction to spatial analysis	Topic for semester project due

8

“ “

LECTURE EXAM 1

9

Getting data into GIS

Remote sensing and GIS: Dr. Chris Kellner

10

Remote Sensing cont.

Outline of semester project due

Scanning and Digitizing as data inputs

Quiz 4

11

Spring Break—no class all week!

12

Data inputs cont.

Landscape measurements and metrics

13

field trip

Skills list for semester project due

Application of GIS in natural resources

Quiz 5

14

“ “

Other GIS software and technology

15

Open (Work on student projects)

Quiz 6

Open

Semester projects due

16

Presentations of student projects

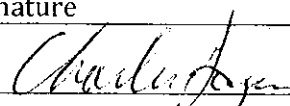
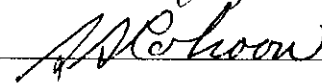
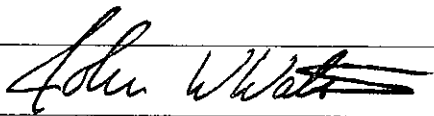
FINAL EXAM - DATE AND TIME TO BE ANNOUNCED

app cc 10/19/10
app FS 11/8/10

Arkansas Tech University REQUEST FOR COURSE CHANGE

TO: Curriculum Committee
 FROM: Dr. Lisa Webb, Fisheries and Wildlife Program (Biological Sciences)
 DATE SUBMITTED: 17 September 2010

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head: Dr. Charlie Gagen		9/23/10
Dean: Dr. Richard Cohoon		9-24-10
Registrar: Ms. Tammy Rhodes		
Vice President for Academic Affairs: Dr. John Watson		

Course Subject: FW	Course Number: 4064
Cross-listed with Subject:	Course Number:
Official Title: Wetland Ecology and 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 checked="" type="checkbox"/> Other: Redistribute hours between lecture and lab.	
Effective Catalog Year: Fall 2011	
New Course Number:	
New Course Title (Limited to 30 characters including spaces):	
New Course Description: Fall of even years. Prerequisites: A course in ecology or permission of instructor. An in-depth coverage of wetlands including occurrence, morphology, hydrology, soils, ecology, and regulation. The types of wetlands and their functions are discussed, as are local, state and federal regulations pertaining to their use, management and protection. Laboratory focuses on identification of common wetland vegetation, delineation of wetland boundaries, as well as field techniques and management activities commonly used in Arkansas wetlands. Lecture two hours, laboratory four hours.	

* 20 lab hrs
JAC

New Cross-list:

Adding Cross-listing Changing Cross-listing Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number _____

New Prerequisite/Co-requisite:

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

New Fee:

No

Elective Major Minor

This course is one of three choices for a required advanced ecology course.

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

Please provide a rationale for the change.

A longer lab is required to allow sufficient time for field trips. This is a change in the distribution of hours within the course to allow sufficient travel time for field trips. The description/distribution will change from "Lecture three hours, laboratory two hours" to "Lecture two hours, laboratory four hours."

Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

Direct observation by the course instructor.

appcc 10/19/10
app FS 11/8/10
Catalog 11-22-10

**Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM**

TO: Curriculum Committee
 FROM: Dr. Joe Stoeckel, Director Fisheries and Wildlife (Biological Sciences)
 DATE SUBMITTED: 17 September 2010

REQUEST FOR CHANGE IN PROGRAM: Modification

Title	Signature	Date
Department Head: Dr. Charlie Gagen	<i>Charlie Gagen</i>	9/23/10
Dean: Dr. Richard Cohoon	<i>R. Cohoon</i>	9-24-10
Registrar: Ms. Tammy Rhodes	<i>Tammy Rhodes</i>	10-1-10
Vice President for Academic Affairs: Dr. John Watson	<i>John Watson</i>	

Program Title: Fisheries and Wildlife	Effective Date: Fall 2011
Detail change in program: ECON2003 <ol style="list-style-type: none"> 1) Require an economics course as one of the general education social sciences. 2) Eliminate the requirement for a speech and technical writing course, and replace with a choice of either a speech or technical writing course. 3) Eliminate FW 3001 Junior Seminar in Fisheries and Wildlife Biology, and add a requirement for FW 2013 Communications in Natural Resources. 4) Eliminate the general computer science requirement, and add a requirement for a beginning course in GIS. 5) Require students to meet professional certification requirements by adding FW 4103 Human Dimensions in Natural Resources to the curriculum, and requiring fisheries students to take an additional physical science course in lieu of an advanced botany course. 6) Eliminate the requirement of specific courses in advanced biology (genetics and ecological physiology) and physical science (applied physics), and provide a suite of suitable choices within each discipline. 7) Move various courses between terms or years to accommodate above changes or address logistic issues (e.g., moving fisheries techniques to fall because the weather is generally more suitable). 	
Please provide a rationale for the change. Improve/update curriculum	
What impact will the change have on staffing, on other programs and space allocation? None	
Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.	
<p>Beginning in 2007 and ending in 2010, the FW faculty thoroughly reviewed and subsequently updated the undergraduate FW curriculum. The review included an analysis of curricular assessments published by Adelman et al. (1994, Educational needs of fisheries and wildlife professionals: results of a survey. Fisheries 19(11):17-25), DeLany Jr. (2004, Entry-level job skills needed by wildlife management professionals. Ph.D. Dissertation. Louisiana State University, Baton Rouge), and Baydack (2009 The Wildlife Society Ad Hoc Committee on Collegiate Wildlife Programs: Summary Final Report. The Wildlife Society, Bethesda, Maryland). Also examined were the fisheries and wildlife</p>	

curricula at Tennessee Tech, Virginia Tech, Wisconsin Stevens Point, Humboldt State, Auburn, and Frostburg State, assessment data from exit interviews of graduating FW majors, and the course requirements for professional certification by the American Fisheries Society and The Wildlife Society. Changes recommended by the FW faculty to improve the undergraduate curriculum were reviewed and verified by the Fisheries and Wildlife Advisory Board in August 2010 and by a recent survey of the relative importance of educational competencies as determined by state fish and wildlife agencies (Gablehouse, Jr., D. W. 2010. Needs and proficiencies of fisheries and wildlife hires by state agencies. Fisheries 35:445-448). The Fisheries and Wildlife Advisory Committee is composed of 16 high-ranking individuals from a cross-section of natural resource agencies and businesses throughout Arkansas.

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

Possible programs affected include Biology, Physical Sciences, and Geography.

Outline in specific detail how your proposal will alter the program (include course number and title): For increased clarity, copies of the current curricula and the proposed curricula follow these required tables.

Fall Start	
Freshman Fall Semester No change	Freshman Spring Semester No change
Total Hours:14	Total Hours:16
Sophomore Fall Semester	Sophomore Spring Semester
Add/Change: Speech or ENGL 2053 (Technical Writing) 3 Statistics ² FW 3084 ^{3,F} (Ichthyology) or FW 3154 ^{3,W} (Mammalogy) 3-4 Delete: Social Science 3 ENGL 2053 (Technical Writing) or FW 3084 (Ichthyology) or 3154 ² (Mammalogy) 4 Statistics or COMS ^{3,T} 3	Add/Change: FW 2013 (Natural Resources Communications) 3 GIS (GEOG 2833) 3 Statistics ² or FW 3144 ^{3,W} (Ornithology) 3-4 Social Science ¹ 3 Delete: PHYS 1114 ^T (Applied Physics) 4 ENGL 2053 (Technical Writing) or FW 3144 ² (Ornithology) 3-4 Statistics or COMS ^{3,T} 3
Total Hours: 14-15	Total Hours:16-17
Junior Fall Semester	Junior Spring Semester
Add/Change: FW 4014 ^{3,W} (Forest Ecology and Management) FW 4064 ^{3,W} (Wetland Ecology and Management) or Electives ⁴ 4 BIOL 4044 ^W (Dendrology) or Electives ⁴ 4 Electives ⁴ 3 Social Sciences ¹ 3 Delete: FW 3053 3 BIOL 4044 (Dendrology), FW 4014, (Forest Ecology and Management) or FW 4064 ⁴ (Wetland Ecology and Management) 4 BIOL 3124 (General Physiology) or Fine Art/Humanities ^{1,6,T} 4 FW 3001 (Junior Seminar) 1	Add/Change: Fine Art/Humanities ¹ 3 FW 3053 (Fisheries and Wildlife Administration) 3 FW 4024 ^{3,F} (Limnology) or Electives ⁴ 4 BIOL 3004 ^{3,W} (Plant Taxonomy) or Electives ⁴ 4 Delete: Social Sciences ¹ 3 BIOL 3004 (Plant Taxonomy) or FW 4024 ⁴ (Limnology) 4 BIOL 3174 (Ecological Physiology) or Fine Art/Humanities ^{1,6,T} SPH 2003 (or alternate) ^T 3
Total Hours: 17	Total Hours: 17
Senior Fall Semester	Senior Spring Semester
Add/Change: FW 4013 ^{3,W} (Wildlife Techniques) or FW 4043 ^{3,F} (Fisheries Techniques) 3 FW 4103 (Human Dimensions in Natural Resources) 3 Electives 9 Delete: FW 4083 (Fisheries Management) 3 BIOL 3034 (Genetics) or FW (3000-4000 level) Elective ⁴ 4 Elective ^T or FW (3000-4000 level) Elective ⁵ 4 Fine Art/Humanities ¹ or FW 4013 ⁷ (Wildlife Techniques) 3 Electives ^T 2	Add/Change: Fine Art/Humanities ¹ 3 FW 4083 (Fisheries Management) 3 Electives ⁴ 4 Delete: BIOL 3034 (Genetics) or FW (3000-4000 level) Elective ⁴ 4 Elective ^T or FW (3000-4000 level) Elective ⁵ 4 Fine Art/Humanities ¹ or FW 4043 ⁷ (Fisheries Techniques) 3
Total Hours: 15	Total Hours: 14
Total Program Hours_124	

Spring Start	
Freshman Spring Semester	Freshman Fall Semester
Add/Change: Physical Activity 2	Add/Change:
Delete: Physical Activity ^{1,T} 1	Delete: Physical Activity ^{1,T} 1
Total Hours: 14	Total Hours: 16
Sophomore Spring Semester	Sophomore Fall Semester
Add/Change: FW 2013 (Natural Resources Communications) 3	Add/Change: Speech or ENGL 2053 Social Science ¹ 3
GIS (GEOG 2833) 3	Statistics ² FW 3084 ^{3,F} or FW 3154 ^{3,W} 3-4
Statistics ² or FW 3144 ^{3,W} 3-4	Delete: FW 3084, 3154 or ENGL 2053 ² 3-4
Delete: ENGL 2053 or FW 3144 ² 3-4	Statistics or Computer Science ^{3,T} 3
Statistics or Computer Science ^{3,T} 3	
PHYS 1114 ^T 4	
Total Hours: 16-17	Total Hours: 14-15
Junior Spring Semester	Junior Fall Semester
Add/Change: Fine Art/Humanities ¹ 3	Add/Change: Fine Art/Humanities ¹ 3
FW 3053 (Fisheries and Wildlife Administration) 3	FW 4014 (Forest Ecology and Management) ^{3,W} FW 4064 (Wetland Ecology and Management) ^{3,W} or Electives ⁴ 4
FW 4024 ^{3,F} or Electives ⁴ 4	BIOL 4044 ^W or Electives ⁴ 4
BIOL 3004 (Plant Taxonomy) ^{3,W} or Electives ⁴ 3	Electives ⁴ 3
Delete: BIOL 3004 (Plant Taxonomy) or FW 4024 (Limnology) ⁴ 4	Delete: FW 3001 (Junior Seminar) 1
BIOL 3174 or Fine Art/Humanities ^{1,6,T} 3-4	FW 3053 (Fisheries and Wildlife Administration) 3
SPH 2003 (or alternate) ^T 3	BIOL 4044, FW 4014 (Forest Ecology and Management), or FW 4064 (Wetland Ecology and Management) ⁴ 4
	BIOL 3124 or Fine Art/Humanities ^{1,6,T} 3-4
Total Hours: 17	Total Hours: 17
Senior Spring Semester	Senior Fall Semester
Add/Change: FW 4083 (Fisheries Management) Electives ⁴ 3	Add/Change: FW 4013 (Wildlife Techniques) ^{3,W} or FW 4043 (Fisheries Techniques) ^{3,F} 3
Fine Art/Humanities ¹ 3	FW 4103 (Human Dimensions in Natural Resources) Electives ⁴ 3
Delete: BIOL 3034 (Genetics) or FW(3000-4000 level) Elective ⁴ 4	Electives ⁴ 9
Elective ^T or FW (3000-4000 level) Elective ⁵ 3	Delete: FW 4083 (Fisheries Management) BIOL 3034 (Genetics) or FW(3000-4000 level) Elective ⁴ 3
Fine Art/Humanities ¹ or FW 4043 ⁷ 3	Elective ^T or FW (3000-4000 level) Elective ⁵ 3
	Fine Art/Humanities ¹ or FW 4013 ⁷ 3
Total Hours: 14	Elective ^T 2
	Total Hours: 15
Total Program Hours_124_	

Current catalog description and schedules

The fisheries and wildlife science program is a professional program designed to prepare qualified field and research biologists, as well as to provide a sound foundation for those students who intend to pursue graduate studies in wildlife biology, fisheries biology or field ecology. Through selection of appropriate elective courses, graduates are eligible for certification by The Wildlife Society or the American Fisheries Society.

Field biologists are employed by various state and federal agencies concerned with natural resources management including the Arkansas Game and Fish Commission, U.S. Fish and Wildlife Service, U.S. Forest Service, Arkansas Department of Environmental Quality, National Park Service, and the U.S. Army Corps of Engineers. Employment opportunities in the private sector are also available. Timber, mining, and utility companies hire field biologists for advice and management of industrial lands. Environmental consulting firms, commercial fish and game farms, and nature centers require qualified researchers, technicians, and educators.

Majors in fisheries and wildlife science must complete a minimum of 124 semester hours as specified in the following curriculum outline. No more than 12 hours of "D's" may be applied toward the degree. Candidates for graduation are expected to complete a comprehensive series of practical and technical exams to assess mastery of program objectives.

Current Curriculum in Fisheries and Wildlife Science
Degree Completion Plan Beginning in Fall Semester

Freshman				Sophomore			
Fall		Spring		Fall		Spring	
ENGL 1013 ^{1,T}	3	ENGL 1023 ^{1,T}	3	Social Sciences ^{1,T}	3	PHYS 1114 ^T	4
FW 1001	1	BIOL 2124	4	BIOL 2134	4	FW 3114	4
BIOL 1114	4	Social Sciences ^{1,T}	3	ENGL 2053 or FW 3084 or 3154 ²	3-4	ENGL 2053 or FW 3144 ²	3-4
MATH 1113 ^T	3	CHEM 1114 or 2124 ^T	4	Statistics or COMS ^{3,T}	3	Statistics or COMS ^{3,T}	3
Social Sciences ^{1,T}	3	Physical Activity ^{1,T}	2	CHEM 2204 or 3254 ^T	4		
Total Hours	14	Total Hours	16	Total Hours	17-18	Total Hours	14-15

Junior				Senior			
Fall		Spring		Fall		Spring	
FW 3053	3	Social Sciences ¹	3	FW 4083	3	FW 4003	3
BIOL 4044, FW 4014, or FW 4064 ⁴	4	BIOL 3004 or FW 4024 ⁴	4	BIOL 3034 or FW (3000-4000 level) Elective ⁴	4	BIOL 3034 or FW (3000-4000 level) Elective ⁴	4
BIOL 3124 or Fine Art/Humanities ^{1,6,T}	3-4	BIOL 3174 or Fine Art/Humanities ^{1,6,T}	3-4	Elective ^T or FW (3000-4000 level) Elective ⁵	4	Elective ^T or FW(3000-4000 level) Elective ⁵	4
FW 3173 or a Calculus Course (MATH 2243)	3	SPH 2003 (or alternate) ^T	3	Fine Art/Humanities ¹ or FW 4013 ⁷	3	Fine Art/Humanities ¹ or FW 4043 ⁷	3
FW 3001	1	Elective ^T	3	Elective ^T	2	FW 4001	1
Total Hours	14-15	Total Hours	16-17	Total Hours	16	Total Hours	15

¹See appropriate alternatives or substitutions in "General Education Requirements".

²Must have one taxonomic course (FW 3084, 3144, or 3154) and ENGL 2053.

³Must have one statistics course and one computer science course. See advisor for alternatives.

⁴These alternatives should result in one FW course and one BIOL course within the year.

⁵Must complete at least eight hours of FW electives to complete the degree, general electives can fill the balance of 124 hours.

⁶Must have one "physiological" course and one "Fine Art/Humanities course¹" within the year.

⁷Must have one "techniques" course and one "Fine Art/Humanities course¹" within the year.

^TDesignates a block of courses that would provide for a seamless transfer into this program if equivalent courses are taken at another college or university

Current Curriculum in Fisheries and Wildlife Science Degree Completion Plan Beginning in Spring Semester

Freshman				Sophomore			
Spring		Fall		Spring		Fall	
ENGL 1013 ^{1,T}	3	ENGL 1023 ^{1,T}	3	Social Sciences ^{1,T}	3	CHEM 2204 or 3254 ^T	4
BIOL 1114	4	BIOL 2124	4	BIOL 2134	4	FW 3114	4
MATH 1113 ^T	3	Social Sciences ^{1,T}	3	ENGL 2053 or FW 3144 ²	3-4	FW 3084, 3154 or ENGL 2053 ²	3-4
Social Sciences ^{1,T}	3	CHEM 1114 or 2124 ^T	4	Statistics or Computer Science ^{3,T}	3	Statistics or Computer Science ^{3,T}	3
Physical Activity ^{1,T}	1	FW 1001	1	PHYS 1114 ^T	4		
		Physical Activity ^{1,T}	1				
Total Hours	14	Total Hours	16	Total Hours	17-18	Total Hours	14-15

Junior				Senior			
Spring		Fall		Spring		Fall	
Social Sciences ¹	3	FW 3053	3	FW 4003	3	FW 4083	3
BIOL 3004 or FW 4024 ⁴	4	BIOL 4044, FW 4014, or FW 4064 ⁴	4	BIOL 3034 or FW(3000-4000 level) Elective ⁴	4	BIOL 3034 or FW(3000-4000 level) Elective ⁴	4
BIOL 3174 or Fine Art/Humanities ^{1,6,T}	3-4	BIOL 3124 or Fine Art/Humanities ^{1,6,T}	3-4	Elective ^T or FW(3000-4000 level) Elective ⁵	4	Elective ^T or FW(3000-4000 level) Elective ⁵	4
SPH 2003 (or alternate) ^T	3	FW 3173 or a Calculus Course (MATH 2243)	3	Fine Art/Humanities ¹ or FW 4043 ⁷	3	Fine Art/Humanities ¹ or FW 4013 ⁷	3
Elective ^T	3	FW 3001	1	FW 4001	1	Elective ^T	2
Total Hours	16-17	Total Hours	14-15	Total Hours	15	Total Hours	16

¹See appropriate alternatives or substitutions in "General Education Requirements".

²Must have one taxonomic course (FW 3084, 3144, or 3154) and ENGL 2053.

³Must have one statistics course and one computer science course. See advisor for alternatives.

⁴These alternatives should result in one FW course and one BIOL course within the year.

⁵Must complete at least eight hours of FW electives to complete the degree, general electives can fill the balance of 124 hours.

⁶Must have one "physiological" course and one "Fine Art/Humanities course¹" within the year.

⁷Must have one "techniques" course and one "Fine Art/Humanities course¹" within the year.

^TDesignates a block of courses that would provide for a seamless transfer into this program if equivalent courses are taken at another college or university

Proposed Curriculum in Fisheries and Wildlife Science
Degree Completion Plan Beginning in Fall Semester

Freshman				Sophomore			
Fall		Spring		Fall		Spring	
ENGL 1013 ¹ ✓	3	ENGL 1023 ¹ ✓	3	Speech or ENGL 2053 ✓	3	FW 2013 ✓	3
BIOL 1114 ✓	4	BIOL 2124 ✓	4	BIOL 2134 ✓	4	FW 3114 ✓	4
MATH 1113 ✓	3	CHEM 1114 or ✓ 2124	4	CHEM 2204 or ✓ 3254	4	GIS (GEOG 2833) ✓	3
FW 1001 ✓	1	Physical Activity ¹ 2 ✓	2	Statistics ² FW 3084 ^{3,F} or ✓ FW 3154 ^{3,W}	3-4	Statistics ² or ✓ FW 3144 ^{3,W}	3-4
Social Science ¹ ✓	3	Social Science ¹ 3 ✓	3			Social Science ¹ ✓	3
Total Hours	✓14	Total Hours	16	Total Hours	✓14-15	Total Hours	✓16-17
Junior				Senior			
Fall		Spring		Fall		Spring	
✓FW 3173 or calculus	3	✓FW 3053	3	✓FW 4103	3	✓FW 4003	3
FW 4014 ^{3,W} ✓FW 4064 ^{3,W} or Electives ⁴	4	✓FW 4024 ^{3,F} or Electives ⁴	4	✓FW 4013 ^{3,W} or FW 4043 ^{3,F}	3	✓FW 4083	3
✓BIOL 4044 ^W or Electives ⁴	4	✓BIOL 3004 ^{3,W} or Electives ⁴	4	✓Electives ⁴	9	✓FW 4001	1
Electives ⁴	3	✓Electives ⁴	3			✓Electives ⁴	4
✓Social Science ¹	3	Fine Art/Humanities ¹	3			✓Fine Art/Humanities ¹	3
Total Hours	✓17	Total Hours	✓17	Total Hours	✓15	Total Hours	✓14

¹See catalogue for General Education alternatives and requirements. One of the social sciences must be a course in economics.

²Statistics must be taken either fall or spring term.

³F and W superscripts designate courses required for certification in fisheries and wildlife, respectively. Students can choose between FW 3154 and FW 3144, FW 4014 and FW 4064, and BIOL 3004 and BIOL 4044 for wildlife certification. Meeting requirements for fisheries or wildlife certification is a requirement for graduation.

⁴Must include at least two courses from the biology group (BIOL 3174 physiological ecology, BIOL 3034 genetics, BIOL 4064 evolutionary biology, BIOL 3064 parasitology, AGPM 3104 entomology, BIOL 3184 animal behavior, BIOL 3004 plant taxonomy, BIOL 4044 dendrology, BIOL 4094 coastal ecology), one^W or two^F courses from the physical science group (any physics course, AGSS 2014 soils, GEOL 1014 physical geology, GEOL 3083 hydrology), and three 3000-4000 level fisheries and wildlife courses. Sufficient additional electives to produce 124 total credit hours are required for graduation.

Proposed Curriculum in Fisheries and Wildlife Science
Degree Completion Plan Beginning in Spring Semester

Freshman		Fall		Sophomore		Spring		Fall	
Spring		Fall		Spring		Fall		Fall	
ENGL 1013 ¹ ✓	3	ENGL 1023 ¹ ✓	3	FW 2013 ✓	3	Speech or ENGL 2053	3	✓	
BIOL 1114 ✓	4	BIOL 2124 ✓	4	FW ^{BIOL} 2134 ✓	4	BIOL ^{FW} 3114	4	✓	
MATH 1113 ✓	3	CHEM 1114 or 2124 ✓	4	GIS (GEOG 2833) ✓	3	CHEM 2204 or 3254	4	✓	
Physical Activity ✓	2	FW 1001 ✓	1	Statistics ² or FW 3144 ^{3,W} ✓	3-4	Statistics ² or FW 3084 ^{3,F} or FW 3154 ^{3,W}	3-4	✓	
Social Science ¹ ✓	3	Social Science ✓	3	Social Science ¹ ✓	3				
Total Hours	✓15	Total Hours	✓15	Total Hours	✓16-17	Total Hours	14-15	✓	
Junior		Fall		Senior		Spring		Fall	
Spring		Fall		Spring		Fall		Fall	
✓FW 3053	3	✓FW 3173 or calculus	3	✓FW 4003	3	✓FW 4013 ^{3,W} or FW 4043 ^{3,F}	3		
✓FW 4024 ^{3,F} or Electives ⁴	4	✓FW 4014 ^{3,W} or FW 4064 ^{3,W} or Electives ⁴	4	✓FW 4083	3	✓FW 4103	3		
✓BIOL 3004 ^{3,W} or Electives ⁴	4	✓BIOL 4044 ^W or Electives ⁴	4	✓FW 4001	1	✓Electives ⁴	9		
✓Electives ⁴	3	✓Electives ⁴	3	✓Electives ⁴	4				
✓Social Science ¹	3	✓Fine Art/Humanities ¹	3	✓Fine Art/Humanities ¹	3				
Total Hours	17	✓Total Hours	✓17	Total Hours	✓14	Total Hours	✓15		

¹See catalogue for General Education alternatives and requirements. One of the social sciences must be a course in economics.

²Statistics must be taken either fall or spring term.

³F and W superscripts designate courses required for certification in fisheries and wildlife, respectively. Students can choose between FW 3154 and FW 3144, FW 4014 and FW 4064, and BIOL 3004 and BIOL 4044 for wildlife certification. Meeting requirements for fisheries or wildlife certification is a requirement for graduation.

⁴Must include at least two courses from the biology group (BIOL 3174 physiological ecology, BIOL 3034 genetics, BIOL 4064 evolutionary biology, BIOL 3064 parasitology, AGPM 3104 entomology, BIOL 3184 animal behavior, BIOL 3004 plant taxonomy, BIOL 4044 dendrology, BIOL 4094 coastal ecology), one^W or two^F courses from the physical science group (any physics course, AGSS 2014 soils, GEOL 1014 physical geology, GEOL 3083 hydrology), and three 3000-4000 level fisheries and wildlife courses. Sufficient additional electives to produce 124 total credit hours are required for graduation.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Biological Sciences	This department supports does not support the change.
<p>Comments:</p> <p>The Biology Program supports the changes proposed by the F&W program, specifically no longer requiring genetics and physiological ecology, but requiring students to choose two upper level biology courses from the "biology group" (BIOL 3174 physiological ecology, BIOL 3034 genetics, BIOL 4064 evolutionary biology, BIOL 3064 parasitology, AGPM 3104 entomology, BIOL 3184 animal behavior, BIOL 3004 plant taxonomy, BIOL 4044 dendrology, BIOL 4094 coastal ecology).</p>	

Biology Program Director Signature: Bruce L. Tedford

Department Head Signature: Charlie Jager

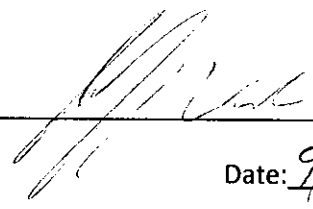
Date: 9/28/10

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: History and Political Science	This department x supports <input type="checkbox"/> does not support the change.
Comments: HPS welcomes the addition of GEOG 2833 as a required course in the FW curriculum.	

Department Head Signature: _____



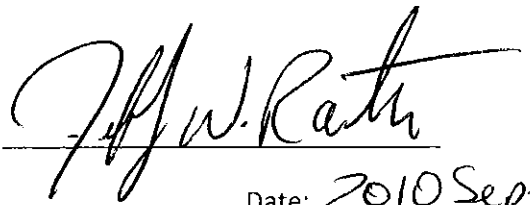
Date: 9/14/10

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: *for FW curriculum change as it affects current physics course requirement(s).	

Department Head Signature:



Date: 2010 Sept 15

OCT - 1 2010

Arkansas Tech University
REQUEST FOR COURSE ADDITION

app CC 10/19/10
app FS 11/8/10

TO: Curriculum Committee

FROM: Physical Sciences

DATE SUBMITTED: Oct. 1, 2010

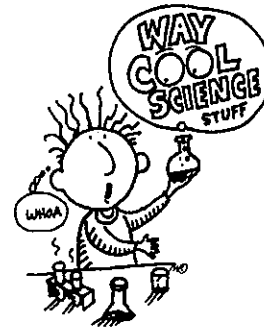
REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	<i>Jeff W. Rauh</i>	2010 Oct. 1
Dean	<i>A. Robinson</i>	10-1-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy Alford</i>	10-1-10
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: CHEM	Course Number: 1111
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): A Survey of Chemistry Laboratory	
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input checked="" 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 Term: <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I	If course is required by major/minor, how frequently will course be offered? every semester
Is this course repeatable for additional earned hours? Y / <input checked="" type="radio"/> (N) How many times?	
Does this course require a fee? yes How much? \$10 Type of fee? laboratory 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.	
Prerequisites:	Co-requisites: CHEM 1113
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"> Course subject, number and title Course description as to appear in catalog 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.	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. This course will require the use of the laboratory, which is currently being used for this purpose.	
How does this proposal support the University Mission or University Strategic Planning Goals? This course makes it easier for students to enroll.	
Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. This proposal is to separate the current CHEM 1114 into the lecture component (CHEM 1113) and the laboratory component (CHEM 1111). This change will allow students to schedule the lecture and lab independently at times which are convenient for them.	
How will the effect of the change be monitored in ongoing program assessment? N/A	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. N/A	

Syllabus for A SURVEY OF CHEMISTRY LAB



Lab Instructor: Carl Harris

Office: Room 24 McEver

Office Phone: 968-4383, email: dharris@atu.edu

Office Hours: MWF, 9:00 am to 11:00 am & TR 2:00 pm to 4:00 pm

Course Description: Co-requisite: CHEM 1113. An introduction to laboratory experiences in chemistry.

Required Text: Chem 1114 Survey of Chemistry Laboratory Manual,
Compiled by Robin Lasey, Fall 2007 Edition.

Objectives:

- Demonstrate chemistry processes through hands-on demonstration and experimentation.
- Introduce students to scientific equipment and technologies.
- To support the Survey of Chemistry Lecture.

Attendance:

- **All students MUST attend the first lab! This is the safety information lab. You will not be allowed to attend further labs without attendance of the Safety check in lab.**
- Punctual and regular attendance is required for your success in Chem 1111. Students must attend all labs. Tardiness is not tolerated. If you are not present by the time the attendance check is complete at the beginning of the class, you will not be allowed to attend the lab. (The doors may be closed and locked at this time.) You will be counted as absent from the lab. If you foresee that you may be habitually late to labs, you need to consult your instructor about this matter. If you miss a lab, contact me or the instructor of the lecture portion of this course as soon as possible. If there is another lab that week, it may be possible to make arrangements for you to attend another lab. If you know **in advance** that you may be absent from a lab, contact your instructor and arrangements may be made for you to attend another lab session.
- A missed lab will result in a zero for that day's activities. There are NO make-ups after the last lab of the week.
- **If you miss more than two (2) labs this semester, you will receive an "F" for the semester grade.**
- Do not leave the laboratory or classroom until the instructor excuses you.

- Laboratory reports and worksheets are due before leaving the laboratory. Lab reports and worksheets turned in after this time will be considered as late and are subject to a late penalty or may be refused by the instructor.
- The experiment is to be read before attending lab to familiarize yourself with the procedures and requirements of that days lab. This will also enable the student to make a better grade on any pre lab quiz.

Grades:

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

Lab grades will be determined by your pre-lab quizzes, performance in the lab, data and report sheets for each lab, and any questions from each lab. The data and report sheet and questions for each lab are to be turned in before leaving the lab.

Your lab grades and pre-lab quizzes will be posted in Blackboard. Check Blackboard frequently to ensure that grades are posted correctly. Blackboard may also be used for communication with students, such as announcements, messages, and tests.

All lab reports or data sheets are to be completed neatly and legibly. Mistakes that cannot be erased cleanly must be corrected by drawing a single line through the mistake, then writing the correction beside, above, or below the mistake. **DO NOT** scribble over, write over, or scratch out mistakes. Don't write on paper other than the form(s) in the lab manual. Points will be deducted from lab reports that are not neat and legible.

Take only the lab manual, a calculator, writing instruments, and yourself into the lab. Leave all other materials and objects outside the lab. You may leave them in the hallway leading to the lab.

If you miss a lab and do not makeup the lab that week, you will receive a grade of "0" for that lab.

Good Lab Practices:

- Use wash bottles to rinse glassware. Do not rinse under the water jugs.
- Don't get an excess of reagents from the stock.
- Learn how to use the equipment properly.
- Do not enter the stockroom unless instructed by the instructor or TA.

Other Issues:

- Cell phones and pagers must be turned off during lab to prevent disruption of the class. If you feel you must be accessible, discuss the situation with the instructor. Violators may receive points off of their daily evaluation.

- Cheating: All work you submit as a part of your grade must be your own work. Lab questions completed with your lab partner are expected to be unique and in your own words. Anyone presenting someone else's work as their own or allowing somebody to use their own work will receive a zero on that laboratory. **Both parties will be penalized.**
- Compliance with all laboratory safety rules and regulations is mandatory. Violation of safe lab practice rules can result in expulsion from a single lab or for the rest of the semester.
- Additional safety rules – If you have long hair, tie it up above your collar. Wear clothing that covers your legs completely. Wear footwear that completely covers your feet.
- Disruptive behavior will not be tolerated. Anyone disrupting the class by talking or creating a general nuisance (determined by the instructor or through complaints from your classmates) may be asked to leave the class.
- Do not have conversations with other students while the instructor is lecturing. If you have a question or comment, address it to the instructor and the whole class. If you persist to converse with other students while the instructor is speaking, you may be dismissed from the lab with a lab grade of zero (0) for the week.
- The instructor reserves the right to amend the syllabus at any time during the semester. The students will be notified of any change(s).

Lab Schedule:

Safety in the Laboratory

Will it float?

How do atoms affect colors of light?, How are the colors of fireworks formed?

How Can You Separate Mixtures?

What happens when ionic compounds react?

Mystery Powders

How Much Fat?

“Burning” Calories

The Synthesis and Purification of Aspirin

Shifting Reactions

Acids, Bases, & Antacids

OCT - 1 2010

Arkansas Tech University
REQUEST FOR COURSE CHANGE

app CC 10/19/10
app FS 11/8/10
Catalog 11-23-10

TO: Curriculum Committee

FROM: Physical Sciences

DATE SUBMITTED: Oct. 1, 2010

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head	<i>Jeff W. Ratw</i>	2010 Oct, 1
Dean	<i>R. Robinson</i>	10-1-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yammy Lucius</i>	10-1-10
Vice President for Academic Affairs	<i>John W. White</i>	

Course Subject: CHEM	Course Number: 1114
Cross-listed with Subject:	Course Number:
Official Title A Survey of Chemistry	
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 checked="" type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Term: <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I	

New Course Number : CHEM 1113
New Course Title (Limited to 30 characters including spaces): <i>same</i> A Survey of Chemistry
New Course Description: <i>Same, but with removal of the reference to laboratory</i> A survey of selected topics in chemistry for life science majors. A brief introduction to fundamental concepts, atomic structure, chemical bonding, and periodic law as applied in the life sciences and allied areas. Lecture three hours. May not be taken for credit after completion of CHEM 2124 or CHEM 2134. TR <i>remove lab fee</i>
New 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 _____
New Prerequisite/Co-requisite: Co-requisite CHEM 1111
<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 including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. This proposal is to separate the current CHEM 1114 into the lecture component (CHEM 1113) and the laboratory component (CHEM 1111). This change will allow students to schedule the lecture and lab independently at times which are convenient for them.
How will the effect of the change be monitored in ongoing program assessment?
If this course will affect other departments a Departmental Support Form for each affected department must be attached.

SEP 23 2010

**Arkansas Tech University
REQUEST FOR COURSE CHANGE**

app CC w/ amend
10/19/10

app FS 11/8/10

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: January 19, 2010

Title	Signature	Date
Person Initiating Proposal Dr. Mary Ann Rollans, Dean	<i>Mary Ann Rollans</i>	09-20-10
Department Head		
Dean Dr. Mary Ann Rollans	<i>Mary Ann Rollans</i>	09-20-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Woods</i>	10-1-10
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: Early Childhood Education (ECE)	Course Number: 2112 and 2212 Child Growth and Development I and II
Cross-listed with Subject:	Course Number:
Official Title Basic Child Growth and Development I and II	
Request to change: (check appropriate box) <input checked="" type="checkbox"/> Course Number <input checked="" 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 checked="" type="checkbox"/> Other Combine both courses into one 3-hour course: ECE 2113: Basic Child Growth and Development	
Effective Catalog Year: 2010-2011	

SEP 23 2010

Course Number (Limited to 30 characters including spaces):
ECE 2113: Basic Child Growth and Development

Course Description: A study of the various developmental principles affecting the individual from the prenatal period through early adolescence. The course includes observational experiences in settings for young children.

Cross-list:

Adding Cross-listing Changing Cross-listing Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number _____
N/A

Prerequisite/Co-requisite:
No prerequisite

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

Fee: NO How much? Type of Fee?

Elective Major Minor

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

Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

Rationale for the change. The two courses have been taught by two different instructors utilizing the same textbook with more emphasis on prenatal to age five. The rationale is for the two 2-hour courses to be combined into one 3-hour course to be taught by one adjunct. By having one course, the content can more closely target the prenatal to age five growth span since the age 9 to age 18 is not as relevant to an early childhood educator. ~~Since the ECE courses are web-based, the course content, assignments, and time allocation for a 2-hour course is difficult to distinguish from the course content and time allocation attributed to teaching a 3-hour web course.~~ This change will establish all ECE courses (exception is the 9-hour practicum) as 3-hour courses and will provide an equitable basis for student credit and compensation of adjunct faculty assigned to the courses.

as amended

Assessment: The assessment of outcomes has been the completion of the practicum each student takes at the end of the required coursework. The outcomes are based on the competency areas required for the Child Development Associate Credential—a national recognition for all Head Start teachers. The daily journals maintained by the student throughout the Practicum serve as evidence of the competencies acquired by the students through the required courses in the AS in Early Childhood Education. The learning objectives for each course are cross-referenced with the CDA competencies. Evidence from this assessment process documents that the students can integrate a minimum of 80% of the CDA competencies into their daily lesson plans. The journals completed by the students correlate lesson plans with competency-based outcomes and serve as evidence to determine the achievement of outcomes/learning objectives.

SEP 23 2010

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

N/A

SEP 23 2010

Arkansas Tech University
REQUEST FOR COURSE CHANGE

app CC w/amend
10/19/10

app FS 11/8/10
Catalog 11-23-10

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: January 19, 2010

Title	Signature	Date
Person Initiating Proposal Dr. Mary Ann Rollans	<i>Mary Ann Rollans</i>	09-20-10
Department Head		
Dean Dr. Mary Ann Rollans	<i>Mary Ann Rollans</i>	09-20-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Ruochs</i>	10-1-10
Vice President for Academic Affairs	<i>John Watts</i>	

Course Subject: Early Childhood Education (ECE)	Course Number: 2312 Foundations and Theories in Early Childhood Education
Cross-listed with Subject:	Course Number:
Official Title Foundations and Theories in Early Childhood Education	
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 checked="" type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010-11	

SEP 23 2010

Course Number (Limited to 30 characters including spaces):		
ECE 2313: Foundations and Theories in Early Childhood Education		
Course Description: An introduction to the profession including historical and social foundations, awareness of value issues, ethical and legal issues, staff relations, and the importance of becoming an advocate for children and families.		
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 _____ N/A		
Prerequisite/Co-requisite: None		
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 checked="" type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form. (attached)		
Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. <u>Rationale:</u> The ECE courses are web based and the course content, assignments, and time allocation for a 2-hour course is difficult to distinguish from the level of content and time allocation attributed to a 3-hour web course. The content of this course is basically equivalent to the content in the other 3-hour ECE courses. ECE 2312 Foundations and Theories in Early Childhood Education should be changed to ECE 2313 since there is no distinguishable difference in the content and time allocation involved in web-based instruction and delivery. These changes will establish all ECE courses (exception is the 9-hour practicum) as 3-hour courses and will provide an equitable basis for student credit and compensation of adjunct faculty assigned to the courses. <u>Assessment:</u> The assessment of outcomes has been the completion of the practicum each student takes at the end of the required coursework. The outcomes are based on the competency areas required for the Child Development Associate Credential—a national recognition for all Head Start teachers. The daily journals maintained by the student throughout the Practicum serve as evidence of the competencies acquired by the students through the required courses in the AS in Early Childhood Education. The learning objectives for each course are cross-referenced with the CDA competencies. Evidence from this assessment process documents that the students can integrate a minimum of 80% of the CDA competencies into their daily lesson plans The journals completed by the students correlate lesson plans with competency-based outcomes and serve as evidence to determine the achievement of outcomes/learning objectives.		

as amended

SEP 23 2010

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

N/A

SEP 28 2010

Arkansas Tech University
REQUEST FOR CHANGE IN PROGRAM
(Modification or Deletion of Existing Major, Option or Minor)

app CC 10/19/10

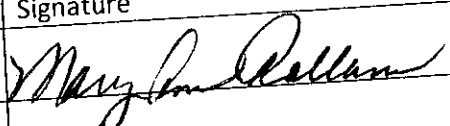
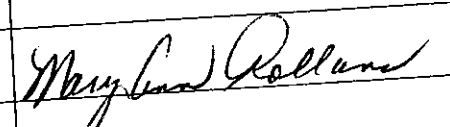
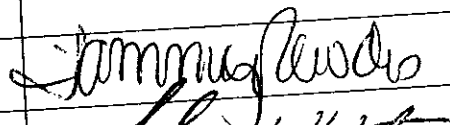
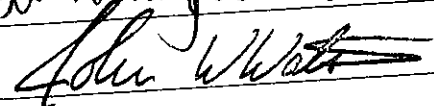
app FS 11/8/10

Catalog 11-23-10

TO:

Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: January 19, 2010

Title	Signature	Date
Person Initiating Proposal Dr. Mary Ann Rollans Department Head		09-20-10
Dean Dr. Mary Ann Rollans Teacher Education Council (if applicable)		09-20-10
Graduate Council (if applicable)		
Registrar		10-1-10
Vice President for Academic Affairs		

Program Title: AS in Early Childhood Education Effective Date: Fall 2010

Detail change in program: Reassignment of course numbers to reflect course content, time allocation, and equitable distribution of faculty load for web-based courses with minor changes in course descriptions to better reflect program objectives.

Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

Rationale: ECE 2112 and 2212, Basic Child Growth and Development I and II are currently taught by two different instructors utilizing the same text for the entire span from birth to age 18. A more relevant approach is being proposed by combining both courses into one 3-hour course taught by one instructor and placing more emphasis on prenatal to age 5 to better meet the outcomes of the program. ECE 2312 Foundations and Theories in Early Childhood Education should be changed to ECE 2313 since there is no distinguishable difference in the content and time allocation involved in web-based instruction and delivery. These changes will establish all ECE courses (exception is the 9-hour practicum) as 3-hour courses and will provide an equitable basis for student credit and compensation of adjunct faculty assigned to the courses.

Assessment: The assessment of outcomes has been the completion of the practicum each student takes at the end of the required coursework. The outcomes are based on the competency areas required for the Child Development Associate Credential—a national recognition for all Head Start teachers. The daily

SEP 23 2010

journals maintained by the student throughout the Practicum serve as evidence of the competencies acquired by the students through the required courses in the AS in Early Childhood Education. The learning objectives for each course are cross-referenced with the CDA competencies. Evidence from this assessment process documents that the students can integrate a minimum of 80% of the CDA competencies into their daily lesson plans. The journals completed by the students correlate lesson plans with competency-based outcomes and serve as evidence to determine the achievement of outcomes/learning objectives.

What impact will the change have on staffing, on other programs and space allocation?

N/A

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

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>✓ ECE 2113 Basic Child Growth and Development</p> <p>Delete:</p> <p>✓ ECE 2112 Basic Child Growth and Development I</p> <p>✓ ECE 2312 Foundations and Theories in Early Childhood Education</p> <p>Total Hours: 16</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>✓ ECE 2313 Foundations and Theories in Early Childhood Education</p> <p>Delete:</p> <p>✓ ECE 2212 Basic Child Growth and Development II</p> <p>✓ GEOG 2013 *(moving to last semester for equitable distribution of load for each semester)</p> <p>Total Hours: 15</p>
<p>Sophomore Fall Semester (NO CHANGE)</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>✓ GEOG 2013*(change semesters for equitable distribution of load)</p> <p>Delete:</p> <p>Total Hours: 15</p>
<p>Junior Fall Semester N/A</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester N/A</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester N/A</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester N/A</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

SEP 23 2010

Spring Start (If applicable)	
<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>ECE 2113</p> <p>Delete:</p> <p>ECE 2112</p> <p>ECE 2312</p> <p>Total Hours: 16</p>	<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>ECE 2313</p> <p>Delete:</p> <p>ECE 2212</p> <p>GEOG 2013</p> <p>Total Hours: 15</p>
<p>Sophomore Spring Semester NO CHANGE</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>GEOG 2013</p> <p>Delete:</p> <p>Total Hours: 15</p>
<p>Junior Spring Semester N/A</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Fall Semester N/A</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Spring Semester N/A</p> <p>Add/Change:</p> <p>Delete:</p>	<p>Senior Fall Semester N/A</p> <p>Add/Change:</p> <p>Delete:</p>

SEP 23 2010

Total Hours:	Total Hours:
Total Program Hours <u>61</u>	

app CC 10/19/10

Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee
FROM: Dr. Beth Giroir, TECH 1001 Coordinator
DATE SUBMITTED: October 1, 2010

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	See Attached	
Dean	<i>H. M. [Signature]</i>	9-29-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yammy Luodis</i>	10-1-10
Vice President for Academic Affairs		

Course Subject: TECH	Course Number: 1022
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Discovering the Arts	
Mode of Instruction: (check appropriate box) xx 01_Lecture	
Effective Catalog Year: 2010-2011 2011-2012 pcc	How frequently will course be offered? Fall, Spring, and Summer Terms
Is this course repeatable? No	
Does this course require a fee? NO	How much? N/A Type of fee? N/A

Not approved
FS 11/8/10

xx Elective

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

Prerequisites: N/A

Co-requisites: N/A

Grading xx Standard

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. SMART Classroom

How does this proposal support the University Mission or University Strategic Planning Goals?

There is a large group of students at Arkansas Tech who are undeclared and need a major. Through this type of course, a student can gain a better understanding of the programs, opportunities, and career options of a particular field. By having this type of exploratory course students will get a better understanding of various majors. Lifelong learning is also a component of this course since students will learn topics in this class that can benefit them long after they leave Arkansas Tech.

This proposal supports the mission of Arkansas Tech through nurturing scholastic development. This type of course will help expose a student to different opportunities in academic areas on campus which will in turn help the student to define a major and take more major specific courses furthering their scholastic development and strengthening their commitment to Tech.

In regards to the University Strategic Planning Goals, Strategic Planning Goal One calls for an "increased support for web, compressed video and mixed technology courses." This course would be offered in a mixed technology format, to allow students to complete part of the course from a distance. If so desired, this course could be offered completely online. This course will help students understand why the arts are offered at the University. Sparking the interest of a student in an area of the university's curriculum should have a positive effect on retention. Strategic Planning Goal Two discusses improving enrollment management by focusing on student success. This course will support the goal to "create a seamless first year experience..." by allowing students who are undeclared to work towards choosing a major. Since many of these students are undeclared freshmen, this course will help a student find a major and complete the first year experience.

What assessment information is being used to support this proposal?

Data collected in the Common Data Set in regards to student retention rate of full-time, bachelor level,

degree seeking students who persisted from Fall 2008 to Fall 2009: 71%; students who persisted from Fall 2007 to Fall 2008: 68%; students who persisted from Fall 2006 to Fall 2007: 66%; students who persisted from Fall 2005 to Fall 2006: 69%.

For the first time, full time, degree seeking undergraduate student at TECH, the average percentage of undeclared students based on official fall head count data from 2006 to 2009 was 23%.

At TECH, undergraduate main campus students who were undeclared majors dropped out at an average rate of 16% compared to all students who dropped out from Fall 2008 to Fall 2010. Undeclared students had the largest percentage of drop-outs compared to other majors according to data in ARGOS.

A goal of this course is to connect students to a major as early as possible in the student's academic career by exposing the student to a variety of disciplines upon which the student can make his/her own educated choice of the major for which he or she is best suited. Vincent Tinto's (1987) theory on student attrition states that students must have an education goal and a commitment to see the goal to graduation. By selecting a major, this gives the student the educational goal necessary to move towards graduation. If a student does not identify with a major, they may also have trouble identifying with the institution which can lead a student to leave the university. With a course like this, the goal is get a student to identify with a major and therefore start to build a bond with TECH.

Tinto, V. (1987). *Leaving college: Rethinking the causes and cures of student attrition*. Chicago: University of Chicago Press.

How will the effect of the change be monitored?

Students will be administered a pre and post survey in the course to determine the change in attitude and interest in the arts. Data will also be collected to analyze the number of students who are undeclared majors and whether they declare a major after completing this course. Data will also be analyzed in regards to the number of students who persist after the completion of this course.

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

Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. Based on information available in the field, these types of courses are available and have been an asset to institutions such as Arizona State University, Boise State University, Ferrum College, The University of Utah, Brigham Young University, Kansas State University, the University of Wisconsin-Eau Claire, and the University of Wisconsin-Oshkosh. The types of courses at these institutions are designed to help students who are undecided majors through exposing the student to a variety of majors at the institution, as well as helping students learn about careers associated with the different majors. As an interdisciplinary course, TECH prefix courses are not part of a specific program and do not have program assessments. Based on data collected in the areas of student retention and student major, this type of course could definitely benefit students and

Arkansas Tech.

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

Course Description

A course designed to generate interest in and appreciation for the study of majors associated with the arts in the College of Arts and Humanities. The course will highlight some of the great accomplishments and challenges in various arts disciplines, and explore areas of research and interest by experts in these areas.

Course Objectives

By taking this course, you will be equipped to:

- Understand the different programs offered in the areas of the arts at Arkansas Tech.
- Gain knowledge of current events in the area of the arts and how they impact society.
- Learn about different career opportunities in the arts areas.
- Explore different research and interest areas as presented by experts in a specific field.
- Increase awareness of the accomplishments and challenges in the various arts disciplines.

Course Format

This course would be a mixed technology course in which part of the course instruction will take place via the web, and the other part of the course would be offered in the on-campus classroom. This course also has the potential to be completely administered online.

Course Outline

- I. Course Introduction
 - a. Overview of course
 - b. Explanation of syllabus
 - c. Message from Dean of College of Arts and Humanities
 - d. Complete an Attitude/Interest Pre-Test
- II. Department Presentations
 - a. Department of Art
 - b. Department of Art-Graphic Design
 - c. Department of Music
 - d. Department of Theatre
 - e. Department of Foreign Languages
- III. Course Assessments
 - a. Complete different department presentation quizzes
 - b. Complete career assessments for the different department presentations
 - c. Complete website reviews or a journal article critique for the different department presentations
 - d. Complete a field interview project
 - e. Complete journal entries
 - f. Arts event attendance summary report
 - g. Complete a final paper
 - h. Complete an Attitude/Interest Post-Test

Example of the topics covered during the Music Department Presentation

1. Students would review the Music Department presentation giving them more information about the field of music.
2. Students would take a quiz on the presentation. This quiz would be created by the music presenter.
3. Students would complete a career assessment in which they would do research to determine the future need of a career in music, the salary of a person in the field, the type of education needed (Bachelor's, Master's, etc.), as well as other pertinent information about the career.
4. Students would complete a website review or a journal article critique. The website review would entail the student being given a list of websites relative to music and answering a list of questions to familiarize the student with the profession. For the journal article critique, the student would be asked to select a journal article on a current event in emergency management and compose a 1-2 page article critique.

Other Assignments in the Course--Assignments could include but are not limited to interviews, assessments, and reflection. Here are examples of possible assignments:

Field Interview—The field interview would entail the student selecting a department and choosing a person to interview who has experience in a given academic field. This person can be someone on the ATU campus or someone outside of the University. The student would be required to conduct the interview, write a report summarizing the interview, give a personal reflection of the interview, and give a short presentation about their interview to the rest of the class.

Journal-students would be required to write weekly reflections in a journal summarizing their thoughts and feelings about the different class topics.

Arts Events-Students would be required to attend one or more events throughout the semester highlighting the area of art studied in the course (ie. music recital, art museum tour, etc.). After attending an arts event, the student would complete a summary report of attending the event.

Final paper-This would be a final paper reviewing the course with students choosing to share their thoughts and feelings about the different topics discussed in the course, as well as to make future short term and long term goals, and plans to meet these goals.

Methods of Student Performance Assessment and Evaluation

Department presentations-The faculty member who develops the module will also create an appropriate quiz to accompany the module that can be administered to students in the course. All quizzes would follow a similar format (number of points possible, grading scale of quizzes, etc.).

Other assignments in the course-Students would be graded on other assignments relative to the topics being studied in the classroom to help reinforce learning.

Attitude/Interest Pre/Post-Test-Students would be required to complete a pre-test and a post-test in the course in order to determine any change in their attitude and/or interest in the field and awareness of the course topics.

Course Bibliography, Reading List, and/or listing of other instructional media

Throop, R., & Castellucci, M. (2011). *Reaching your potential: Personal and professional development*. Boston: Wadsworth.

Reardon, R., Lenz, J. Sampson, J., & Peterson, G. (2009). *Career development and planning: A comprehensive approach*.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: <i>Behavioral Sciences</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: This Support Form is in connection to the Exploring Ideas in the Arts course.	

Department Head Signature: *William J. White*

Date: *9-27-10*

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected:	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: This Support Form is in connection to the Exploring Ideas in the Arts course.	

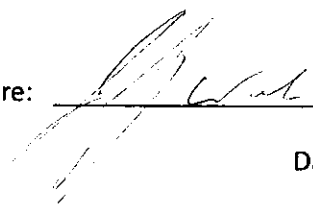
Department Head Signature: *Hung Naton*
Date: 9/27/10

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: History and Political Science	This department x supports <input type="checkbox"/> does not support the change.
Comments: This Support Form is in connection to the Exploring Ideas in the Arts course.	

Department Head Signature: _____



Date: _____

9/27/10

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: <p style="text-align: center;">Art</p>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: This Support Form is in connection to the Exploring Ideas in the Arts course.	

Department Head Signature: Cathy Caldwell

Date: Sept. 27, 2010

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: This Support Form is in connection to the Exploring Ideas in the Arts course.	

Department Head Signature:

Capt. [Signature]

Date: 9-27-10

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Departments Affected: English, Foreign Languages	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: This Support Form is in connection to the Exploring Ideas in the Arts course.	

Department Head Signature: 

Date: 9-27-10

*From
J. G. Givens*

OBJECTION

Arkansas Tech University REQUEST FOR COURSE ADDITION

*Tech 1042 Social Sciences
1052 - Science
1032 - Humanities
~~1022~~ Arts
1022*

TO: Curriculum Committee
FROM: Dr. Beth Giroir, TECH 1001 Coordinator
DATE SUBMITTED: October 1, 2010

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	<i>See Attached</i>	
Dean	<i>H. M. F.</i>	<i>9-29-10</i>
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammy Rhodes</i>	<i>10-1-10</i>
Vice President for Academic Affairs		

Course Subject: TECH	Course Number: 1022
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Discovering the Arts	
Mode of Instruction: (check appropriate box) xx 01 Lecture	
Effective Catalog Year: 2010-2011 <i>2011-2012 pcc</i>	How frequently will course be offered? <input checked="" type="radio"/> Fall, <input type="radio"/> Spring, and <input type="radio"/> Summer Terms
Is this course repeatable? <input checked="" type="radio"/> No	Faculty
Does this course require a fee? <input checked="" type="radio"/> NO	How much? N/A Type of fee? N/A

Where does faculty come from?

xx Elective

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

Prerequisites: N/A

Co-requisites: N/A

Grading xx Standard

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. SMART Classroom

Not Music Quality

How does this proposal support the University Mission or University Strategic Planning Goals?

There is a large group of students at Arkansas Tech who are undeclared and need a major. Through this type of course, a student can gain a better understanding of the programs, opportunities, and career options of a particular field. By having this type of exploratory course students will get a better understanding of various majors. Lifelong learning is also a component of this course since students will learn topics in this class that can benefit them long after they leave Arkansas Tech.

This proposal supports the mission of Arkansas Tech through nurturing scholastic development. This type of course will help expose a student to different opportunities in academic areas on campus which will in turn help the student to define a major and take more major specific courses furthering their scholastic development and strengthening their commitment to Tech.

In regards to the University Strategic Planning Goals, Strategic Planning Goal One calls for an "increased support for web, compressed video and mixed technology courses." This course would be offered in a mixed technology format, to allow students to complete part of the course from a distance. If so desired, this course could be offered completely online. This course will help students understand why the arts are offered at the University. Sparking the interest of a student in an area of the university's curriculum should have a positive effect on retention. Strategic Planning Goal Two discusses improving enrollment management by focusing on student success. This course will support the goal to "create a seamless first year experience..." by allowing students who are undeclared to work towards choosing a major. Since many of these students are undeclared freshmen, this course will help a student find a major and complete the first year experience.

What assessment information is being used to support this proposal?

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A goal of this course is to connect students to a major as early as possible in the student's academic career by exposing the student to a variety of disciplines upon which the student can make his/her own educated choice of the major for which he or she is best suited. Vincent Tinto's (1987) theory on student attrition states that students must have an education goal and a commitment to see the goal to graduation. By selecting a major, this gives the student the educational goal necessary to move towards graduation. If a student does not identify with a major, they may also have trouble identifying with the institution which can lead a student to leave the university. With a course like this, the goal is get a student to identify with a major and therefore start to build a bond with TECH.

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How will the effect of the change be monitored?

Students will be administered a pre and post survey in the course to determine the change in attitude and interest in the arts. Data will also be collected to analyze the number of students who are undeclared majors and whether they declare a major after completing this course. Data will also be analyzed in regards to the number of students who persist after the completion of this course.

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

Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. Based on information available in the field, these types of courses are available and have been an asset to institutions such as Arizona State University, Boise State University, Ferrum College, The University of Utah, Brigham Young University, Kansas State University, the University of Wisconsin-Eau Claire, and the University of Wisconsin-Oshkosh. The types of courses at these institutions are designed to help students who are undecided majors through exposing the student to a variety of majors at the institution, as well as helping students learn about careers associated with the different majors. As an interdisciplinary course, TECH prefix courses are not part of a specific program and do not have program assessments. Based on data collected in the areas of student retention and student major, this type of course could definitely benefit students and

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Course Objectives

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- Gain knowledge of current events in the area of the arts and how they impact society.
- Learn about different career opportunities in the arts areas.
- Explore different research and interest areas as presented by experts in a specific field.
- Increase awareness of the accomplishments and challenges in the various arts disciplines.

Course Format

This course would be a (mixed technology) course in which part of the course instruction will take place via the web, and the other part of the course would be offered in the on-campus classroom. This course also has the potential to be completely administered online.

Course Outline

- I. Course Introduction
 - a. Overview of course
 - b. Explanation of syllabus
 - c. Message from Dean of College of Arts and Humanities
 - d. Complete an Attitude/Interest Pre-Test
- II. Department Presentations
 - a. Department of Art
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- III. Course Assessments
 - a. Complete different department presentation quizzes
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 - c. Complete website reviews or a journal article critique for the different department presentations
 - d. Complete a field interview project
 - e. Complete journal entries
 - f. Arts event attendance summary report
 - g. Complete a final paper
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Example of the topics covered during the Music Department Presentation

1. Students would review the Music Department presentation giving them more information about the field of music.
2. Students would take a quiz on the presentation. This quiz would be created by the music presenter.
3. Students would complete a career assessment in which they would do research to determine the future need of a career in music, the salary of a person in the field, the type of education needed (Bachelor's, Master's, etc.), as well as other pertinent information about the career.
4. Students would complete a website review or a journal article critique. The website review would entail the student being given a list of websites relative to music and answering a list of questions to familiarize the student with the profession. For the journal article critique, the student would be asked to select a journal article on a current event in emergency management and compose a 1-2 page article critique.

Part
#1 - Arr

not
used

Other Assignments In the Course--Assignments could include but are not limited to interviews, assessments, and reflection. Here are examples of possible assignments:

Field Interview—The field interview would entail the student selecting a department and choosing a person to interview who has experience in a given academic field. This person can be someone on the ATU campus or someone outside of the University. The student would be required to conduct the interview, write a report summarizing the interview, give a personal reflection of the interview, and give a short presentation about their interview to the rest of the class.

Journal—students would be required to write weekly reflections in a journal summarizing their thoughts and feelings about the different class topics.

Arts Events—Students would be required to attend one or more events throughout the semester highlighting the area of art studied in the course (i.e. music recital, art museum tour, etc.). After attending an arts event, the student would complete a summary report of attending the event.

Final paper—This would be a final paper reviewing the course with students choosing to share their thoughts and feelings about the different topics discussed in the course, as well as to make future short term and long term goals, and plans to meet these goals.

Methods of Student Performance Assessment and Evaluation

Department presentations—The faculty member who develops the module will also create an appropriate quiz to accompany the module that can be administered to students in the course. All quizzes would follow a similar format (number of points possible, grading scale of quizzes, etc.).

Other assignments in the course—Students would be graded on other assignments relative to the topics being studied in the classroom to help reinforce learning.

Attitude/Interest Pre/Post-Test—Students would be required to complete a pre-test and a post-test in the course in order to determine any change in their attitude and/or interest in the field and awareness of the course topics.

Course Description

A course designed to generate interest in and appreciation for the study of majors associated with the humanities in the College of Arts and Humanities. The course will highlight some of the great accomplishments and challenges in the various humanities disciplines, and explore areas of research and interest by experts in these areas.

Course Objectives

By taking this course, you will be equipped to:

- Understand the different programs offered in the areas of the humanities at Arkansas Tech.
- Gain knowledge of current events in the areas of the humanities and how they impact society.
- Learn about different career opportunities in the various humanities areas.
- Explore different research and interest areas as presented by experts in a specific field.
- Increase awareness of the accomplishments and challenges in the various humanities disciplines.

Course Format

This course would be a mixed technology course in which part of the course instruction will take place via the web, and the other part of the course would be offered in the on-campus classroom. This course also has the potential to be completely administered online.

Course Outline

- I. Course Introduction
 - a. Overview of course
 - b. Explanation of syllabus
 - c. Message from Dean of College of Arts and Humanities
 - d. Complete an Attitude/Interest Pre-Test
- II. Areas of Study Presentations
 - a. English
 - b. Philosophy
 - c. Journalism
 - d. Speech
 - e. History
 - f. International Studies
- III. Course Assessments
 - a. Complete different department presentation quizzes
 - b. Complete career assessments for the different department presentations
 - c. Complete website reviews or a journal article critique for the different department presentations
 - d. Complete a field interview project
 - e. Complete journal entries
 - f. Complete a final paper
 - g. Complete an Attitude/Interest Post-Test

Example of the topics covered during the Emergency Management Department Presentation

1. Students would review the Emergency Management presentation giving them more information about the field of Emergency Management.
2. Students would take a quiz on the presentation. This quiz would be created by the Emergency Management presenter.
3. Students would complete a career assessment in which they would do research to determine the future need of a career in Emergency Management, the salary of a person in the field, the type of education needed (Bachelor's, Master's, etc.), as well as other pertinent information about the career.
4. Students would complete a website review or a journal article critique. The website review would entail the student being given a list of websites relative to Emergency Management and answering a list of questions to familiarize the student with the profession. For the journal article critique, the student would be asked to select a journal article on a current event in emergency management and compose a 1-2 page article critique.

Other Assignments in the Course--Assignments could include but are not limited to interviews, assessments, and reflection. Here are examples of possible assignments:

Field Interview—The field interview would entail the student selecting a department and choosing a person to interview who has experience in a given academic field. This person can be someone on the ATU campus or someone outside of the University. The student would be required to conduct the interview, write a report summarizing the interview, give a personal reflection of the interview, and give a short presentation about their interview to the rest of the class.

Journal—students would be required to write weekly reflections in a journal summarizing their thoughts and feelings about the different class topics.

Final paper—This would be a final paper reviewing the course with students choosing to share their thoughts and feelings about the different topics discussed in the course, as well as to make future short term and long term goals, and plans to meet these goals.

Methods of Student Performance Assessment and Evaluation

Department presentations—The faculty member who develops the module will also create an appropriate quiz to accompany the module that can be administered to students in the course. All quizzes would follow a similar format (number of points possible, grading scale of quizzes, etc.).

Other assignments in the course—Students would be graded on other assignments relative to the topics being studied in the classroom to help reinforce learning.

Attitude/Interest Pre/Post-Test—Students would be required to complete a pre-test and a post-test in the course in order to determine any change in their attitude and/or interest in the field and awareness of the course topics.

app EC 10/19/10

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee
FROM: Dr. Beth Giroir, TECH 1001 Coordinator
DATE SUBMITTED: October 1, 2010

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	See attached	
Dean	N. M. T.	9-27-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Gammmyukwods	10-1-10
Vice President for Academic Affairs		

Course Subject: TECH	Course Number: 1032	
Cross-listed with Subject:	Course Number:	
Official Title (Limited to 30 characters including spaces): Discovering the Humanities		
Mode of Instruction: (check appropriate box) xx 01_Lecture		
Effective Catalog Year: 2010-2011 2011 - 2012 <i>see</i>	How frequently will course be offered? Fall, Spring, and Summer Terms	
Is this course repeatable? No <i>see</i>		
Does this course require a fee? No	How much? N/A	Type of fee? N/A

Not app FS
11/8/10

xx Elective

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

Prerequisites: N/A

Co-requisites: N/A

Grading xx Standard

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. SMART Classroom

How does this proposal support the University Mission or University Strategic Planning Goals?

There is a large group of students at Arkansas Tech who are undeclared and need a major. Through this type of course, a student can gain a better understanding of the programs, opportunities, and career options of a particular field. By having this type of exploratory course students will get a better understanding of various majors. Lifelong learning is also a component of this course since students will learn topics in this class that can benefit them long after they leave Arkansas Tech.

This proposal supports the mission of Arkansas Tech through nurturing scholastic development. This type of course will help expose a student to different opportunities in academic areas on campus which will in turn help the student to define a major and take more major specific courses furthering their scholastic development and strengthening their commitment to Tech.

In regards to the University Strategic Planning Goals, Strategic Planning Goal One calls for an "increased support for web, compressed video and mixed technology courses." This course would be offered in a mixed technology format, to allow students to complete part of the course from a distance. If so desired, this course could be offered completely online. This course will help students understand why the humanities are offered at the University. Sparking the interest of a student in an area of the university's curriculum should have a positive effect on retention. Strategic Planning Goal Two discusses improving enrollment management by focusing on student success. This course will support the goal to "create a seamless first year experience..." by allowing students who are undeclared to work towards choosing a major. Since many of these students are undeclared freshmen, this course will help a student find a major and complete the first year experience.

What assessment information is being used to support this proposal?

Data collected in the Common Data Set in regards to student retention rate of full-time, bachelor level,

degree seeking students who persisted from Fall 2008 to Fall 2009: 71%; students who persisted from Fall 2007 to Fall 2008: 68%; students who persisted from Fall 2006 to Fall 2007: 66%; students who persisted from Fall 2005 to Fall 2006: 69%.

For the first time, full time, degree seeking undergraduate student at TECH, the average percentage of undeclared students based on official fall head count data from 2006 to 2009 was 23%.

At TECH, undergraduate main campus students who were undeclared majors dropped out at an average rate of 16% compared to all students who dropped out from Fall 2008 to Fall 2010. Undeclared students had the largest percentage of drop-outs compared to other majors according to data in ARGOS.

A goal of this course is to connect students to a major as early as possible in the student's academic career by exposing the student to a variety of disciplines upon which the student can make his/her own educated choice of the major for which he or she is best suited. Vincent Tinto's (1987) theory on student attrition states that students must have an education goal and a commitment to see the goal to graduation. By selecting a major, this gives the student the educational goal necessary to move towards graduation. If a student does not identify with a major, they may also have trouble identifying with the institution which can lead a student to leave the university. With a course like this, the goal is get a student to identify with a major and therefore start to build a bond with TECH.

Tinto, V. (1987). *Leaving college: Rethinking the causes and cures of student attrition*. Chicago: University of Chicago Press.

How will the effect of the change be monitored?

Students will be administered a pre and post survey in the course to determine the change in attitude and interest in the humanities. Data will also be collected to analyze the number of students who are undeclared majors and whether they declare a major after completing this course. Data will also be analyzed in regards to the number of students who persist after the completion of this course.

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

Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. Based on information available in the field, these types of courses are available and have been an asset to institutions such as Arizona State University, Boise State University, Ferrum College, The University of Utah, Brigham Young University, Kansas State University, the University of Wisconsin-Eau Claire, and the University of Wisconsin-Oshkosh. The types of courses at these institutions are designed to help students who are undecided majors through exposing the student to a variety of majors at the institution, as well as helping students learn about careers associated with the different majors. As an interdisciplinary course, TECH prefix courses are not part of a specific program and do not have program assessments. Based on data collected in the areas of student retention and student major, this type of course could definitely benefit students and

Arkansas Tech.

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

Course Description

A course designed to generate interest in and appreciation for the study of majors associated with the humanities in the College of Arts and Humanities. The course will highlight some of the great accomplishments and challenges in the various humanities disciplines, and explore areas of research and interest by experts in these areas.

Course Objectives

By taking this course, you will be equipped to:

- Understand the different programs offered in the areas of the humanities at Arkansas Tech.
- Gain knowledge of current events in the areas of the humanities and how they impact society.
- Learn about different career opportunities in the various humanities areas.
- Explore different research and interest areas as presented by experts in a specific field.
- Increase awareness of the accomplishments and challenges in the various humanities disciplines.

Course Format

This course would be a mixed technology course in which part of the course instruction will take place via the web, and the other part of the course would be offered in the on-campus classroom. This course also has the potential to be completely administered online.

Course Outline

- I. Course Introduction
 - a. Overview of course
 - b. Explanation of syllabus
 - c. Message from Dean of College of Arts and Humanities
 - d. Complete an Attitude/Interest Pre-Test
- II. Areas of Study Presentations
 - a. English
 - b. Philosophy
 - c. Journalism
 - d. Speech
 - e. History
 - f. International Studies
- III. Course Assessments
 - a. Complete different department presentation quizzes
 - b. Complete career assessments for the different department presentations
 - c. Complete website reviews or a journal article critique for the different department presentations
 - d. Complete a field interview project
 - e. Complete journal entries
 - f. Complete a final paper
 - g. Complete an Attitude/Interest Post-Test

Example of the topics covered during the Speech Area of Study Presentation

1. Students would review the Speech Area of Study Presentation giving them more information about the field of Emergency Management.
2. Students would take a quiz on the presentation. This quiz would be created by the speech presenter.
3. Students would complete a career assessment in which they would do research to determine the future need of a career in a speech related field, the salary of a person in the field, the type of education needed (Bachelor's, Master's, etc.), as well as other pertinent information about the career.
4. Students would complete a website review or a journal article critique. The website review would entail the student being given a list of websites relative to a speech related field and answering a list of questions to familiarize the student with the profession. For the journal article critique, the student would be asked to select a journal article on a current event in a speech related field and compose a 1-2 page article critique.

Other Assignments in the Course--Assignments could include but are not limited to interviews, assessments, and reflection. Here are examples of possible assignments:

Field Interview—The field interview would entail the student selecting a department and choosing a person to interview who has experience in a given academic field. This person can be someone on the ATU campus or someone outside of the University. The student would be required to conduct the interview, write a report summarizing the interview, give a personal reflection of the interview, and give a short presentation about their interview to the rest of the class.

Journal--students would be required to write weekly reflections in a journal summarizing their thoughts and feelings about the different class topics.

Final paper--This would be a final paper reviewing the course with students choosing to share their thoughts and feelings about the different topics discussed in the course, as well as to make future short term and long term goals, and plans to meet these goals.

Methods of Student Performance Assessment and Evaluation

Department presentations--The faculty member who develops the module will also create an appropriate quiz to accompany the module that can be administered to students in the course. All quizzes would follow a similar format (number of points possible, grading scale of quizzes, etc.).

Other assignments in the course--Students would be graded on other assignments relative to the topics being studied in the classroom to help reinforce learning.

Attitude/Interest Pre/Post-Test--Students would be required to complete a pre-test and a post-test in the course in order to determine any change in their attitude and/or interest in the field and awareness of the course topics.

Course Bibliography, Reading List, and/or listing of other instructional media

Throop, R., & Castellucci, M. (2011). *Reaching your potential: Personal and professional development*. Boston: Wadsworth.

Reardon, R., Lenz, J. Sampson, J., & Peterson, G. (2009). Career development and planning: A comprehensive approach.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: <i>Behavioral Sciences</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: This Support Form is in connection to the Exploring Ideas in the Humanities course.	

Department Head Signature: *William A. Miller*
Date: *9-27-10*

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected:	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: This Support Form is in connection to the Exploring Ideas in the Humanities course.	

Department Head Signature: *Henry Norton*

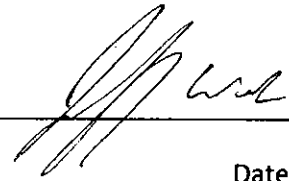
Date: 9/27/10

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: History and Political Science	This department x supports <input type="checkbox"/> does not support the change.
Comments: This Support Form is in connection to the Exploring Ideas in the Humanities course.	

Department Head Signature: _____



Date: _____

9/27/10

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: <p style="text-align: center;"><i>Art</i></p>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: This Support Form is in connection to the Exploring Ideas in the Humanities course.	

Department Head Signature: *Cathy Caldwell*

Date: *9.27.10*

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: This Support Form is in connection to the Exploring Ideas in the Humanities course.	

Department Head Signature:

Cynthia Hill

Date: *9-27-10*

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Departments Affected: English, Foreign Languages	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: This Support Form is in connection to the Exploring Ideas in the Humanities course.	

Department Head Signature: _____



Date: 9-27-10

Arkansas Tech University
REQUEST FOR COURSE ADDITION

appcc 10/19/10

TO: Curriculum Committee
 FROM: Dr. Beth Giroir, TECH 1001 Coordinator
 DATE SUBMITTED: October 1, 2010

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	<i>See attached</i>	
Dean	<i>H. Mc Tom</i>	<i>9-27-10</i>
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Gaudin</i>	<i>10-1-10</i>
Vice President for Academic Affairs		

Course Subject: TECH	Course Number: 1042
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Discovering Social Sciences	
Mode of Instruction: (check appropriate box) xx 01_Lecture	
Effective Catalog Year: 2010-2011 <i>2011-2012 per</i>	How frequently will course be offered? Fall, Spring, and Summer Terms
Is this course repeatable? No	
Does this course require a fee? No	How much? N/A Type of fee? N/A

Not app FS 11/8/10

xx Elective

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

Prerequisites: N/A

Co-requisites: N/A

Grading xx Standard

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. SMART Classroom

How does this proposal support the University Mission or University Strategic Planning Goals?

There is a large group of students at Arkansas Tech who are undeclared and need a major. Through this type of course, a student can gain a better understanding of the programs, opportunities, and career options of a particular field. By having this type of exploratory course students will get a better understanding of various majors. Lifelong learning is also a component of this course since students will learn topics in this class that can benefit them long after they leave Arkansas Tech.

This proposal supports the mission of Arkansas Tech through nurturing scholastic development. This type of course will help expose a student to different opportunities in academic areas on campus which will in turn help the student to define a major and take more major specific courses furthering their scholastic development and strengthening their commitment to Tech.

In regards to the University Strategic Planning Goals, Strategic Planning Goal One calls for an "increased support for web, compressed video and mixed technology courses." This course would be offered in a mixed technology format, to allow students to complete part of the course from a distance. If so desired, this course could be offered completely online. This course will help students understand why the social sciences are offered at the University. Sparking the interest of a student in an area of the university's curriculum should have a positive effect on retention. Strategic Planning Goal Two discusses improving enrollment management by focusing on student success. This course will support the goal to "create a seamless first year experience..." by allowing students who are undeclared to work towards choosing a major. Since many of these students are undeclared freshmen, this course will help a student find a major and complete the first year experience.

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degree seeking students who persisted from Fall 2008 to Fall 2009: 71%; students who persisted from Fall 2007 to Fall 2008: 68%; students who persisted from Fall 2006 to Fall 2007: 66%; students who persisted from Fall 2005 to Fall 2006: 69%.

For the first time, full time, degree seeking undergraduate student at TECH, the average percentage of undeclared students based on official fall head count data from 2006 to 2009 was 23%.

At TECH, undergraduate main campus students who were undeclared majors dropped out at an average rate of 16% compared to all students who dropped out from Fall 2008 to Fall 2010. Undeclared students had the largest percentage of drop-outs compared to other majors according to data in ARGOS.

A goal of this course is to connect students to a major as early as possible in the student's academic career by exposing the student to a variety of disciplines upon which the student can make his/her own educated choice of the major for which he or she is best suited. Vincent Tinto's (1987) theory on student attrition states that students must have an education goal and a commitment to see the goal to graduation. By selecting a major, this gives the student the educational goal necessary to move towards graduation. If a student does not identify with a major, they may also have trouble identifying with the institution which can lead a student to leave the university. With a course like this, the goal is get a student to identify with a major and therefore start to build a bond with TECH.

Tinto, V. (1987). *Leaving college: Rethinking the causes and cures of student attrition*. Chicago: University of Chicago Press.

How will the effect of the change be monitored?

Students will be administered a pre and post survey in the course to determine the change in attitude and interest in the social sciences. Data will also be collected to analyze the number of students who are undeclared majors and whether they declare a major after completing this course. Data will also be analyzed in regards to the number of students who persist after the completion of this course.

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

Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. Based on information available in the field, these types of courses are available and have been an asset to institutions such as Arizona State University, Boise State University, Ferrum College, The University of Utah, Brigham Young University, Kansas State University, the University of Wisconsin-Eau Claire, and the University of Wisconsin-Oshkosh. The types of courses at these institutions are designed to help students who are undecided majors through exposing the student to a variety of majors at the institution, as well as helping students learn about careers associated with the different majors. As an interdisciplinary course, TECH prefix courses are not part of a specific program and do not have program assessments. Based on data collected in the areas of student retention and student major, this type of course could definitely benefit students and

Arkansas Tech.

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

Course Description

A course designed to generate interest in and appreciation for the study of majors associated with the social sciences in the College of Arts and Humanities. The course will highlight some of the great accomplishments and challenges in various social sciences disciplines, and explore areas of research and interest by experts in these areas.

Course Objectives

By taking this course, you will be equipped to:

- Understand the different programs offered in the areas of the social sciences at Arkansas Tech.
- Gain knowledge of current events in the areas of the social sciences and how they impact society.
- Learn about different career opportunities in the various social sciences areas.
- Explore different research and interest areas as presented by experts in a specific field.
- Increase awareness of the accomplishments and challenges in the various social sciences disciplines.

Course Format

This course would be a mixed technology course in which part of the course instruction will take place via the web, and the other part of the course would be offered in the on-campus classroom. This course also has the potential to be completely administered online.

Course Outline

- I. Course Introduction
 - a. Overview of course
 - b. Explanation of syllabus
 - c. Message from Dean of College of Arts and Humanities
 - d. Complete an Attitude/Interest Pre-Test
- II. Areas of Study Presentations
 - a. Anthropology
 - b. Criminal Justice
 - c. Psychology
 - d. Sociology
 - e. Economics
 - f. Geography
 - g. Political Science
 - h. Rehabilitation Science
- III. Course Assessments
 - a. Complete different department presentation quizzes
 - b. Complete career assessments for the different department presentations
 - c. Complete website reviews or a journal article critique for the different department presentations
 - d. Complete a field interview project

- e. Complete journal entries
- f. Complete a final paper
- g. Complete an Attitude/Interest Post-Test

Example of the topics covered during the Psychology Area of Study Presentation

1. Students would review the psychology area of study presentation giving them more information about the field of psychology.
2. Students would take a quiz on the presentation. This quiz would be created by the psychology area of study presenter.
3. Students would complete a career assessment in which they would do research to determine the future need of a career in a psychology related field, the salary of a person in the field, the type of education needed (Bachelor's, Master's, etc.), as well as other pertinent information about the career.
4. Students would complete a website review or a journal article critique. The website review would entail the student being given a list of websites relative to psychology and answering a list of questions to familiarize the student with the profession. For the journal article critique, the student would be asked to select a journal article on a current event in a psychology related field and compose a 1-2 page article critique.

Other Assignments in the Course--Assignments could include but are not limited to interviews, assessments, and reflection. Here are examples of possible assignments:

Field Interview—The field interview would entail the student selecting a department and choosing a person to interview who has experience in a given academic field. This person can be someone on the ATU campus or someone outside of the University. The student would be required to conduct the interview, write a report summarizing the interview, give a personal reflection of the interview, and give a short presentation about their interview to the rest of the class.

Journal—students would be required to write weekly reflections in a journal summarizing their thoughts and feelings about the different class topics.

Final paper—This would be a final paper reviewing the course with students choosing to share their thoughts and feelings about the different topics discussed in the course, as well as to make future short term and long term goals, and plans to meet these goals.

Methods of Student Performance Assessment and Evaluation

Department presentations—The faculty member who develops the module will also create an appropriate quiz to accompany the module that can be administered to students in the course. All quizzes would follow a similar format (number of points possible, grading scale of quizzes, etc.).

Other assignments in the course—Students would be graded on other assignments relative to the topics being studied in the classroom to help reinforce learning.

Attitude/Interest Pre/Post-Test—Students would be required to complete a pre-test and a post-test in the course in order to determine any change in their attitude and/or interest in the field and awareness of the course topics.

Course Bibliography, Reading List, and/or listing of other instructional media

Throop, R., & Castellucci, M. (2011). *Reaching your potential: Personal and professional development*. Boston: Wadsworth.

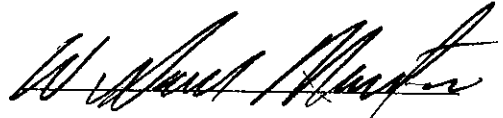
Reardon, R., Lenz, J. Sampson, J., & Peterson, G. (2009). *Career development and planning: A comprehensive approach*.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: <i>Behavioral Sciences</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: This Support Form is in connection to the Exploring Ideas in the Social Sciences course.	

Department Head Signature:



Date: *9-27-10*

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected:	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: This Support Form is in connection to the Exploring Ideas in the Social Sciences course.	

Department Head Signature: Henry Norton

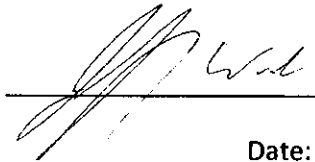
Date: 9/27/10

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: History and Political Science	This department x supports <input type="checkbox"/> does not support the change.
Comments: This Support Form is in connection to the Exploring Ideas in the Social Sciences course.	

Department Head Signature: _____



Date: 9/27/10

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: <p style="text-align: center; font-size: 1.5em;">ART</p>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: This Support Form is in connection to the Exploring Ideas in the Social Sciences course.	

Department Head Signature: Cathy Caldwell

Date: 9.27.10

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: This Support Form is in connection to the Exploring Ideas in the Social Sciences course.	

Department Head Signature:

Janella S. Carr

Date: *9/27/2010*

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: This Support Form is in connection to the Exploring Ideas in the Social Sciences course.	

Department Head Signature: *Capt. [Signature]*

Date: *9-27-10*

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Departments Affected: English, Foreign Languages	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: This Support Form is in connection to the Exploring Ideas in the Social Sciences course.	

Department Head Signature: *Carl Buller*

Date: 9-27-10

app ec 10/19/10

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Dr. Beth Giroir, TECH 1001 Coordinator

DATE SUBMITTED: October 1, 2010

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	See attached	
Dean	Wally Hoefler	9-27-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Gammy Kludis	10-1-10
Vice President for Academic Affairs		

Course Subject: TECH	Course Number: 1052
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Discovering Applied Sciences	
Mode of Instruction: (check appropriate box) xx 01_Lecture	
Effective Catalog Year: 2010-2011 2011-2012	How frequently will course be offered? Fall, Spring, and Summer Terms
Is this course repeatable? No <i>file</i>	
Does this course require a fee? NO	How much? N/A Type of fee? N/A

Not app FS 11/8/10

xx Elective

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

Prerequisites: N/A

Co-requisites: N/A

Grading xx Standard

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. SMART Classroom

How does this proposal support the University Mission or University Strategic Planning Goals?

There is a large group of students at Arkansas Tech who are undeclared and need a major. Through this type of course, a student can gain a better understanding of the programs, opportunities, and career options of a particular field. By having this type of exploratory course students will get a better understanding of various majors. Lifelong learning is also a component of this course since students will learn topics in this class that can benefit them long after they leave Arkansas Tech.

This proposal supports the mission of Arkansas Tech through nurturing scholastic development. This type of course will help expose a student to different opportunities in academic areas on campus which will in turn help the student to define a major and take more major specific courses furthering their scholastic development and strengthening their commitment to Tech.

In regards to the University Strategic Planning Goals, Strategic Planning Goal One calls for an "increased support for web, compressed video and mixed technology courses." This course would be offered in a mixed technology format, to allow students to complete part of the course from a distance. If so desired, this course could be offered completely online. This course will help students understand why the applied sciences are offered at the University. Sparking the interest of a student in an area of the university's curriculum should have a positive effect on retention. Strategic Planning Goal Two discusses improving enrollment management by focusing on student success. This course will support the goal to "create a seamless first year experience..." by allowing students who are undeclared to work towards choosing a major. Since many of these students are undeclared freshmen, this course will help a student find a major and complete the first year experience.

What assessment information is being used to support this proposal?

Data collected in the Common Data Set in regards to student retention rate of full-time, bachelor level,

degree seeking students who persisted from Fall 2008 to Fall 2009: 71%; students who persisted from Fall 2007 to Fall 2008: 68%; students who persisted from Fall 2006 to Fall 2007: 66%; students who persisted from Fall 2005 to Fall 2006: 69%.

For the first time, full time, degree seeking undergraduate student at TECH, the average percentage of undeclared students based on official fall head count data from 2006 to 2009 was 23%.

At TECH, undergraduate main campus students who were undeclared majors dropped out at an average rate of 16% compared to all students who dropped out from Fall 2008 to Fall 2010. Undeclared students had the largest percentage of drop-outs compared to other majors according to data in ARGOS.

A goal of this course is to connect students to a major as early as possible in the student's academic career by exposing the student to a variety of disciplines upon which the student can make his/her own educated choice of the major for which he or she is best suited. Vincent Tinto's (1987) theory on student attrition states that students must have an education goal and a commitment to see the goal to graduation. By selecting a major, this gives the student the educational goal necessary to move towards graduation. If a student does not identify with a major, they may also have trouble identifying with the institution which can lead a student to leave the university. With a course like this, the goal is get a student to identify with a major and therefore start to build a bond with TECH.

Tinto, V. (1987). *Leaving college: Rethinking the causes and cures of student attrition*. Chicago: University of Chicago Press.

How will the effect of the change be monitored?

Students will be administered a pre and post survey in the course to determine the change in attitude and interest in Applied Sciences. Data will also be collected to analyze the number of students who are undeclared majors and whether they declare a major after completing this course. Data will also be analyzed in regards to the number of students who persist after the completion of this course.

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

Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. Based on information available in the field, these types of courses are available and have been an asset to institutions such as Arizona State University, Boise State University, Ferrum College, The University of Utah, Brigham Young University, Kansas State University, the University of Wisconsin-Eau Claire, and the University of Wisconsin-Oshkosh. The types of courses at these institutions are designed to help students who are undecided majors through exposing the student to a variety of majors at the institution, as well as helping students learn about careers associated with the different majors. As an interdisciplinary course, TECH prefix courses are not part of a specific program and do not have program assessments. Based on data collected in the areas of student retention and student major, this type of course could definitely benefit students and

Arkansas Tech.

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

Course Description

A course designed to generate interest in and appreciation for the study of majors associated with the College of Applied Science^{pce}. The course will highlight some of the great accomplishments and challenges in various science disciplines, and explore areas of research and interest by experts in these areas.

Course Objectives

By taking this course, you will be equipped to:

- Understand the different programs offered in the areas of Applied Science at Arkansas Tech.
- Gain knowledge of current events in the areas of Applied Science and how they impact society.
- Learn about different career opportunities in the various Applied Science areas.
- Explore different research and interest areas as presented by experts in a specific field.
- Increase awareness of the accomplishments and challenges in the various science disciplines.

Course Format

This course would be a mixed technology course in which part of the course instruction will take place via the web, and the other part of the course would be offered in the on-campus classroom. This course also has the potential to be completely administered online.

Course Outline

- I. Course Introduction
 - a. Overview of course
 - b. Explanation of syllabus
 - c. Message from Dean of College of Applied Sciences
 - d. Complete an Attitude/Interest Pre-Test
- II. Department Presentations
 - a. Department of Agriculture
 - b. Department of Computer and Information Science
 - c. Department of Electrical Engineering
 - d. Department of Mechanical Engineering
 - e. Department of Emergency Management
 - f. Department of Parks, Recreation, and Hospitality Administration
- III. Course Assessments
 - a. Complete different department presentation quizzes
 - b. Complete career assessments for the different department presentations
 - c. Complete website reviews or a journal article critique for the different department presentations
 - d. Complete a field interview project
 - e. Complete journal entries
 - f. Complete a final paper
 - g. Complete an Attitude/Interest Post-Test

Example of the topics covered during the Emergency Management Department Presentation

1. Students would review the Emergency Management presentation giving them more information about the field of Emergency Management.
2. Students would take a quiz on the presentation. This quiz would be created by the Emergency Management presenter.
3. Students would complete a career assessment in which they would do research to determine the future need of a career in Emergency Management, the salary of a person in the field, the type of education needed (Bachelor's, Master's, etc.), as well as other pertinent information about the career.
4. Students would complete a website review or a journal article critique. The website review would entail the student being given a list of websites relative to Emergency Management and answering a list of questions to familiarize the student with the profession. For the journal article critique, the student would be asked to select a journal article on a current event in emergency management and compose a 1-2 page article critique.

Other Assignments in the Course--Assignments could include but are not limited to interviews, assessments, and reflection. Here are examples of possible assignments:

Field Interview—The field interview would entail the student selecting a department and choosing a person to interview who has experience in a given academic field. This person can be someone on the ATU campus or someone outside of the University. The student would be required to conduct the interview, write a report summarizing the interview, give a personal reflection of the interview, and give a short presentation about their interview to the rest of the class.

Journal—students would be required to write weekly reflections in a journal summarizing their thoughts and feelings about the different class topics.

Final paper—This would be a final paper reviewing the course with students choosing to share their thoughts and feelings about the different topics discussed in the course, as well as to make future short term and long term goals, and plans to meet these goals.

Methods of Student Performance Assessment and Evaluation

Department presentations—The faculty member who develops the module will also create an appropriate quiz to accompany the module that can be administered to students in the course. All quizzes would follow a similar format (number of points possible, grading scale of quizzes, etc.).

Other assignments in the course—Students would be graded on other assignments relative to the topics being studied in the classroom to help reinforce learning.

Attitude/Interest Pre/Post-Test—Students would be required to complete a pre-test and a post-test in the course in order to determine any change in their attitude and/or interest in the field and awareness of the course topics.

Course Bibliography, Reading List, and/or listing of other instructional media

Throop, R., & Castellucci, M. (2011). *Reaching your potential: Personal and professional development*. Boston: Wadsworth.

Reardon, R., Lenz, J. Sampson, J., & Peterson, G. (2009). *Career development and planning: A comprehensive approach*.

**Arkansas Tech University
DEPARTMENTAL SUPPORT FORM**

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

Department Affected: Computer and Information Science	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: Course addition: Discovering Applied Sciences	

Department Head Signature: *Don Polson*

Date: 9-27-10

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: <i>EMERGENCY MANAGEMENT</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: <i>SUPPORT OF TECH 1052 EXPLORING IDEAS IN APPLIED SCIENCE</i>	

Department Head Signature:



Date: 9/27/2010

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: <i>PRHA Department</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: <i>No problems / conflicts noted with this course.</i>	

Department Head Signature: *Cathi McMahan*

Date: *9/27/10*

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

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

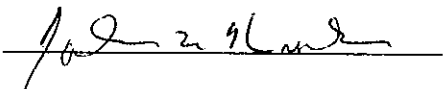
Department Head Signature: *Malcolm R. Hainey*

Date: *9-27-10*

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

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

Department Head Signature: 

Date: 9/27/10

Curriculum Proposals for 2011-12 Catalog

November 30, 2010 Curriculum Committee / December 7, 2010 Faculty Senate

Department of Agriculture

- (a) Cross-list AGPM 3104, Introduction to Entomology, with BIOL 3094, Entomology;
- (b) Modify the Curriculum in Agriculture Business with Pre-Veterinary Option as follows:
 - (1) delete AGEG 3413, Agriculture Waste Management;
 - (2) delete AGPS 3244, Plant Pathology;
 - (3) delete BIOL 1014, Introduction to Biological Science;
 - (4) Add AGAS 3004, Reproduction in Farm Animals;
 - (5) Add BIOL 1114, Principles of Biology; and,
 - (6) Add CHEM 3264, Mechanistic Organic Chemistry.
- (c) Add the following courses to the course descriptions:
 - (1) AGED 1001, Introduction to Agriculture Education;
 - (2) AGED 1012, Agricultural Youth Organizations;
 - (3) AGED 3003, Methods of Agriculture Education;
 - (4) AGED 4003, Issues in Agriculture;
 - (5) AGED 4013, Methods in Agriculture Laboratories;
 - (6) AGME 1003, Basic Agriculture Mechanization;
 - (7) AGME 3003, Metals and Welding;
 - (8) AGME 3013, Agriculture Structural Systems; and,
 - (9) AGME 3023, Agricultural Power.
- (d) Add the Curriculum in Agriculture Education (Approved by Teacher Education Committee on 10/25/10).

Department of Emergency Management

- (a) Modify the Curriculum in Emergency Management to require ENGL 2053, Technical Writing, in the 15 hour block of Administrative Core courses **with the following amendment to the assessment section: refer to the Rationale section for additional assessment.**

Department of Foreign Languages and International Studies

- (a) Change SPAN 4384, Medical Interpretation Theory, as follows:
 - (1) Delete the fee **with the following amendment to the Rationale section: changing from major to minor. If student is majoring in program, fee is built into program;** and,
 - (2) Change the prerequisite from Prerequisite: Must be taken in the senior year prior to SPAN 4809, Practicum II; to Prerequisite: SPAN 3013, Conversation and Composition II, or equivalent.
- (b) Modify the Curriculum in International Studies as follows:
 - (1) Delete the current concentrations; and,
 - (2) Add Political Affairs concentration, and Cultural Affairs concentration.
- (c) Suspend the following curricula (Approved by Teacher Education Committee on 10/25/10):

- (1) Curriculum in Foreign Language with Concentration in French for Teacher Licensure;
 - (2) Curriculum in Foreign Language with Concentration in German for Teacher Licensure;
 - (3) Curriculum in Foreign Language with Concentration in French; and,
 - (4) Curriculum in Foreign Language with Concentration in German.
- (d) Add the minor in Spanish Medical Interpretation; and,
- (e) Add the minor in Film Studies

Department of History and Political Science

- (a) Add HIST 2003, United States History I, and HIST 2013, United States History II, to the General Education Requirements in the section titled “Social Sciences – 12 hours” and in the list of courses titled “Three hours from one of the following” (the courses will remain in the list of courses titled “Nine additional hours from the following”) (approved General Education Committee 10-28-10); and,
- (b) Add a minor in Pre-Law **with the following amendment to the Need, Assessment & Student Interest section: change wording to- informal pre-law programs.**

Department Speech, Theatre, and Journalism

- (a) Add the following courses to the course descriptions:
 - JOUR 2163, Introduction to Multimedia;
 - JOUR 4023/5023, Social Media;
 - JOUR 4043/5043, Journalism Ethics **with the following amendment to the Rationale section: future industry trends versus existing ethical practices would be covered in the course;**
 - SPH 2023, Communication Research/Writing;
- (b) Add the prerequisite SPH 2023, Communication Research/Writing, to the following courses:
 - SPH 3003, Interpersonal Communication;
 - SPH 3073, Group Communication;
 - SPH 3223, Nonverbal Communication;
 - SPH 4003, Human Communication Theory;
 - SPH 4063, Organizational Communication; and
 - SPH 4123, Rhetorical Criticism;
- (c) Add the prerequisite: consent of instructor, to the course description for SPH 4153, Persuasive Theory and Audience Analysis;
- (d) Modify the Curriculum in Journalism Broadcast Option as follows:
 - (1) Add JOUR 2163, Introduction to Multimedia;
 - (2) Delete 3 hours of upper division JOUR elective;
 - (3) Replace JOUR 4143, Advanced Reporting, and 4163, Advanced Photograph and Video, with JOUR 4133, Television Program Production; and,
 - (4) Change footnote number 3 from ³Broadcast option courses include JOUR 2153, Introduction to Telecommunication; JOUR 3193, Television News Production; JOUR 4143, Advanced Reporting; or JOUR 4163, Advanced Photography and Video; to ³Broadcast option courses include JOUR 2153, Introduction to Telecommunication; JOUR 3183, Broadcast News Writing;

JOUR 3193, Television News Production; and JOUR 4133, Television Program Production;

- (e) Modify the Curriculum in Journalism Print Option and Public Relations Option as follows:
 - (1) Add JOUR 2163, Introduction to Multimedia; and,
 - (2) Delete three hours of JOUR elective;
- (f) Modify the Curriculum in Speech Communication Option as follows:
 - (1) Add SPH 2023, Communication Research/Writing; and,
 - (2) Delete three hours of 1000-2000 level SPH elective;
- (g) Modify the Curriculum in Speech for Teacher Licensure as follows (Approved by Teacher Education Committee on 10/25/10):
 - (1) Add SPH 2023, Communication Research/Writing;
 - (2) Delete three hours general elective; and,
 - (3) Delete the prescribed general education requirements and allow any general education selection.

Department Mathematics

- (a) Add MATH 4971, Mathematics Senior Seminar, to the course descriptions; and,
- (b) Modify the Curriculum in Mathematics and Curriculum in Mathematics for Teacher Licensure (two proposals) as follows (Approved by Teacher Education Committee on 10/25/10) **with the following amendment to the Rationale section: To keep the program within the 124 hours recommended by ADHE, one hour was eliminated from total hours:**
 - (1) Require MATH 4971, Mathematics Senior Seminar; and,
 - (2) Remove the option to take COMS 2104, Foundations of Computer Programming I; and,
 - (3) reduce electives by one hour.

All Colleges

- (a) Delete the following list of inactive courses (225) from the course inventory and appropriate catalogs effective Fall 2010 **with the following amendment: remove the cross-listed course Educators in Industry from the list:**

AH	ART	ART	6133	CONTEMPORARY ART ISSUES
AH	BVSC	ANTH	2303	GLOBALIZATION
AH	BVSC	ANTH	4103	ANTHROPOLOGY OF EUROPE
AH	BVSC	ANTH	6881	WORKSHOP
AH	BVSC	ANTH	6882	WORKSHOP
AH	BVSC	ANTH	6891	INDEPENDENT STUDY
AH	BVSC	ANTH	6892	INDEPENDENT STUDY
AH	BVSC	ANTH	6894	INDEPENDENT STUDY
AH	BVSC	PSY	3043	ENVIRONMENTAL PSY - 2AM
AH	BVSC	RS	3053	REHAB APPR/CORR SET
AH	BVSC	RS	3144	REHAB SCI SEM: RESEARCH
AH	BVSC	RS	4153	WORK EVALUATION IN REHAB
AH	BVSC	RS	6894	INDEPENDENT STUDY
AH	BVSC	SOC	4163	SOCIOLOGY CAPSTONE I

2AM Interdis. Core

AH	BVSC	SOC	4173	SOCIOLOGY CAPSTONE II
AH	BVSC	SOC	6003	SOC FOR EDUCATORS
AH	BVSC	SOC	6891	INDEPENDENT STUDY
AH	BVSC	SOC	6892	INDEPENDENT STUDY
AH	BVSC	SOC	6894	INDEPENDENT STUDY
AH	FLAN	FR	5283	SEMINAR IN FRENCH
AH	FLAN	FR	6881	WORKSHOP
AH	FLAN	FR	6882	WORKSHOP
AH	FLAN	FR	6884	WORKSHOP
AH	FLAN	FR	6885	WORKSHOP
AH	FLAN	GER	5283	SEMINAR IN GERMAN
AH	FLAN	GRK	2013	INTER CLASSICAL GRK I
AH	FLAN	GRK	2023	INTER CLASSICAL GRK II
AH	FLAN	GRK	3001	GRK/LAT SCI TERMINOLOGY
AH	FLAN	GRK	4991	SPEC PROB: CLASSICAL
AH	FLAN	GRK	4992	SPEC PROB: CLASSICAL
AH	FLAN	GRK	4993	SPEC PROB: CLASSICAL
AH	FLAN	GRK	4994	SPEC PROB: CLASSICAL
AH	FLAN	TESL	4023	TESOL SEC LANG ACQUISITI
AH	FLAN	TESL	4703	TESOL MET:TCH ENG SEC LA
AH	FLAN	TESL	4713	TESOL ASSESSMENT
AH	FLAN	TESL	4723	TESOL TCH PEOPLE OTH CUL
AH	HPS	GEOG	4991	SPEC PROB/GEOG
AH	HPS	GEOG	4992	SPEC PROB/GEOG
AH	HPS	GEOG	4994	SPEC PROB/GEOG
AH	HPS	GEOG	6003	POLITICAL GEOGRAPHY
AH	HPS	GEOG	6881	WORKSHOP
AH	HPS	GEOG	6882	WORKSHOP
AH	HPS	GEOG	6891	INDEPENDENT STUDY
AH	HPS	GEOG	6892	INDEPENDENT STUDY
AH	HPS	GEOG	6894	INDEPENDENT STUDY
AH	HPS	GS	2003	SEMINAR/GEN STUDIES
AH	HPS	HIST	3001	GREAT DECISIONS
AH	HPS	HIST	4556	CLASSROOM/APPL/EDUC/PSY
AH	HPS	HIST	4981	SOCIAL SCIENCES SEMINAR
AH	HPS	HIST	4982	SOCIAL SCIENCES SEMINAR
AH	HPS	HIST	5981	SOC SCIENCES SEMINAR:
AH	HPS	HIST	5982	SOC SCIENCES SEMINAR:
AH	HPS	PHIL	6891	INDEPENDENT STUDY
AH	HPS	PHIL	6892	INDEPENDENT STUDY
AH	HPS	PHIL	6894	INDEPENDENT STUDY
AH	HPS	POLS	4981	SOC SCIENCES SEMINAR
AH	HPS	POLS	4982	SOC SCIENCES SEMINAR
AH	HPS	POLS	5981	SOC SCIENCES SEMINAR
AH	HPS	POLS	5982	SOC SCIENCES SEMINAR
AH	HPS	POLS	6003	SEM/RECT AMER NATL ST/LOC GOV
AH	HPS	POLS	6403	SEM/CON FOR/INTL POL

Foreign Lang Institutional Credit

Minor Geography

AH	MUS	MUS	1591	SM VOCAL ENSEMBLES
AH	MUS	MUS	1671	UNIV-COMMUNITY CHOIR
AH	MUS	MUS	2411	INSTRUMENTAL CONCEPTS
AH	MUS	MUS	3102	APPL MUSIC/VIOLIN
AH	MUS	MUS	3103	APPL MUSIC/VIOLIN
AH	MUS	MUS	3112	APPL MUSIC/VIOLA
AH	MUS	MUS	3113	APPL MUSIC/VIOLA
AH	MUS	MUS	3122	APPL MUSIC/CELLO
AH	MUS	MUS	3123	APPL MUSIC/CELLO
AH	MUS	MUS	3132	APPL MUS/STR BASS
AH	MUS	MUS	3133	APPL MUS/STR BASS
AH	MUS	MUS	3151	CLASS GUITAR II
AH	MUS	MUS	3591	SM VOCAL ENSEMBLES
AH	MUS	MUS	3632	SURVEY OF MUSIC THEATRE
AH	MUS	MUS	3671	UNIV-COMMUNITY CHOIR
AH	MUS	MUS	4581	VOCAL ENSEMBLES
AH	MUS	MUS	4842	SURVEY OF OPERA
AH	MUS	MUS	4881	WORKSHOP IN MUSIC
AH	MUS	MUS	4882	WORKSHOP IN MUSIC
AH	MUS	MUS	5881	WORKSHOP IN MUSIC
AH	MUS	MUS	5882	WORKSHOP IN MUSIC
AH	MUS	MUS	6891	INDEPENDENT STUDY
AH	MUS	MUS	6892	INDEPENDENT STUDY
AH	MUS	MUS	6894	INDEPENDENT STUDY
AH	STJ	JOUR	2163	INTRODUCTION TO FILM
AH	STJ	JOUR	5153	PERSUASION THEORY/AUDIENCE ANALYSIS
AH	STJ	JOUR	4701	SPECIAL METHODS/JOUR
AH	STJ	SPH	3083	COMM/CLASSROOM TEACHER — <i>Business Ed.</i>
AH	STJ	SPH	4073	DIRECTING FORENSICS
AH	STJ	SPH	5073	DIRECTING FORENSICS
AH	STJ	TH	2213	ORIENT/THEATRIC STUDIES
AH	STJ	TH	3233	ACTING/DIRECTING TECHNIQUE
AH	STJ	TH	4252	CONTEMPORARY THEORIES: DRAMA/THEATRE
AH	STJ	TH	4253	CONTEMPORARY THEORIES: DRAMA/THEATRE
AP	AGRI	AGBU	3143	INTERMED AGRI MICROECON
AP	AGRI	AGEG	3003	SOLVING AGRI PROBLEMS
AP	AGRI	AGEG	3213	WATERSHED MANAGEMENT
AP	COMS	COMS	1101	INTRO MICROS/DOS/WINDOWS
AP	COMS	COMS	1121	INTRO MAINFRAME COMP
AP	COMS	COMS	1221	INTER SPREADSHEETS
AP	COMS	COMS	1241	ADVANCED SPREADSHEETS
AP	COMS	COMS	1321	INTER WORD PROCESSING
AP	COMS	COMS	1341	DESKTOP PUBLISHING
AP	COMS	COMS	1421	INTER DATABASE SYSTEMS

AP	COMS	COMS	1421	INTER DATABASE SYSTEMS
AP	COMS	COMS	1441	ADV DATABASE SYSTEMS
AP	COMS	COMS	1501	INTRO COMP GRAPHICS
AP	COMS	COMS	1541	ADV COMP-AID DES GRAPH
AP	COMS	COMS	1601	COMPUTER NETWORKS
AP	COMS	COMS	1701	COMP APPLICATIONS/MATH
AP	EAM	EAM	3043	POLITICS OF DISASTER
AP	ELEG	ELEG	2133	DIGITAL LOGIC DESIGN
AP	MCEG	MCEG	5133	ADVANCED DIGITAL DESIGN
AP	PRH	RP	4083	RESORT MANAGEMENT
BA	ACCT	ACCT	4084	INTERNSHIP IN ACCOUNTING
BA	ACCT	ACCT	4085	INTERNSHIP IN ACCOUNTING
BA	ACCT	ECON	5073	WORLD ECONOMIC SYSTEMS
BA	ACCT	ECON	6881	WORKSHOP
BA	ACCT	ECON	6882	WORKSHOP
BA	ACCT	ECON	6883	WORKSHOP
BA	ACCT	ECON	6891	INDEPENDENT STUDY
BA	ACCT	ECON	6892	INDEPENDENT STUDY
BA	ACCT	ECON	6893	INDEPENDENT STUDY
BA	ACCT	ECON	6894	INDEPENDENT STUDY
BA	MM	BUAD	2073	PRINCIPLES/REAL ESTATE
BA	MM	BUAD	4001	PROBLEMS/BUSINESS ADMIN
BA	MM	BUAD	4002	PROBLEMS/BUSINESS ADMIN
BA	MM	BUAD	4003	PROBLEMS/BUSINESS ADMIN
BA	MM	VOBE	4043	OCCUPATIONAL ANALYSIS
BA	MM	VOBE	4053	TECHNOLOGY METHODS BUED
BA	MM	VOBE	4093	DIR VOC WORK EXPER
BA	MM	VOBE	4556	CLASSROOM/APPL/EDUC/PSY
BA	MM	VOBE	5053	TECHNOLOGY METHODS BUED

Secondary Ed Intro

BA	MM	VOBE	5093	DIR VOC WORK EXPER
BA	MM	VOBE	6881	TECHNOLOGY WORKSHOP
BA	MM	VOBE	6882	TECHNOLOGY WORKSHOP
BA	MM	VOBE	6883	TECHNOLOGY WORKSHOP
ED	CI	EDFD	3023	HUMAN DEVELOPMENT
ED	CI	EDFD	3042	EDUCATIONAL PSY
ED	CI	EDFD	3072	INTRO/ED MEASUREMENTS
ED	CI	EDFD	4052	TEACHING EXCEP LEARNERS
ED	CI	EDFD	4333	TEACH READ/STUDY STRAT
ED	CI	EDFD	5052	TEACH EXCEP LEARNERS
ED	CI	ELED	2001	INTRO/EDUC FOUNDATIONS
ED	CI	ELED	2002	FIELD-BASED EXPER SEM
ED	CI	ELED	3043	SOC STUDIES/ELEM TEACHER

course descrip. VOB 4556 also being deleted
course description SEED 4052

ED	CI	ELED	3063	OUTDOOR EDUCATION
ED	CI	ELED	3323	METH/INSTR/ELEM EDUC
ED	CI	ELED	3403	LITERATURE FOR CHILDREN
ED	CI	ELED	3413	MATERIALS/METH/KINDER
ED	CI	ELED	3436	LANGUAGE/LITERACY INSTR
ED	CI	ELED	4403	READ/LIT FOR CHILDREN
ED	CI	ELED	4423	CURRICULUM DEV/KINDER
ED	CI	ELED	4443	TEACHING OF READING
ED	CI	ELED	4503	INSTR STRATEGIES/EL ED
ED	CI	ELED	4609	TEACH/ELEM SCHOOL
ED	CI	ELED	4703	PRAC/EARLY CHLDHD ED
ED	CI	ELED	4704	PRAC/EARLY CHILDHOOD EDU
ED	CI	ELED	4705	PRAC/EARLY CHILDHOOD EDU
ED	CI	ELED	4709	TCH ELEM SCHOOL/KINDER
ED	CI	ELED	6036	SCI/MATH/READ INTERDIS APR K-4
ED	CI	ELED	6363	CLINICAL PRACTICES
ED	CI	GTED	4003	UNDERST GIFTED/H,SC,CO
ED	CI	GTED	6881	WORKSHOP
ED	CI	GTED	6882	WORKSHOP
ED	CI	GTED	6883	WORKSHOP
ED	CI	GTED	6891	INDEPENDENT STUDY
ED	CI	GTED	6892	INDEPENDENT STUDY
ED	CI	GTED	6893	INDEPENDENT STUDY
ED	CI	GTED	6991	ACTION RESEARCH
ED	CI	SEED	4013	TEACHING/MIDDLE SCHOOL
ED	CI	SEED	5013	TEACHING/MIDDLE SCHOOL
ED	CSP	CSP	6081	PRACTICUM I
ED	CSP	CSP	6082	PRACTICUM I
ED	CSP	CSP	6091	PRACTICUM II
ED	CSP	CSP	6092	PRACTICUM II
ED	CSP	CSP	6882	SPECIAL PROBLEMS IN CSP
ED	CSP	CSP	6893	INDEPENDENT STUDY
ED	PE	PE	1581	TENNIS
ED	PE	PE	1841	RACQUETBALL
ED	PE	PE	1931	RACQUETBALL
ED	PE	PE	2901	EMERGENCY WATER SAFETY
ED	PE	PE	4994	SPEC PROB/PE
ED	PE	PE	6894	INDEPENDENT STUDY
NH	BIOS	AHS	2031	MED ASST CLIN PRAC LAB
NH	BIOS	BIOL	3094	ENTOMOLOGY
NH	BIOS	BIOL	4013	MULTICULTURAL SCIENCE ED

course descrip. Biol 3163

NH	BIOS	BIOL	6023	CONSERVATION WORKSHOP
NH	BIOS	BIOL	6813	SCI/TECH/HUMAN VALUES
NH	BIOS	FW	5083	PRIN OF FISHERIES MGT
NH	BIOS	HIM	3021	MEDICAL TRANSCRIPTION
NH	BIOS	GSCI	6003	HIGHER ORDER THINKING/SCI
NH	MATH	MATH	2183	STATISTICAL PROC CONTROL
NH	MATH	MATH	4253	ADVANCED CALCULUS I
NH	MATH	MATH	4283	ADVANCED CALCULUS II
NH	MATH	MATH	4293	INTRODUCTORY TOPOLOGY
NH	MATH	MATH	5113	HISTORY OF MATHEMATICS
NH	MATH	MATH	5293	INTRODUCTORY TOPOLOGY
NH	MATH	MATH	6023	HIGHER ORDER THINKING
NH	MATH	MATH	6891	INDEPENDENT STUDY
NH	MATH	MATH	6892	INDEPENDENT STUDY
NH	MATH	MATH	6893	INDEPENDENT STUDY
NH	MATH	MATH	6894	INDEPENDENT STUDY
NH	MATH	MATH	6993	THESIS RESEARCH
NH	NURS	NUR	3501	NUR SKL THEOR/MED INT II
NH	PHSC	CHEM	1004	SCIENCE FOUNDATIONS
NH	PHSC	PHSC	1024	ESSENTIALS OF PHYS SCI
NH	PHSC	PHSC	4013	MULTICULTURAL SCIENCE ED
NH	PHSC	PHSC	6023	CONC MIN/MINERALS TECH
NH	PHSC	PHSC	6813	SCI/TECH/HUMAN VALUES
PC	PS	ECE	2412	CURR RES/READ IN EARLY
PC	PS	ECE	2712	PAR/FAM AS EDUCATORS
PC	PS	ECE	2812	NUTR/FOOD SCI/YOUNG CH
	MS	MS	1102	LEADERSHIP II
	MS	MS	2403	INTRO MIL ORGANIZ/TAC II

EAM Interdis. Core
math minor
math minor
math minor

DELETE THESE COURSES DUE TO CANCELLATION OF THE MED IN MATHEMATICS:

NH	MATH	MATH	6123	MODERN GEOMETRY
NH	MATH	MATH	6143	NUMBER THEORY
NH	MATH	MATH	6183	INTRO TO REAL ANALYSIS

app CC 11/30/10
 Postponed FS 12/7/10
 app FS 2/8/11

**Arkansas Tech University
 REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee or Graduate Council (as appropriate)
 FROM: (Initiating Department) *Agriculture Department*
 DATE SUBMITTED: *9-22-10*

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head	<i>Malcolm R. Lanning</i>	<i>9-22-10</i>
Dean	<i>Wally Hoefer</i>	<i>9-22-10</i>
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Tommy Luccas</i>	<i>10-1-10</i>
Vice President for Academic Affairs	<i>John Waters</i>	

Course Subject: Introduction to Entomology	Course Number: AGPM 3104
Cross-listed with Subject: Entomology	Course Number: BIOL 3094
Official Title	
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: 2011 - 2012	

New Course Number :

New Course Title (Limited to 30 characters including spaces):

New Course Description:

New Cross-list:

Adding Cross-listing Changing Cross-listing Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number _____

Introduction to Entomology AGPM 3104 & Entomology BIOL 3094

New Prerequisite/Co-requisite:

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

New Fee: How much? Type of Fee?

Elective Major Minor

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

The AGPM 3104 Introduction to Entomology is required in the Ag Business/Pest Management option and will also be required in the Ag Education program which is being submitted.

Please provide a rationale for the change.

Entomology is the study of the largest group of animals that exist. A general knowledge of insects, their benefits, and their destructive nature are useful to both biology students and pest management emphasis.

Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

Entomology has not been taught in the Biology Department for several years. This course consist of a general overview of the Class Insecta which is applicable to both biology students and agriculture business (pest management emphasis).

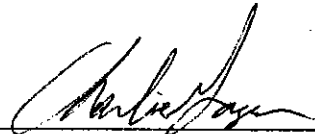
If this course will affect other departments a Departmental Support Form for each affected department must be attached.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: <i>Department of Biological Sciences</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: <i>To encourage biology majors to enroll in AGPM 3104, Introduction to Entomology for their personal academic enrichment, I support the proposal to cross-list it as BIOL 3104. This approach will render BIOL 3094 obsolete, thus the latter course, Entomology, will be deleted if this cross-listing is approved.</i>	

Department Head Signature: _____



Date: 9/17/10

Note: if this crosslisting is approved, Biology will follow up with a course change proposal to change course no. to BIOL 3104. (deleting BIOL 3094 in effect) pcc

AGPM 3104 Introduction to Entomology

Dean 106

Fall 2008

MW 1:00-2:00

Lab: M 2:00-5:00

Instructor: Dr. Mike W. Fairbanks
Office: DN 121 E
Phone: (479) 964-0817
e-mail: mfairbanks@atu.edu

Office Hours

Monday 9:00 – 10:00 11:00 – 12:00
Tuesday 8:00 – 10:00 1:30 – 2:30
Wednesday 9:00 – 10:00 11:00 – 12:00
Thursday 8:00 – 11:00

Textbook: Johnson, N. F. and C. A. Triplehorn. 2004. *An introduction to the study of insects* (7 ed.). Saunders College Publishing.

Course Objectives: Students should have working knowledge of the following subjects:

1. Understand the historical and modern importance of insects in human culture.
2. Ability to identify characteristics of major taxa of insects.
3. Understand the ecological importance of insects
4. Evolution and diversity of insects
5. Concept of beneficial and injurious insects

Course Schedule

<u>Week</u>	<u>Topic</u>
1.	Introduction to the class insecta
2.	Morphology, physiology and development
3.	Behavior and ecology
4.	Entognathous and apterygote insects
5.	Ephemeroptera, odonata, Grylloblattaria and Phasmida
6.	Orthoptera, Mantodea and Blattaria
7.	Isoptera, Dermaptera and Embiidina
8.	Plecoptera, Zoraptera, Psocoptera and Phthiraptera
9.	Hemiptera, Homoptera and Thysanoptera
10.	Neuroptera, Strepsiptera and Mecoptera
11.	Coleoptera
12.	Siphonaptera and Trichoptera
13.	Diptera
14.	Lepidoptera
15.	Hymenoptera
16.	Final exam

Course Policies:

- 1. Attendance:** Students are expected to be prepared for and attend **every** class during the semester. The Department of Agriculture has implemented an official attendance policy for our students. Our attendance policy is probably more stringent than those of other departments. This is because we want you to be successful in both your academic and future careers. In other words, we expect more out of our students and are holding you to a higher standard. It is our goal for you to be better educated and better prepared to enter the work force when you graduate than any student graduating from other institutions of higher education in the state or the region.

<u>Number of unexcused absences</u>	<u>Consequences</u>
0 – 3	None
4 – 6	Drop one letter grade
7 – 9	Drop two letter grades
10 – 12	Drop three letter grades
12 or more	Receive “F” as final grade

- 2. Tardiness:** Arriving late to class disrupts the flow of class and is unacceptable in a professional environment. For every three times a student arrives late to class one unexcused absence will be recorded.
- 3. Excusable Absence:**
 - Obviously events in life will occur that take precedence over school. Examples of these are illness of the student or loved ones, death of family members, friends, etc... If possible proof of your illness (Dr's note) or death of a loved one (funeral program) should be provided. However, I understand that there might be instances that you will not be able to provide adequate proof of your absence. In this case, communication is always the best policy. Call or e-mail me or Susan to let me know what is going on. These cases will be reviewed individually.
 - Authorized school events such as athletics, FFA, debate, etc... will be excused with a note from your coach, mentor, etc... **before** the event takes place.
- 4. Class Participation:** Students are expected and encouraged to participate in class discussions. The only stupid question is the one that does not get asked. Students should be respectful to each other and the instructor. Disrespect will not be tolerated!
- 5. Missed Assignments:** If a student misses an assignment or exam due to an excusable absence, arrangements will be made to allow the assignment or exam to be made-up.
- 6. Academic Dishonesty:** Cheating on examinations, quizzes or homework constitutes dishonesty and will not be tolerated. Examples of academic dishonesty are:
 - Copying another student's answers on an exam, quiz or homework assignment
 - Bringing notes, crib sheets, writing on hands for the purpose of assisting the student during exams or quizzes
 - Obtaining advanced copies of exams or quizzes

7. Academic Misconduct: Student's should conduct themselves in a professional manner at all times. Students may not disrupt the learning environment in a class room through inappropriate behavior such as:

- a. Using cell phones during class (includes text messaging, photography or videography). If caught using a cell phone during class **25 points** will be subtracted from your grade.
- b. Talking to other students
- c. Unnecessary interruptions
- d. Monopolizing the instructor's attention
- e. Using verbal and non-verbal harassment and/or threats during class
- f. Infringing on the rights of other students in any way.

8. Grading: Grades will be given on a traditional scale where

89.5% and up	= A
79.5% - 89.4%	= B
69.5% - 79.4%	= C
59.5% - 69.4%	= D
0% - 59.4%	= F

The following exams and assignments will be given this semester:

Lecture Exam 1	100 pts.
Lecture Exam 2	100 pts.
Lecture Exam 3	100 pts.
Insect Collection	200 pts.
Lab Practicals	400 pts.
Final Lab Practical	100 pts.
<u>Final Lecture Exam</u>	<u>100 pts.</u>
	1100 pts.

SEP 29 2010

**Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM**

app CC 11/30/10
app FS 12/7/10
Catalog 12-13-10

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Agriculture

DATE SUBMITTED:

REQUEST FOR CHANGE IN PROGRAM (Modification or Deletion of Existing Major, Option or Minor)

Title	Signature	Date
Department Head	<i>Melvin L. Rainey</i>	9-28-10
Dean	<i>Willy Hogler</i>	9-22-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Woods</i>	10-1-10
Vice President for Academic Affairs	<i>John Watts</i>	

Program Title: Agriculture Business with Pre-Veterinary Option	Effective Date: 2011-2012
Detail change in program: Removed AGEG 3413, AGPS 3244, CHEM 3244 , and BIOL 1014. Added AGAS 3004, BIOL 1114, CHEM 3264, and CHEM 3244 .	
Please provide a rationale for the change. To meet prerequisites at ATU and meet the changing requirements at surrounding Veterinarian Colleges.	
What impact will the change have on staffing, on other programs and space allocation? Within the Agriculture Department there will be a slight shift in class load that should not affect space allocation or staffing. The other departments already have these students enrolling so it should not change their loads or needs.	
Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. After reviewing the current requirements of three Veterinarian Colleges (Mississippi State, Oklahoma State and Louisiana State) most often applied to by our pre-vet students, it was necessary to change	

SEP 29 2010

our program in order to meet these requirements for admission. While all Veterinary Colleges have slightly different prerequisites we believe that these changes will allow our student to meet these requirements. Adjustments were also made to meet Biology and Chemistry prerequisites for other degree courses.

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

SEP 29 2010

AGBU - Pre-vet option

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: BIOL 1114 Principles of Biology</p> <p>✓Delete: BIOL 1014 Introduction to Biological Science</p> <p>Total Hours:17</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:15</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:17</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:16</p>
<p>Junior Fall Semester</p> <p>✓Add/Change: AGAS 4203 Animal Nutrition ✓ Social Sciences (3hours)</p> <p>✓Delete: AGEG 3413 Agriculture Waste Management ✓AGPS 3244 Plant Pathology</p> <p>Total Hours:16</p>	<p>Junior Spring Semester</p> <p>✓Add/Change: CHEM 3264 Mechanistic Organic Chemistry ✓BIOL 3034 Genetics</p> <p>Delete: BIOL 3054 Microbiology ✓</p> <p>✓CHEM 334⁴ Principles of Biochemistry Social sciences (3hrs) ✓</p> <p>Total Hours: 14</p>
<p>Senior Fall Semester</p> <p>✓Add/Change: BIOL 3054 Microbiology</p> <p>✓Delete: BIOL 3034 Genetics</p>	<p>Senior Spring Semester</p> <p>Add/Change: ✓AGAS 3004 Reproduction in Farm Animals ✓CHEM 3344 Principles of Biochemistry</p>

AGBU- Prevet Option

<p>Total Hours: 14</p>	<p>✓Delete: : AGAS 4203 Animal Nutrition</p> <p style="text-align: center;">Total Hours: 16 17 ✓</p>
Spring Start (If applicable)	
<p>Freshman Spring Semester</p> <p>✓Add/Change: BIOL 1114 Principles of Biology</p> <p>✓Delete: BIOL 1014 Introduction to Biological Science</p> <p>Total Hours:15</p>	<p>Freshman Fall Semester</p> <p>✓Add/Change: COMS 1003 Introduction to computer base systems</p> <p>✓Delete: Humanities (3hr)</p> <p>Total Hours: 17</p>
<p>Sophomore Spring Semester</p> <p>✓Add/Change: CHEM 2134 General Chemistry II</p> <p>✓AGAS 3004 Reproduction in Farm Animals</p> <p>✓Delete: AGAS 2083 Feed and Feeding</p> <p style="padding-left: 40px;">✓ PHYS 2024 Physical Principles II</p> <p>Total Hours:17</p>	<p>Sophomore Fall Semester</p> <p>Add/Change: Humanities (3hr) ✓</p> <p style="padding-left: 80px;">Social Science (3hr) ✓</p> <p>✓Delete: COMS 1003 Introduction to computer base systems</p> <p style="padding-left: 40px;">✓CHEM 2134 General Chemistry II</p> <p>Total Hours:16</p>
<p>Junior Spring Semester</p> <p>Add/Change: PHYS 2024 Physical Principles II ✓</p> <p style="padding-left: 40px;">✓CHEM 3254 Fundamentals of Organic Chemistry</p> <p style="padding-left: 40px;">✓AGBU 4033 Agricultural Policy</p> <p>Delete ✓BIOL 3054 Microbiology</p> <p style="padding-left: 40px;">✓CHEM 3344 Principles of Biochemistry</p> <p style="padding-left: 40px;">✓ Social Science (3hr)</p>	<p>Junior Fall Semester</p> <p>Add/Change: ✓Social Science (6hr)</p> <p style="padding-left: 40px;">✓BIOL 3034 Genetics</p> <p>Delete: ✓AGEG 3413 Agriculture Waste Management</p> <p style="padding-left: 40px;">✓AGPS 3244 Plant Pathology</p> <p style="padding-left: 40px;">✓CHEM 3254 Fundamentals of Organic Chemistry</p>

AGBU - Prevet Option

Received by the
Registrar's Office

SEP 29 2010

Total Hours: 17 ✓	Total Hours: 16 ✓
Senior Spring Semester Add/Change: ✓ BIOL 3054 Microbiology ✓ CHEM 3264 Mechanistic Organic Chemistry ✓ AGAS 2083 Feed and Feeding Delete: ✓ AGAS 4203 Animal Nutrition ✓ AGBU 4033 Agricultural Policy ✓ Social Science (3hr) Total Hours: 14 ✓	Senior Fall Semester Add/Change: ✓ CHEM 3344 Principles of Biochemistry ✓ AGAS 4203 Animal Nutrition Delete: ✓ BIOL 3034 Genetics ✓ Social Science (3hr) Total Hours: 14 ✓
Total Program Hours <u>126</u>	

SEP 29 2010

Malcolm Rainey

From: bob allen [bob@ozarker.org]
Sent: Wednesday, August 25, 2010 1:46 PM
To: Malcolm Rainey
Subject: Re: Departmental_Support.doc

Mack,
I whole-heartedly agree, it is long overdue.

On 8/25/2010 9:53 AM, Malcolm Rainey wrote:
Good morning Dr. Allen,

The Ag Dept. reviewed and updated the Ag Business Pre-Vet option this summer and in order to meet the entrance requirements we added CHEM 3264 to the curriculum. Please consider supporting this change to make our curriculum requirements up to date.

Thanks for your time and consideration.

Mack

Malcolm R. Rainey, Ph. D.
Head, Department of Agriculture
Arkansas Tech University
Dean Hall Room 123C
Office: 479-968-0251
Fax: 479-964-0139
mraineyjr@atu.edu

Bob Allen, Professor of Chemistry
<http://ozarker.org/bob>

40 X 135 W Kyocera panels, Xantrex GT5.0 inverter
<http://xrl.in/1d3y>

Science is what we have learned about how to keep
from fooling ourselves – Richard Feynman

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

app CC 11/30/10
app FS 12/7/10

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal	<i>Malcolm R. Rainey</i>	
Department Head	<i>Malcolm R. Rainey</i>	9-27-10
Dean	<i>Wally Hoefler</i>	9-27-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Rios</i>	10-1-10
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: Agricultural Education	Course Number: AGED 1001
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Introduction 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 2011	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? No	How much? Type of fee?

Note for catalog: new course prefix, pre

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?

See Program Proposal

What assessment information is being used to support this proposal?

See Program Assessment Plan

How will the effect of the change be monitored?

The effect of change will be monitored based on the overall program assessment plan using both the Praxis I and Praxis II Agriculture (Test Code 0700)

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.

Course Subject, Number and Title:

AGED 1001 INTRODUCTION TO AG EDUCATION

Course Description:

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.

Course 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 Services.
12. State the role of adult education as 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 the key component in the total Agricultural Program and its relationship to student success.

Course Outline:

Introduction to the course and instructor:

- a. The need for Agriculture Education

The Program:

- a. Requirements for graduation
- b. Teacher certification

What is Agriculture Education:

- a. Philosophy
- b. History
- c. Trends in Agricultural & Extension Education
- d. The total Agricultural Education Program
 1. Operation of Vocational Education and Agriculture Education

Components of the Agricultural Program:

- a. What to teach
- b. How to teach

The Teacher:

- A. Characteristics and responsibilities of the Agriculture Education
- B. Professional development and organizations

The Student:

- A. Supervised Agricultural Experiences (SAE)
- B. Career Development Events (CDE)
- C. Adult Education in Agriculture (Cooperative Extension Service)

Youth Organization:

- A. FFA
- B. FFA Alumni Programs

Methods of student performance assessment and evaluation:

Students will be evaluated for progress in and mastery of learning objectives by methods of evaluation which may include, but limited to:

- Class participation and regular attendance
- Written assignments
- Class and individualized projects
- Oral reports/presentations
- Quizzes/tests
- Final examination (cumulative)

Course bibliography, reading list, and/or learning of other instructional media.

Recommended Reading, Resources and Links

Text: Understanding Agriculture: New Direction for Education:

National Academy Press (1988) National Research Council; Washington D.C.

Recommended Reading: The Agricultural Education Magazine, www.depts.ttu.edu/aged

Journal of Agricultural Education, <http://pubs.aged.tamu.edu/jae/>

Journal of Extension, www.joe.org/index.html

Journal of Extension System, www.jesonline.org/index.htm

COURSE REQUIREMENTS: Examinations, Homework Assignments, Presentations.

Assignment Description

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.

Points 100

2. Read and summarize four articles; three articles from Ag Education Magazine (in the ATU 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.

Points 150

2. Quizzes/Activities(usually 25 point some are announced, some are not)

Points 200

3 quizzes as scheduled in outline 25 pts./each

Activity 1 – Quiz on History and Philosophy of Agricultural education

Activity 2 -- Questions related to the FFA Website

Activity 3 – Complete handout related to secondary school observation - Visit 1.

Activity 4 – Complete handout related to secondary school observation - Visit 2.

Activity 5 – Complete handout related to Extension Service.

Activity 6 – Complete handout related to the student teacher panel.

Activity 7-- Adult Education Assignment

Activity 8 -- Quiz

Activity 9 -- Quiz

Activity 10 – State Curriculum Framework Activity

Final 100

Total 550

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

app CC 11/30/10
app FS 12/7/10

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal	<i>Malcolm R. Rainey Jr</i>	9-24-10
Department Head	<i>Malcolm R. Rainey Jr</i>	9-24-10
Dean	<i>Willy Hooper</i>	9-27-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy Ruedis</i>	10-1-10
Vice President for Academic Affairs	<i>John W. Waters</i>	

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 2011	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? No How much? Type of fee?	

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?

See Program Proposal

What assessment information is being used to support this proposal?

See Program Assessment Plan

How will the effect of the change be monitored?

The effect of change will be monitored based on the overall program assessment plan using both the Praxis I and Praxis II Agriculture (Test Code 0700)

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.

Course Subject, Number and Title:

AGED 1012 Agricultural Youth Organization

Course Description:

This course is designed as a survey course to introduce students to Agricultural Youth Organizations including 4-H, FFA, Grange, and other pertaining to membership, awards programs, benefits, and special recognition programs. Lecture and discussion for two periods per week.

Course Objectives: Following the completion of this course each student will be able to:

1. Develop a knowledge and understanding of youth development and the relations to youth organizations.
2. Explain the purpose and justification for youth organization.
3. Describe and explain what federal and state legislation exist to protect and support the activities of Career and Technical Student Organizations (CTSO's) like FFA.
4. Must be able to describe and explain the structure, organization and governance at the local, state and national levels.
5. Draw, illustrate and explain the interrelation of classroom instruction, supervised Agricultural experience (SAE), Career Development Experience (CDE) and explain why FFAIS considered intracurricular and not extracurricular.
6. Identify the three divisions and 15 quality standards of a Program of Activities (POA) and how to develop one.
7. Describe, explain and demonstrate the rules, and procedures of each of the Career Development Activities as well as the significance, and benefits of each.

Course Outline:

Orientation and overview of the course

- a. Youth development (focus on adolescence)
- b. Career and technical student organization
- c. Ag youth organizations

FFA and 4-H

- a. History
- b. Purpose
- c. Operation

Advisor/Agents roles and responsibilities

- a. Program of activities
- b. Local, State and National
- c. Contest/Career Development events, fairs, show and award programs at the local, state and national levels.

Officer Responsibilities

- a. Elections
- b. Installation
- c. Training
- d. Duties

Supervised Agricultural Experience Programs

- a. Record keeping
- b. Local, state and national awards programs

Methods of Student Performance Assessment and Evaluation

Students will be evaluated for progress on and mastery of learning objectives by methods of evaluation which may include but not limited to:

- Class participation and regular attendance
- Written assignments
- Class and individualized projects
- Oral reports/presentations
- Quizzes/tests
- Final examinations (cumulative)

AGED 1012

1. Advisor's part of "Opening/Closing Ceremonies". You will be expected to state the Advisor's part at least four times (25 points/each time--**100 pts** total). You will be expected to recite it by the second class session. You may be asked 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 in the "Opening and Closing Ceremonies".

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. A grade for paragraph 5 and then a grade for the whole presentation will be given. See the Official Score Card from the National CDE handbook to see criteria that are used for evaluation.

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

Quiz -- 4-H Programs

Quiz -- General FFA Information and History

Quiz -- General FFA Information and Symbols

Quiz -- The State FFA Constitution and By- Laws

Quiz -- Leadership, the Leadership CDEs and Ethics

Quiz -- Officer Duties & Responsibilities

Quiz -- Conduct of Meetings & Parliamentary Procedure

Quiz --SAEP, Child Labor Laws, and POA

Quiz -- FFA Events and Activities

Activity -- Site tour of selected websites related to FFA (homework)

5. Four Abstracts For more info

- a. Two out of Making a Differences
- b. Two out of FFA: New Horizons 100 pts.

6. FINAL TEST, Last Class Session 100 pt.

Total Points = 875

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

app CC 11/30/10
app FS 12/7/18

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal	<i>Malcolm R. Rainey Jr</i>	9-24-10
Department Head	<i>Malcolm R. Rainey Jr</i>	9-24-10
Dean	<i>Willy Hoefler</i>	9-27-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Johnny Rudder</i>	10-1-10
Vice President for Academic Affairs	<i>John White</i>	

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 type="checkbox"/> 98_Other	
Effective Catalog Year: Fall 2011	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? No How much? Type of fee?	

Elective Major Minor

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

Prerequisites:
AGEG 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

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?

See Program Proposal

What assessment information is being used to support this proposal?

See Program Assessment Plan

How will the effect of the change be monitored?

The effect of change will be monitored based on the overall program assessment plan using both the Praxis I and Praxis II Agriculture (Test Code 0700)

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.

Course Subject, Number and Title:

AGED 3003 Methods in Ag Education

Course Description:

This course is designed to prepare pre-service teachers for the job and responsibility of Methods and techniques in teaching agriculture at the secondary level. This course will have three hours of lecture per week. Prerequisite: AGED 1001 and, AGED 1012, *acceptance into Stage 2, junior standing, and/or instructor's permission.*

Course Objectives: Following the completion of this course each student will be able to: *PAC*

1. Develop and demonstrate competence in planning instructional programs for agricultural education.
2. Apply principles of teaching-learning to the process of planning and conduction classroom and laboratory activities.
3. Identify, select and use appropriate methods and teaching, techniques and instructional material for instruction.
4. Develop and use lesson plans for meeting the needs of diverse student populations to include disadvantaged, gifted and exceptional students.
5. Integrate multi cultural information and global issues into the curriculum.
6. Describe procedures to appropriately arrange, maintain and manage a classroom and laboratory faculties.
7. Appropriately identify, select, prepare, and incorporate the use of technology, multimedia equipment and materials in instruction.
8. Identify methods and techniques related to working with student organizations at the secondary school level.
9. Demonstrate knowledge of the FFA, it's application in the agricultural classroom, laboratory and co-curricular activities.

Course Outline

1. Research on theory and practice
 - a. Evaluate teaching and learning
 - b. Method and techniques of teaching

2. Preparation to teach Agricultural students
 - a. Appropriate instructional material and resources.
 - b. FFA, SAE's and CDE's and their application in co-curricular activities.

3. Techniques in teaching, and evaluations of Agricultural students
 - a. Preparation and we of lesson plan.
 - b. Planning instructional program for Agriculture
 - c. Preparation and use of lesson plans.

4. Innovations and Technology in teaching Agriculture
 - a. Identify
 - b. Select
 - c. Incorporate

5. Mentoring of Agriculture Students
 - a. Supervised Agriculture Experience
 - b. Public/Community Relations

Methods of Student Performance Assessment and Evaluation

Students will be evaluated for progress in and mastery of learning objectives by methods of evaluation which may include but not limited to:

- Class participation and regular attendance
- Written assignments
- Class and individualized projects
- Oral reports/presentations
- Quizzes/tests
- Final exam (cumulative)

AGED 3003

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

Primary Required Text:

Methods of Teaching Agriculture Education (1993, 2nd edition)

Newcomb, L.H, McCracken, J.D. and Warmbrod, J.R.

Support text and recommended reading:

Handbook on Agricultural Education in Public Schools (1980, 2nd edition)

Phipps, L.J.

Journal of Agricultural Education

Journal of Extension

Journal of Extension System

The Agricultural Education Magazine

EVALUATION OF TEACHING PERFORMANCE

Student Teacher _____ Date _____

Class Observed _____ Period _____

Comments

Enthusiasm 1 2 3 4 5 X _____

Preparation 1 2 3 4 5 X _____

Class Discipline 1 2 3 4 5 X _____

Confidence 1 2 3 4 5 X _____

1 = Unacceptable; 2 = Needs Improvement; 3 = Satisfactory; 4 = Very Good; 5 = Excellent; X = Not observed

Things that worked (Strengths)	Questions and Suggestions (Things that need more work)

Observer _____

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

app CC 11/30/10
app FS 12/7/10

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal	<i>Malcolm R. Rainey Jr</i>	9-24-10
Department Head	<i>Malcolm R. Rainey Jr</i>	9-24-10
Dean	<i>Willy Hooper</i>	9-27-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Rhodes</i>	10-1-10
Vice President for Academic Affairs	<i>John White</i>	

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 2011	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? No How much? Type of fee?	

Elective Major Minor

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

Prerequisites:

Co-requisites:

AGEG 3003, senior standing, and/or instructor's permission

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?

See Program Proposal

What assessment information is being used to support this proposal?

See Program Assessment Plan

How will the effect of the change be monitored?

The effect of change will be monitored based on the overall program assessment plan using both the Praxis I and Praxis II Agriculture (Test Code 0700)

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.

Course Subject, Number and Title:

AGED 4003 Issues in Agriculture

Course Description:

This course is designed to prepare pre-service teachers for the job and responsibility of developing curriculum to incorporate local national and international agricultural policy issues as they relate to lecture and discussion on local, regional, national, and international issues related to agricultural policy, ethics, environment, society, and science. Three hours of lecture. Prerequisites: AGE 3003 *senior standing,* and/or instructor's permission.

Course Objectives: Following the completion of this course each student will be able to:

1. Identify selected critical issues related to agriculture.
2. Explore alternative points of view about each issue, i.e., views of various social groups.
3. Formulate hypotheses to address or resolve issues.
4. Objectively discuss each issue from the various alternative points of view.
5. Identify impediments to the resolution of issues.
6. Prepare and submit detailed written analyses of various points view for selected issues.
7. Prepare and make presentations of alternative points of view for selected issues.
8. Make use of subject-matter experts in collecting data to inform discussions of selected issues.

Course Outline

1. Introduction
 - a. Define:
 1. Policy
 2. Ethics
 3. Environment
 4. Society
 5. Science
2. Ag Contribution to Human Welfare
 - a. Historical
 - b. Modern day
3. Agriculture
 - a. Local and regional
 - b. National
 - c. International
4. Agricultural System
 - a. Industrialization
 - b. Corporation
 - c. Globalization
5. Current Agriculture and Natural Resource Policy
 - a. Environmental concerns involving Agriculture
 - b. Comparative Agricultural Policies and Policy
 - c. Food quality and safety issues
 - d. Bioethics, Animal Welfare, Animal Rights & Biotechnology Issues
 - e. Agriculture integration into sustainable resource utilization

Methods of Student Performance Assessment and Evaluation

Students will be evaluated for progress in and mastery of learning objectives by methods of evaluation which may include but not limited to:

- Class participation and regular attendance
- Written assignments
- Class and individualized projects
- Oral reports/presentations
- Quizzes/tests
- Final exam (cumulative)

AGED 4003

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.”

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.

- 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).

Course bibliography, reading list, and/or listing of other instructional media

1. Other students as members of teams to address various aspects of each issue.
2. Scientific literature related to each selected issue.
3. Scientific literature related to each issue.
4. Subject-matter experts related to each issue.
5. Case studies selected by course instructor (s).

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

app CC 11/30/10
app FS 12/7/10

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal	<i>Malcolm R. Rainey Jr</i>	9-24-10
Department Head	<i>Malcolm R. Rainey Jr</i>	9-24-10
Dean	<i>Willy Hoefler</i>	9-27-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yammy Woodis</i>	10-1-10
Vice President for Academic Affairs	<i>John Watts</i>	

Course Subject: Agricultural Education	Course Number: AGED 4013
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Methods in Agriculture 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 2011	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? 50.00 Type of fee? Course	

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

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

This 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 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.

This 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 concerns that could arise while teaching high school students in the laboratory setting.

How does this proposal support the University Mission?

See Program Proposal

What assessment information is being used to support this proposal?

See Program Assessment Plan

How will the effect of the change be monitored?

The effect of change will be monitored based on the overall program assessment plan using both the Praxis I and Praxis II Agriculture (Test Code 0700)

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.

Course Subject, Number and Title:

AGED 4013 Methods in Agriculture Laboratories

Course Description:

This course is designed to prepare pre-service teachers for the job and responsibility of managers. Methods and management techniques in all types of agricultural laboratories that many are in a secondary agricultural science program. Emphasis on management of students and facilities, equipment, and materials. Lecture 2 hours, laboratory 2 hours per week. Prerequisites: AGME 3003, 3013 and 3023, Senior Standing, acceptance into stage 2, and for instructor's permission. Course fee is \$50.00

Course Objectives: Following the completion of this course each student will be able to:

1. Develop units of instruction containing, lesson plans, demonstration plans, and transparency matters.
2. Conduct proper demonstrations in agriculture mechanics.
3. Demonstrate the ability to communicate with all students to include students with special needs.
4. Demonstrate the maintenance and proper operation of a selected power tool to a large group and develop a demonstration.
5. Develop high level problem solving activities in agricultural mechanics.
6. Discuss, develop and present a plan of instruction to address exceptional students and students with disabilities in the agricultural mechanics lab.
7. Develop a list of supplies, materials and equipment necessary to conduct an instructional program in agricultural mechanics.

Course Outline

1. Introduction
2. Learning/teaching theory and principles as it relates to agricultural mechanics.
 - a. Types of agricultural programs conducted and how laboratories fit within the total program
 - b. Issues and Agricultural Mechanics program content.
3. Planning an agricultural mechanics program
 - a. Community Survey
 - b. Priority Setting
 - c. Sources of curriculum materials,
 - d. Advisory Committees
 - e. Inventory records
 - f. Contests and awards, Materials, grading, housekeeping, and public relations
4. Safety in the laboratory
 - a. Safety plans
 - b. Appropriate clothing
 - c. Safety equipment
 - d. Behavior
 - e. Cleanup
 - f. Testing
5. Developing a demonstration plan:
 - a. Planning
 - b. Organizing
 - c. Evaluating small and larger group demonstrations.
6. Computer use in teaching agricultural mechanics
7. FFA Agricultural Mechanics CDE's
 - a. Lab organization and preparation
 - b. District Agricultural FFA Career Development Events
8. Planning and Managing an agricultural mechanics classroom laboratory
 - a. Multi-teacher department's
 - b. Team teaching
9. Teaching Students in Lab
 - a. Self directed projects
 - b. Exceptional students
10. Developing a budget for an agricultural program

Methods of Student Performance Assessment and Evaluation

Students will be evaluated for progress in and mastery of learning objectives by methods of evaluation which may include but not limited to:

Students will be evaluated for progress on and mastery of learning objectives by methods of evaluation which may include but not limited to:

- Written and oral communication rubric plus basic skills and subject area assessment will be used to assess knowledge of the role of career technical and Agriculture teachers in developing and improving supervised experience programs.
- Written and oral communication rubric plus basic skills and subject area assessment will be used to assess knowledge of the role that career technical and Agriculture teachers play in related youth organizations.
- Rubric will be used to assess technical assistance given to school ASE children participating in career and leadership development event.

AGED 4013

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

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.

Course bibliography, reading list, and/or listing of other instructional media

1. Other students as members of teams to address various aspects of each issue.
2. Scientific literature related to each selected issue.
3. Scientific literature related to each issue.
4. Subject-matter experts related to each issue.
5. Case studies selected by course instructor (s).

Primary Required Text:

Journal of Agricultural Education

Journal of Extension

Journal of Extension System

The Agricultural Education Magazine

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

app CC 11/30/10
app FS 12/7/10

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal	<i>Malcolm R. Rainey Jr</i>	9-24-10
Department Head	<i>Malcolm R. Rainey Jr</i>	9-24-10
Dean	<i>Wally Hooper</i>	9-27-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammya Lewis</i>	10-1-10
Vice President for Academic Affairs	<i>John White</i>	

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 2011	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	

Note for catalog: new course prefix
JCC

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

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

This 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 settings.

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

This 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 settings.

How does this proposal support the University Mission?

See Program Proposal

What assessment information is being used to support this proposal?

See Program Assessment Plan

How will the effect of the change be monitored?

The effect of change will be monitored based on the overall program assessment plan using both the Praxis I and Praxis II Agriculture (Test Code 0700)

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.

Course Subject, Number and Title:

AGME 1003 Basic Ag Mechanization

Course Description:

Introduction to basic physical concepts important in agricultural technical systems: applied mechanics, power and machinery, management, structure and electrification, soil and water conservation. Lecture 2 hours/ Lab 2 hours per week. Prerequisite: Math 1113. Course fee is \$50.00

Course Objectives: Following the completion of this course each student will be able to:

1. Identify and demonstrate proper safety, use and maintenance of hand tools in an Ag Mechanics Shop.
2. Identify and demonstrate proper safety, use and maintenance of metal working equipment in an Ag Mechanics Shop.
3. Demonstrate proper safety, use and of maintenance chain saw.
4. Demonstrate proper-safety, operation and maintenance of tractors.
5. Identify and demonstrate use of measuring and layout tools in an Ag Mechanics Shop.

Course Outline:

1. Introductions and overview of the course
2. General lab/shop safety procedures
 - a. Safety glasses
 - b. Eye wash station
 - c. Fire extinguisher
 - d. Color coding
 - e. Behavior
3. Ag Shop Hand Tools
 - a. Identification
 - b. Safety
 - c. Selection
 - d. Maintenance
 - e. Operation
 - f. Project demonstration
4. Ag Shop Power Tools
 - a. Identification
 - b. Safety
 - c. Selection
 - d. Maintenance
 - e. Operation
 - f. Project demonstration
5. Ag Shop Welding and Cutting Tools
 - a. Identification
 - b. Safety
 - c. Selection
 - d. Maintenance
 - e. Operation
 - f. Project demonstration
6. Chainsaw
 - a. Safety
 - b. Maintenance
 - c. Operation
7. Tractor, Equipment and Hydraulics
 - a. Identification
 - b. Safety
 - c. Selection
 - d. Maintenance
 - e. Operation
8. Basic farm wiring and Electricity
 - a. Safety
 - b. Layout/planning
 - c. Selection
 - d. Project demonstration
9. Basic Farm buildings and plumbing
 - a. Safety
 - b. Layout/planning
 - c. Selection
 - d. Project demonstration

Methods of Student Performance Assessment and Evaluation

Students will be evaluated for progress on and mastery of learning objectives by methods of evaluation which may include but not limited to:

- Written and oral communication rubric plus basic skills and subject area assessment will be used to assess knowledge of the role of career technical and Agriculture teachers in developing and improving supervised experience programs.
- Written and oral communication rubric plus basic skills and subject area assessment will be used to assess knowledge of the role that career technical and Agriculture teachers play in related youth organizations.
- Rubric will be used to assess technical assistance given to school ASE children participating in career and leadership development event.

Lab Activities

1 - 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

2 - 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)

3 - 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, (Ref Lab manual & text pp. 167-209)

Power Tool Safety Quizzes

4 - 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

5 - Chainsaw Safety and Tractor Safety

QUIZ 3, Tractor Safety
QUIZ 4, Chainsaw Safety

6 - 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

7 - Identifying, Selecting, Cutting, Fasteners, & Shaping W O O D, Text pp. 99-123

Identifying, Selecting, Cutting, Fasteners, & Shaping M E T A L, 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

8 - 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

9 - 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

10 - Begin Lab Projects (Complete at least one project each class session)

11 - Lab Project completion

12 - Lab Project completion

13 - Lab Project completion (Plus -- Hydraulics WORKSHEET (Reference--Text pp. 521-535)

14 - Lab Project completion (Plus -- Small Engines WORKSHEET (Reference--Text pp. 381-403)

Final – as Scheduled

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 14 @ 25 pts/each (Power tools)	350 pts
4. Final	100 pts.

	1450 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

Course bibliography, reading list, and/or listing of other instructional media

Primary Required Text:

Agricultural Mechanics, Fundamentals & Applications – Elmer Cooper

Journal of Agricultural Education

Journal of Extension

Journal of Extension System

The Agricultural Education Magazine

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

app CC 11/30/10
app FS 12/7/10

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal	<i>Malcolm R. Rainey</i>	9-24-10
Department Head	<i>Malcolm R. Rainey</i>	9-24-10
Dean	<i>Wally Hooper</i>	9-27-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Tommy Woods</i>	10-1-10
Vice President for Academic Affairs	<i>John Waters</i>	

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 2011	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	

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

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

This 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 settings.

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

This 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 settings.

How does this proposal support the University Mission?

See Program Proposal

What assessment information is being used to support this proposal?

See Program Assessment Plan

How will the effect of the change be monitored?

The effect of change will be monitored based on the overall program assessment plan using both the Praxis I and Praxis II Agriculture (Test Code 0700)

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.

Course Subject, Number and Title:

AGME 3003 Metals and Welding

Course Description:

This course is designed to prepare pre-service teachers for the job and responsibility of developing programs in agricultural mechanics shop work to include hot and cold metal work, arc welding, and gas welding and cutting. Lecture 2 hours/Lab 2 hours per week. Prerequisite: Math 1113. Course fee is \$50.00

junior standing, acceptance into stage 2,
and/or instructor's permission.
p.c.

Course Objectives: Following the completion of this course each student will be able to:

1. Identify and demonstrate proper safety procedures in the welding lab.
2. Identify metals and explain their metallurgic and uses in the welding lab and the effect of heating and cooling on the metallurgic properties.
3. Explain the principles of oxyacetylene welding and demonstrate proper techniques in setting up tanks, regulators, hoses and tips.
4. Describe and explain the principles of shielded-metal arc welding (SMAW) electricity basics, equipment, machine selection and settings.
5. Demonstrate and explain electrode selection, striking the arc and welding techniques.
6. Describe and explain the principles of MIG welding equipment, machine selection and setup and operation.

Course Outline:

1. Introductions and overview of the course.
 - a. Review syllabus
 - b. Safety equipment needed.
 - c. Safety in the welding lab
2. Metallurgy
 - a. Identification
 - b. Properties
 - c. Effects of heating and cooling on metal properties.
3. Oxyacetylene welding and cutting
 - a. Safety
 - b. Setting up oxygen and acetylene tanks
 - c. Regulators
 - d. hoses
 - e. tip selection
 - f. setup and shut-down
4. Shielded-metal arc welding
 - a. Safety
 - b. Machine setting
 - c. Electrode selection
 - d. Techniques/positions
 - e. patterns
5. MIG and IG Welding
 - a. Safety
 - b. Machine setting
 - c. Wire size and speed
 - d. Techniques/positions
 - e. Patterns

Methods of Student Performance Assessment and Evaluation

Students will be evaluated for progress on and mastery of learning objectives by methods of evaluation which may include but not limited to:

- Written and oral communication rubric plus basic skills and subject area assessment will be used to assess knowledge of the role of career technical and Agriculture teachers in developing and improving supervised experience programs.
- Written and oral communication rubric plus basic skills and subject area assessment will be used to assess knowledge of the role that career technical and Agriculture teachers play in related youth organizations.
- Rubric will be used to assess technical assistance given to school ASE children participating in career and leadership development event.

Statement: This course fits into the overall scheme of the preparation of Agriculture Teachers by addressing technical skills needed for effective classroom and laboratory instruction. Arkansas Higher Education Standards 1-5.

Course bibliography, reading list, and/or listing of other instructional media

1. Other students as members of teams to address various aspects of each issue.
2. Scientific literature related to each selected issue.
3. Scientific literature related to each issue.
4. Subject-matter experts related to each issue.
5. Case studies selected by course instructor (s).

Primary Required Text:

Welding Technology 2nd Edition, Giachino/Weeks/Johnson, American Technical Publishers

Agricultural Mechanics, Fundamentals & Applications – Elmer Cooper

Journal of Agricultural Education

Journal of Extension

Journal of Extension System

The Agricultural Education Magazine

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

app CC 11/30/10
app FS 12/7/10

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal	<i>Malcolm R. Rainey Jr</i>	9-24-10
Department Head	<i>Malcolm R. Rainey Jr</i>	9-24-10
Dean	<i>Willy Hoefler</i>	9-27-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Woods</i>	10-1-10
Vice President for Academic Affairs	<i>John Watts</i>	

Course Subject: Agricultural Mechanization	Course Number: AGME 3013
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Agriculture 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 2011	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	
<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: AGME 1003, junior standing, acceptance into stage 2, and/or instructor's permission	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	

<p>For the proposed course, attach a syllabus that includes:</p> <ol style="list-style-type: none"> 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
<p>Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.</p> <p>This course will require a hands-on laboratory setting that has access to construction equipment, tools, supplies and material. 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 settings.</p>
<p>Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.</p> <p>This 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 settings.</p>
<p>How does this proposal support the University Mission?</p> <p>See Program Proposal</p>
<p>What assessment information is being used to support this proposal?</p> <p>See Program Assessment Plan</p>
<p>How will the effect of the change be monitored?</p> <p>The effect of change will be monitored based on the overall program assessment plan using both the Praxis I and Praxis II Agriculture (Test Code 0700)</p>
<p>Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.</p> <p>The program addition form explains the survey results and desires for the new curriculum proposed.</p>
<p>If this course will affect other departments, a Departmental Support Form for each affected department must be attached.</p>

Course Subject, Number and Title:

AGME 3013 Agriculture Structural Systems

Course Description:

This course is designed to prepare preservice teachers for the job and responsibility of developing programs in 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, Course fee is \$50.00

*junior standing, acceptance into stage 2,
and/or instructor's permission.*
Joe

Course Objectives: Following the completion of this course each student will be able to:

1. Identify the tools used in Ag Structural Systems and demonstrate their use, selection, maintenance and proper safety procedures.
2. Explain and demonstrate the processes used in structure type and material selection and calculating material estimations.
3. Design; plan Ag structures according to building codes.
4. Explain and demonstrate the processes used in site selection and its relationship to environmental issues or concerns.
5. Explain and demonstrate the use of leveling instruments in Ag Structural System.
6. Define, explain and demonstrate the different footing, foundation, flooring, walls and roofing systems.

Course Outline:

1. Introductions and overview of the course.
 - a. Review syllabus
 - b. Lab procedures
 - c. Safety and equipment
2. Power tools and hand tools.
 - a. Identification
 - b. Safety
 - c. Use
 - d. Selection
 - e. Demonstrations
3. Structures.
 - a. Selection of types
 - b. Material selection
 - c. Material cost estimation
4. Structures.
 - a. Design
 - b. Planning
 - c. Building codes
5. Site selection
 - a. Environmental issues/concerns
6. Leveling Instruments
 - a. Identification
 - b. Use
 - c. Selection
 - d. Demonstration
7. Building Systems
 - a. Footing & Foundations
 - b. Flooring
 - c. Walls & Ceilings
 - d. Roofs

Methods of Student Performance Assessment and Evaluation

Students will be evaluated for progress on and mastery of learning objectives by methods of evaluation which may include but not limited to:

- Class participation and regular attendance
- Written assignments
- Class and individualized projects
- Oral reports/presentations
- Quizzes/tests
- Final examinations (cumulative)

AGME 3013

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

- X Footings, Foundations Systems (**QUIZ - Site Selection & Leveling**)

Week 9 Floor Systems

Week 10

- X Walls and Ceiling Systems (**QUIZ**)

Week 11

X Walls and Ceiling Systems

Week 12

X Roof Systems

Week 13

X Roof Systems (QUIZ)

Week 14

X Exterior Finishing Systems (**DUE: Materials, Selection, and Estimating Problem**)
 X (QUIZ - Roof Framing, Patterns and Components)

Week 15

X Related Topic of Discussion

Week 16

X Related Topic of Discussion

Tentative Assignments**Grading Scale****Safety Tests****A - 90%****Topic Quizzes****B - 80%****Materials Estimation Problem****C - 70%****Final Test****D - 60%****Lab activities****F - less than 60%****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

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

app CC 11/30/10
app FS 12/7/10

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal	<i>Malcolm R. Rainey Jr</i>	9-24-10
Department Head	<i>Malcolm R. Rainey Jr</i>	9-24-10
Dean	<i>Willy Hoefler</i>	9-27-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammy Brooks</i>	10-1-10
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): Agricultural 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 2011	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	

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

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

This course will require a hands-on laboratory setting that has access to small engines, parts, tools as well as electrical circuit panels, wire, tools and supplies for both. 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 settings.

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

This 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 settings.

How does this proposal support the University Mission?

See Program Proposal

What assessment information is being used to support this proposal?

See Program Assessment Plan

How will the effect of the change be monitored?

The effect of change will be monitored based on the overall program assessment plan using both the Praxis I and Praxis II Agriculture (Test Code 0700)

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.

Course Subject, Number and Title:

AGME 3023 Agriculture Power

Course Description:

This course is designed to prepare pre-service teachers for the job and responsibility of developing programs in agriculture power, which includes electricity and internal combustion engines. Electricity includes systems, devices, motors, installation, and service. Internal combustion power includes small engine repair and maintenance. Two hour lecture and two hour laboratory. Prerequisite: AGME 1003, junior
Course fee is \$50.00

*standing, acceptance into stage 2, and/or
instructor's permission. p.c.*

Course Objectives: This course is divided into two sections. (1) Electricity and (2) Small Engines, following the completion of this course each student will be able to:

I. ELECTRICITY

1. Define, explain and discuss the fundamentals of electrical energy
2. List and describe electrical circuit components and discuss the sizing system for conductors and computer voltage drop.
3. Define, explain and discuss the electrical circuit theory and the application of Ohms law to resistance, voltage and current.
4. Identify, select and discuss common tools required for electrical work and their maintenance and safety.
5. List, describe and explain the steps to insure safe working conditions related to electricity.
6. List, explain and demonstrate different conductor systems and how the national electrical code tables are used.

II. SMALL ENGINES

- 1. Explain and discuss the safety issues associated with small engines and a clean, well organized shop is extremely important.**
- 2. Explain, discuss and list the parts, construction and principles of operation of two and four cycle engines and the advantages and disadvantages of each.**
- 3. Compare and contrast the lubrication system in a four cycle engine to that of a two cycle engine.**
- 4. List, explain, and describe the types of fuel systems and their operation.**
- 5. List, explain, and describe the principles of carburetion,**
- 6. List, describe and identify the purpose components and operation of the ignition system.**
- 7. Describe, demonstrate systematic troubleshooting, service and maintenance of an engine.**

Course Outline:

I. ELECTRICITY

1. Fundamentals of Electrical Energy

- a. Theory of electron current
- b. Direct and alternating current
- c. Electromagnetic induction
- d. Basic electrical terms
- e. Electrical codes

2. Electrical Components

- a. Components of electrical circuits
- b. Conductor spring system
- c. Calculator voltage drop

3. Electrical Circuit Theory

- a. Ohm's Law
- b. Application of Ohm's Law

4. Electrical Safety & Grounding

- a. Properly ground electrical equipment
- b. G.F.C.I.'s and use

5. Wiring System

- a. Conductor System
- b. National Electric Code (NEC)

6. Branch Circuit and Service Entrance

- a. N.E.C. Regulations
- b. Calculate circuit loads & service entrance needs
- c. Step down transformers
- d. Conductors and components for service entrance

II. SMALL GASOLINE ENGINES

1. Engine construction and principles of operation.
 - a. Gasoline as a fuel
 - b. Components and function
2. Two cycle, four cycle and rotary engines.
 - a. Operation and stroke function
 - b. Lubrication
 - c. Valve timing
 - d. Advantages and disadvantages
3. Fuel System
 - a. Types of fuel systems
 - b. Fuel filters
 - c. Fuel pump
 - d. Pressurized fuel system
4. Carburetion
 - a. Principles of carburetion
 - b. Types of carburetion
 - c. Governor functions and adjustment
5. Ignition System
 - a. Purpose of ignition system
 - b. Magneto system of ignition function and operation
 - c. Battery ignition system function and operation
 - d. Solid state ignition system and the advantages
6. Engine Lubrication
 - a. Friction and lubrication of internal engine components
 - b. Function of lubrication systems
 - c. Compare different types of oil pumping system
7. Engine Cooling
 - a. Compare types of engine cooling system
 - b. Function of water pumps and types
 - c. Function of thermostat and radiator
8. Trouble shooting, service and Maintenance
 - a. Systematic troubleshooting
 - b. Use of manufacturer's service manual
 - c. Small engine breakdown
 - d. Preventative maintenance on various engine systems.

Methods of Student Performance Assessment and Evaluation

Students will be evaluated for progress on and mastery of learning objectives by methods of evaluation which may include but not limited to:

- Written and oral communication rubric plus basic skills and subject area assessment will be used to assess knowledge of the role of career technical and Agriculture teachers in developing and improving supervised experience programs.
- Written and oral communication rubric plus basic skills and subject area assessment will be used to assess knowledge of the role that career technical and Agriculture teachers play in related youth organizations.
- Rubric will be used to assess technical assistance given to school ASE children participating in career and leadership development event.

Course bibliography, reading list, and/or listing of other instructional media

Primary Required Text:

Agricultural Mechanics, Fundamentals & Applications – Elmer Cooper

Journal of Agricultural Education

Journal of Extension

Journal of Extension System

The Agricultural Education Magazine

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 injection 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.

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

Course bibliography, reading list, and/or listing of other instructional media

Primary Required Text:

Agricultural Mechanics, Fundamentals & Applications – Elmer Cooper

Journal of Agricultural Education

Journal of Extension

Journal of Extension System

The Agricultural Education Magazine

**Arkansas Tech University
PROPOSAL FOR NEW PROGRAM**

app teacher ed 10/25/10
app CC 11/30/10
app FS 12/7/10

TO: Curriculum Committee

FROM: Department of Agriculture

DATE SUBMITTED:

REQUEST FOR NEW PROGRAM (Addition of Major, Option or Minor)

Title	Signature	Date
Department Head	<i>Malcolm R. Rainey Jr</i>	9-24-10
Dean	<i>Willy Hoefler</i>	9-27-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Woods</i>	10-1-10
Vice President for Academic Affairs	<i>John White</i>	

<p>Program Title: Agriculture Education</p>	<p>CIP Code: 13.1301</p>
<p>Contact Person: Name Malcolm Rainey Eldon Clary Institution Name: Arkansas Tech University Department of Agriculture College of Education Address: Agriculture Department – 123 Dean Hall College of Education – Crabaugh Building E-mail Address: mraineyjr@atu.edu eclary@atu.edu Phone Number: M. Rainey 479-968-0251 E. Clary 479-968-0418</p>	<p>Proposed Date:</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)

The agriculture education program will develop and train teachers in the area of agriculture education for middle and secondary schools. The degree is a cooperative effort between the Agriculture and Education Departments at Arkansas Tech University. The proposed degree plan is for one hundred and twenty four credit hours which includes fifty-four hours of general education/core curriculum as well as twenty and twenty six hours of preexisting courses currently offered by the Agriculture and Education Departments respectively. Thus requiring the addition of only nine courses to complete the Agriculture Education degree program. These courses include Introduction to Agriculture Education, Agriculture Youth Organizations, two Agriculture Methods courses and a course in Agriculture Issues. As well as twelve hours of skill based courses in Agriculture Mechanization such as Agriculture Systems Technologies, Metals and Welding, Construction and Building Technology and Agriculture Machines and Power. It should also be noted that several of these Agriculture Mechanization courses that are proposed would be of interest and available to other disciplines such as Parks and Recreation, Turf Management and Fisheries and Wildlife. To support the Agriculture Education program we are requesting two new faculty positions at a cost of fifty to sixty five thousand dollars for a nine or twelve month appointment respectively. In order to support the new Agriculture Mechanization courses and labs we are currently negotiating with several area high schools and vocational centers for use of their facilities and equipment. These arrangements are being made to provide hands on training in specific technical areas (welding, electricity, construction and small internal combustion engines) to develop the precise skill set required by Ag Educators to teach future middle and or secondary students.

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.)

Considering Arkansas Tech University's unique location and ability to provide educational opportunities to students in our geographical area and the lack of similar programs in Agriculture Education in this region is indicative of the need for such a program. There are only three institutions in the state that offer degrees or options in Agriculture Education and they are the University of Arkansas, Arkansas State University and University of Southern Arkansas and each is located in different regions in the state thus Creating an educational void in the west central part of the state in the area of Agriculture education. Thus limiting the educational opportunity and foundation for our diverse community of learners.

To support this need surveys were distributed to all students within the Agriculture Department as well as current Ag teachers in Arkansas. The survey of current students within the Agriculture Department at Arkansas Tech University indicated that nineteen would change their degree plans to Agriculture Education if it were offered at Arkansas Tech University. Current Agriculture Educators from across the state were asked if they would support an agriculture education program at Arkansas Tech University. Of the 69 respondents 61 indicated they would support an Agriculture Education Program at Arkansas Tech University. The Ag teachers that were supportive of the program also surveyed their seniors and lower classman separately. Based on the responding teachers 51 indicated one to five seniors would be interested, six teachers had six to ten and one had 16-20 seniors interested in pursuing an Ag Education degree at Arkansas Tech University. Sixty three instructors responded with surveys of grades nine – eleventh. Of these respondents 40 instructors had one – five students, eight instructors had six to ten, six instructors had 11-15 and four instructors had 16-20 students interested in continuing their education at Arkansas Tech University in Agriculture Education. Based on the most conservative estimate of the numbers presented above there would have been 103 seniors entering the program for the 2010-2011 school year and a minimum of 33 students per year over the next three years.

Mr. Bart Draper the program advisor/state FFA Executive Secretary for Arkansas indicated that there are 275 Agriculture Educators currently employed in the state of Arkansas and there are 10-15 positions that open annually. He also indicated that for the 2010-2011 school year there were 11 Ag Education positions filled and the average starting salary was \$36,000/year for extended day and extended year with a BS, certificate and zero years of experience.

In addition to teaching, extension and advancement opportunities available within these areas students with Agriculture Education Degrees are very marketable in many other areas due to their extensive and diverse training in agriculture (sales, tech service, management and inspection).

Curriculum Outline by Semester

Attached is the class schedule matrix for both semester starts.

Total number of Semester Hours Required for Graduation:
124

Courses currently offered via distance technology:
Currently there are no major course offerings (Ag or SEED) online that would be required by these students.

List New Courses (Please attach New Course Proposals):

AGED 1001 Introduction 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

AGME 3003 Metals and Welding

AGME 3013 Construction and Building Technology

AGME 3023 Agriculture Machines and Power

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

General Education Courses: ENGL 1013, BIOL 1014, Math 1113, ENGL 1023, CHEM 1114, 2 hours of Physical Education, 12 hours of Social Science, 3 hours of Humanities, and 3 hours of Fine Arts/Humanities.

Core Courses: COMS 1003, SPH 2003, SEED 2002, Math 2163, BIOL 2124, AGPM 3104, SEED 3552, SEED 4052, SEED 3702, SEED 4556, SEED 4503, and SEED 4909.

Major Courses: AGBU 1013, AGED 1001, AGED 1012, AGME 1003, AGPS 1024, AGAS 1014, AGE 3203, AGED 3003, AGAS 2083, AGME 3003, AGME 3013, AGME 3023, AGBU 4003, AGED 4003, and AGED 4013.

Program Admission Requirements:

To be admitted into the agriculture education program in secondary education, teacher candidates must have two advisors, one from the College of Education and one from the Agriculture Department. They must have the approval of both advisors, satisfactorily complete the pre-admission requirements, have a cumulative grade point average of 2.50 on all college work completed including transfer work, and submit a plan of study approved by both advisors. Candidates must have completed an oral communication course, a college-level mathematics course, and the appropriate introductory education course with grades of "C" or higher, and completion of the Praxis I with scores equal to or greater than the scores determined by the Arkansas Department of Education. Grades of less than a "C" in the major or in education classes are not acceptable. Once admitted to teacher education, the teacher candidate must maintain satisfactory progress throughout the completion of the teacher education program according to the standards.

Provide information on how this program supports the University Mission. List Specific Learning Outcomes and Assessments for the program:

The Agriculture education program that is proposed will provide an educational opportunity to students in our geographical region that does not currently exist. It also supports and promotes the historic foundation of Arkansas Tech University which is Agriculture and Education. This combination supports and serves two vital areas of need in our geographical area and will foster education and encourage life-long learning. Additionally the Agriculture Education Program supports the Universities Strategic Plan by offering a new program that is considered necessary by the Agriculture Educators in our region.

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

In the Department of Agriculture, there are six faculty members contributing to the proposed Agriculture Education Program.

Molly Brant (Assistant Professor) earned her Ph.D. from Kansas State University in 2005 and has been a full time faculty member since the fall of 2005.

Jim Collins (Professor) earned his Ph.D. from Louisiana State University in 1982 and has been a full time faculty member since the fall of 1983.

Mike Fairbanks (Assistant Professor) earned his Ph.D. from the University of Arkansas in 2002 and has been a full time faculty member since the fall of 2007.

Randy Renfro (Instructor) earned his M.S. from the University of Arkansas in 1983 and has been a full time faculty member since the fall of 1993.

Alvin Williams earned his DVM from Oklahoma State University in 1981 and has been a visiting Instructor since the spring of 2009.

Malcolm Rainey (Professor) earned his Ph.D. from Mississippi State University in 1988 and has been a full time faculty member since the fall of 2010.

In the department of Education, there are six faculty members contributing to the proposed Agriculture Education Program.

Eldon Clary (Professor) earned his Ed.D. From North Texas State University in 1968 and has been a full time faculty member since 1967.

V. Carol Smith (Associate Professor) earned her Ph.D. from the University of Arizona in 1986 and has been a full time faculty member since 2004.

Connie Zimmer (Associate Professor) earned her MSLS from Western Kentucky University in 1975 and has been a full time faculty member since 1990.

Sid Womack (Professor) earned his Ph.D. from Texas A&M University in 1979 and has been a full time faculty member since 1986.

Tim Carter (Associate Professor) earned his Ph.D. from the University of Georgia in 1998 and has been a full time faculty member since 1998.

Rebecca Callaway (Assistant Professor) earned her Ed.D. From Louisiana Tech University in 2004 and has been a full time faculty member since 2006.

Total number of faculty required (existing and new)

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

Currently there are six full time faculty members in the Agriculture Department that will contribute to the Agriculture Education program by providing instruction in the area specific Agriculture courses required in the Program. The request is to hire two new faculty positions with earned Ph.D.'s in Agriculture Education and/or the highest degree/certificate in their area of expertise and at least two years experience teaching at the secondary or higher level with an expected start date in the Fall 2011. The Education Department is not requesting the addition of any new faculty members to assist in this program addition. It will be handled with the six current faculty members.

The twelve existing faculty members (agriculture and education) and two new positions in the Agriculture Department.

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

Description of Resources

Current Library and instructional facilities

Current instructional facilities include the ATU farm, greenhouses and class rooms.

New Resources Required (include costs and acquisition plan):

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

Include:

New administrative costs: There is no administrative cost anticipated with the addition of the Ag Ed Program.

New faculty: Requesting two fulltime faculty members @ an average cost of \$58,000/faculty member.

New library resources and costs: There is no new library resources expected with the addition of the Ag Ed Program.

New/renovated facilities and costs: There are no new facility or renovation needs at this time.

New instructional equipment and costs: No new equipment needs are projected. However, Negotiated cost for facility and equipment use as well as instructional material have not been determined.

Distance delivery costs: None are anticipated.

Other new costs: None are anticipated.

Fall Start

Freshman

<u>Fall</u>	<u>Hours</u>	<u>Spring</u>	<u>Hours</u>
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

Junior

<u>Fall</u>	<u>Hours</u>	<u>Spring</u>	<u>Hours</u>
HUMANITIES**	3	PHYSICAL ACTIVITY	1
SEED 3552	2	SEED 3702	2
AGED 3003	3	AGPM 3104	4
SEED 4052	2	AGME 3013	3
AGAS 2083	3	AGME 3023	3
AGME 3003	3	SOCIAL SCIENCES *	3
	16		16

TOTAL HOURS 124

Sophomore

<u>Fall</u>	<u>Hours</u>	<u>Spring</u>	<u>Hours</u>
SPH 2003	3	AGME 1003	3
CHEM 1114	4	FINE ARTS	3
SEED 2002	2	AGEG 3203	3
AGAS 1014	4	BIOL 2124	4
MATH 2163	3	SOCIAL SCIENCES *	3
	16		16

Senior

<u>Fall</u>	<u>Hours</u>	<u>Spring</u>	<u>Hours</u>
SEED 4556	6	SEED 4503	3
AGBU 4003	3	SEED 4909	9
AGED 4003	3		
AGED 4013	3		
	15		12

*Hist 2013/2023 or Pcls 2003, PSY 2003, and 2 other classes

**ENGL 2003

Spring Start

Freshman

<u>Spring</u>	<u>Hours</u>	<u>Fall</u>	<u>Hours</u>	<u>Spring</u>	<u>Hours</u>	<u>Fall</u>	<u>Hours</u>
ENGL 1013	3	ENGL 1023	3	AGME 1003	3	SPH 2003	3
COMS 1003	3	BIOL 1014	4	FINE ARTS	3	SEED 2002	2
PHYSICAL ACTIVITY	1	MATH 1113	3	AGEG 3203	3	AGAS 1014	4
CHEM 1114	4	AGBU 1013	3	AGPS 1014	4	PHYS 2014/BIOL 3054	4
SOCIAL SCIENCES *	3	SOCIAL SCIENCES * 3	3	SOCIAL SCIENCES *	3	MATH 2163	3
AGED 1001	1						
AGED 1012	2						
	17		16				

Junior

<u>Spring</u>	<u>Hours</u>	<u>Fall</u>	<u>Hours</u>	<u>Spring</u>	<u>Hours</u>	<u>Fall</u>	<u>Hours</u>
PHYSICAL ACTIVITY	1	HUMANITIES**	3	SEED 4556	6	SEED 4503	3
SEED 3702	2	SEED 3552	2	AGED 3003	3	SEED 4909	9
CHEM 2204	4	AGBU 4003	3	AGED 4003	3		
AGME 3013	3	SEED 4052	2	AGED 4013	3		
AGME 3023	3	AGAS 2083	3				
SOCIAL SCIENCES *	3	AGME 3003	3				
	16		16				

TOTAL HOURS 124

* Hist 2013/2023 or Pols 2003, PSY 2003, and 2 other classes

**ENGL 2003

Major-Agricultural: Education - Curriculum Map

Legend: (A)ssessed, (I)ntroduced, (R)einforced

Learning Objectives	AGAS1014	AGAS2083	AGBU1013	AGBU4003	AGED 1001	AGED 1012	AGED 3003	AGED 4003	AGED 4013	AGEG3203	AGME 1003	AGME 3003	AGME 3013	AGME 3023	AGPM 3104	AGPS1003	AGPS1024
Educational Concepts and Professionalism					A, I	A, I, R	A, I, R	R									
Social and Historical Perspectives					A, I		R	A, R									
Plant and Soil Science			R		I			R		A, I, R					R	R	A, I, R
Animal Science	A, I	A, R						A, R									
Agriculture Mechanization and Technology					I			A, R	A, R		A, R	A, R	A, R	A, R			
Agricultural Business and Economics			A, I, R	A, I, R	I						R						
Natural Resources and Environment					I			A, R							R		R
Program Planning and Management				R	I	I, R	R	A, R	R		A, R						

Assessment Plan

Arkansas Tech University

Major-Agricultural: Education

Major-Agricultural: Education

Learning Objective: Educational Concepts and Professionalism

The teacher has knowledge of the basic concepts of agricultural education and engages students in activities designed to improve understanding of agriculture and its role in today's society.

Learning Objective Type: Learning Objective

Learning Objective Status: Active

Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active
PRAXIS III PLT Assessment Measure Category: Standardized Test	90% passage overall after one year of employment.		Yes

Related Courses

- * AGED 1001 - ORIENTATION TO AGRI ED
- * AGED 1012 - AGRI YOUTH ORGANIZATIONS
- * AGED 3003 - METHODS IN AGRI ED
- * AGED 4003 - ISSUES IN AGRICULTURE

Related Course Outcomes

- * AGED 1012 - AGRI YOUTH ORGANIZATIONS: Youth Development and Youth Organizations - Understand youth development and youth organizations
- * AGED 1012 - AGRI YOUTH ORGANIZATIONS: FFA Events and Activities - Understand FFA Events and Activities.
- * AGED 3003 - METHODS IN AGRI ED: Planning - Develop and demonstrate competence in planning instructional programs for agricultural education
- * AGED 3003 - METHODS IN AGRI ED: Principles of Teaching and Learning - Apply principles of teaching-learning to the process of planning and conducting classroom and laboratory activities.
- * AGED 3003 - METHODS IN AGRI ED: Methods and Techniques - Identify, select, and use appropriate methods and techniques of teaching.
- * AGED 3003 - METHODS IN AGRI ED: Diverse Learners - Develop plans for meeting the needs of diverse student populations to include disadvantaged, gifted and exceptional students.
- * AGED 3003 - METHODS IN AGRI ED: Cultural Diversity - Integrate multi-cultural information and experiences into the curriculum.
- * AGED 3003 - METHODS IN AGRI ED: Globalization - Integrate global related issues into the curriculum.
- * AGED 3003 - METHODS IN AGRI ED: Lesson Plans - Prepare and use lesson plans.
- * AGED 3003 - METHODS IN AGRI ED: Instructional Materials - Identify and select appropriate instructional materials.
- * AGED 3003 - METHODS IN AGRI ED: Technology and Multi-media - Appropriately identify, select, prepare, and incorporate the use of technology, multimedia equipment and materials in instruction.
- * AGED 3003 - METHODS IN AGRI ED: Classroom Management - Appropriately select, arrange, maintain and manage classroom and laboratory facilities. Also describe procedures for managing the agricultural education classroom and laboratory for maintaining appropriate student behavior.
- * AGED 3003 - METHODS IN AGRI ED: Student Organizations - Identify methods and techniques related to working with student organizations at the secondary school level.
- * AGED 3003 - METHODS IN AGRI ED: Future Farmers of America - Demonstrate knowledge of the FFA , its application in the agricultural classroom, laboratory and co-curricular activities.
- * AGED 3003 - METHODS IN AGRI ED: Professional Associations - Demonstrate knowledge of and participation in the professional associations related to the teaching of agriculture at both the state and national levels.
- * AGED 3003 - METHODS IN AGRI ED: Supervised Agricultural Experience - Demonstrate knowledge of Supervised Agricultural Experiences, their application in the agricultural classroom, laboratory and co-curricular activities.
- * AGED 4003 - ISSUES IN AGRICULTURE: Point of View - Explore alternative points of view about each issue, i.e., views of various social groups, views of science, views of politics, views of economics.
- * AGED 4013 - METHODS IN AGRI LABORATORIES: Units of Instruction - Students will develop units of instruction containing lesson plans,

- demonstration plans, and transparency masters.
- * AGED 4013 - METHODS IN AGRI LABORATORIES: Instruction For Addressing Exceptional/Disabled Students - Students will be able to discuss, develop, and present a plan of instruction to address exceptional students and students with disabilities & small and large group
 - * AGED 4013 - METHODS IN AGRI LABORATORIES: Classroom Lists - Students will understand how to develop a list of supplies, materials, and equipment necessary to conduct an instructional program in agricultural mechanics.
 - * AGED 4013 - METHODS IN AGRI LABORATORIES: Teaching Aids - Students will prepare and demonstrate a teaching aid to improve students understanding of a topic in agricultural mechanics.

Learning Objective: Social and Historical Perspectives

The student-teacher will learn social and historical perspectives concerning American agriculture.

Learning Objective Type: Learning Objective

Start Date: 08/31/2010

Learning Objective Status: Active

Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active
Standardized Exam (Praxis Score)	80% Pass on first attempt; 90% Pass overall.		Yes
Assessment Measure Category: Standardized Test			

Related Courses

- * AGED 1001 - ORIENTATION TO AGRI ED
- * AGED 3003 - METHODS IN AGRI ED
- * AGED 4003 - ISSUES IN AGRICULTURE

Related Course Outcomes

- * AGED 1012 - AGRI YOUTH ORGANIZATIONS: General FFA Information and History - Understand general FFA information and history.
- * AGED 3003 - METHODS IN AGRI ED: Cultural Diversity - Integrate multi-cultural information and experiences into the curriculum.
- * AGED 3003 - METHODS IN AGRI ED: Professional Associations - Demonstrate knowledge of and participation in the professional associations related to the teaching of agriculture at both the state and national levels.
- * AGED 4003 - ISSUES IN AGRICULTURE: Critical Issues - Students will be able to identify selected critical issues related to agriculture.
- * AGED 4003 - ISSUES IN AGRICULTURE: Point of View - Explore alternative points of view about each issue, i.e., views of various social groups, views of science, views of politics, views of economics.
- * AGED 4003 - ISSUES IN AGRICULTURE: Issue Resolution - Students should be able to formulate hypotheses, objectively discuss, and identify impediments for the resolution of issues related to agriculture.

Learning Objective: Plant and Soil Science

The student-teacher will learn concepts and skills related to plant & soil science, horticulture & floriculture, and fruit & vegetable production.

Learning Objective Type: Learning Objective

Learning Objective Status: Active

Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active
Standardized Exam (Praxis Score)	80% Pass on first attempt; 90% Pass overall.		Yes
Assessment Measure Category: Standardized Test			

Related Courses

- * AGBU1013 - PRIN OF AGRICULTURAL BUS
- * AGED 1001 - ORIENTATION TO AGRI ED
- * AGED 4003 - ISSUES IN AGRICULTURE

- * AGED 4013 - METHODS IN AGRI LABORATORIES
- * AGE3203 - SOIL/WATER/FOREST CONSER
- * AGME 3023 - AGRICULTURE MACHINES AND POWER
- * AGPM 3104 - INTRODUCTION TO ENTOMOLOGY
- * AGPS1024 - PRIN OF HORTICULTURE
- * AGSS2014 - SOILS

Related Course Outcomes

* AGED 4003 - ISSUES IN AGRICULTURE: Critical Issues - Students will be able to identify selected critical issues related to agriculture.

Learning Objective: Animal Science

The student-teacher will learn concepts and skills related to animal science and production.

Learning Objective Type: Learning Objective

Learning Objective Status: Active

Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active
Standardized Exam (Praxis Score)	80% Pass on first attempt; 90% Pass overall.		Yes
Assessment Measure Category: Standardized Test			

Related Courses

- * AGAS1014 - PRIN OF ANIMAL SCIENCE
- * AGAS2083 - FEEDS/FEEDING
- * AGED 4003 - ISSUES IN AGRICULTURE

Related Course Outcomes

* AGED 4003 - ISSUES IN AGRICULTURE: Critical Issues - Students will be able to identify selected critical issues related to agriculture.

Learning Objective: Agriculture Mechanization and Technology

The student-teacher will learn concepts of agriculture mechanics and gain knowledge of new and emerging technology applicable to agriculture.

Learning Objective Type: Learning Objective

Learning Objective Status: Active

Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active
Standardized Exam (Praxis Score)	80% Pass on first attempt; 90% Pass overall.		Yes
Assessment Measure Category: Standardized Test			
Students will be assessed on the following sub-categories of agricultural mechanics. Student scores for each sub-category will be analyzed over time. 1. Tool Box 2. Electricity Switch Loop 3. Tap and Die 4. SMAW, Butt Weld 5. Plumbing 6. Oxy-acetylene Cutting 7. Rafter Cutting	100% of students will successfully master each subcategory, measured by a C or better on the lab assignments.		Yes
Assessment Measure Category: Course Lab Assignments			

Means of Assessment

Assessment Measure	Criterion for Success	Schedule	Active
Student project grades for AGME 3003 will be monitored. Assessment Measure Category: Course Research Project	100% of students will pass both welding projects with a grade of C or higher.		Yes

Related Courses

- * AGED 1001 - ORIENTATION TO AGRI ED
- * AGED 4003 - ISSUES IN AGRICULTURE
- * AGED 4013 - METHODS IN AGRI LABORATORIES
- * AGME 1003 - FUNDAMENTALS OF AGRI SYSTEM TECHNOLOGY
- * AGME 3003 - METALS AND WELDING
- * AGME 3013 - CONSTRUCTION AND BUILDING TECHNOLOGY
- * AGME 3023 - AGRICULTURE MACHINES AND POWER

Related Course Outcomes

- * AGED 4003 - ISSUES IN AGRICULTURE: Critical Issues - Students will be able to identify selected critical issues related to agriculture.
- * AGED 4013 - METHODS IN AGRI LABORATORIES: Tool Maintenance/Demonstration - Students will demonstrate the maintenance and proper demonstrations and operations of a selected power tool to a large group and develop a demonstration plan.
- * AGED 4013 - METHODS IN AGRI LABORATORIES: Teaching Aids - Students will prepare and demonstrate a teaching aid to improve students understanding of a topic in agricultural mechanics.
- * AGME 1003 - FUNDAMENTALS OF AGRI SYSTEM TECHNOLOGY: Agriculture Mechanization - Understand agricultural mechanization.
- * AGME 1003 - FUNDAMENTALS OF AGRI SYSTEM TECHNOLOGY: Use and Operation - Understand the basic principles of safety associated with use and operation of common tools in agricultural mechanics.
- * AGME 3003 - METALS AND WELDING: Equipment/Supplies Selection - Students will properly select equipment and supplies for each of the various welding methods.
- * AGME 3003 - METALS AND WELDING: Maintenance and Procedures - Students will demonstrate the appropriate procedures for the maintenance and use of equipment associated with the various methods of welding in agricultural situations.
- * AGME 3013 - CONSTRUCTION AND BUILDING TECHNOLOGY: Theories and Practices - Students will gain knowledge of 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.
- * AGME 3023 - AGRICULTURE MACHINES AND POWER: Electricity - The student will demonstrate knowledge of electricity in regards to:
 - Fundamentals of Electrical Energy
 - Electrical Components
 - Electrical Circuit Theory
 - Tools for the Job
 - Electrical Safety and Grounding
 - Wiring Systems
 - ID and Installation of Boxes, Fittings, Conductors, and Devices
- * AGME 3023 - AGRICULTURE MACHINES AND POWER: Small Gasoline Engines - The student will demonstrate knowledge of small gasoline engines in regards to:
 - Safety and Small Gas Engines
 - Engine Construction and Principles of Operation
 - Two Cycle, Four Cycle, and Rotary Engines
 - Fuel Systems
 - Carburetion
 - Ignition Systems
 - Engine Lubrication
 - Engine Cooling
 - Measuring Engine Performance
 - Tools and Measuring Instruments
 - Trouble Shooting, Service, and Maintenance

Learning Objective: Agricultural Business and Economics

The student-teacher will gain knowledge of keeping records and reports, processing and marketing agricultural products, and entrepreneurship.

Learning Objective Type: Learning Objective

Learning Objective Status: Active

Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active
Standardized Exam (Praxis Score)	80% Pass on first attempt; 90% Pass overall.		Yes
Assessment Measure Category: Standardized Test			

Related Courses

- * AGBU1013 - PRIN OF AGRICULTURAL BUS
- * AGBU4003 - AGRI-BUSINESS MGMT
- * AGED 1001 - ORIENTATION TO AGRI ED
- * AGME 1003 - FUNDAMENTALS OF AGRI SYSTEM TECHNOLOGY

Related Course Outcomes

- * AGED 3003 - METHODS IN AGRI ED: Cultural Diversity - Integrate multi-cultural information and experiences into the curriculum.
- * AGED 3003 - METHODS IN AGRI ED: Globalization - Integrate global related issues into the curriculum.
- * AGED 4003 - ISSUES IN AGRICULTURE: Critical Issues - Students will be able to identify selected critical issues related to agriculture.

Learning Objective: Natural Resources and Environment

The student-teacher will gain knowledge of natural resources, forestry, and conservation.

Learning Objective Type: Learning Objective

Learning Objective Status: Active

Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active
Standardized Exam (Praxis Score)	80% Pass on first attempt; 90% Pass overall.		Yes
Assessment Measure Category: Standardized Test			

Related Courses

- * AGED 1001 - ORIENTATION TO AGRI ED
- * AGED 4003 - ISSUES IN AGRICULTURE
- * AGPM 3104 - INTRODUCTION TO ENTOMOLOGY
- * AGPS1024 - PRIN OF HORTICULTURE

Related Course Outcomes

- * AGED 3003 - METHODS IN AGRI ED: Globalization - Integrate global related issues into the curriculum.
- * AGED 4003 - ISSUES IN AGRICULTURE: Critical Issues - Students will be able to identify selected critical issues related to agriculture.

Learning Objective: Program Planning and Management

The student-teacher will learn skills and concepts in: the role, history, and practices of the Future Farmers of America (FFA); parliamentary procedures and public speaking; greenhouse management.

Learning Objective Type: Learning Objective

Learning Objective Status: Active

Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active
Standardized Exam (Praxis Score)	80% Pass on first attempt; 90% Pass overall.		Yes
Assessment Measure Category: Standardized Test			

Related Courses

- * AGBU4003 - AGRI-BUSINESS MGMT

- * AGED 1001 - ORIENTATION TO AGRI ED
- * AGED 1012 - AGRI YOUTH ORGANIZATIONS
- * AGED 3003 - METHODS IN AGRI ED
- * AGED 4003 - ISSUES IN AGRICULTURE
- * AGED 4013 - METHODS IN AGRI LABORATORIES
- * AGME 1003 - FUNDAMENTALS OF AGRI SYSTEM TECHNOLOGY

Related Course Outcomes

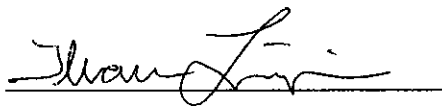
- * AGED 1012 - AGRI YOUTH ORGANIZATIONS: Youth Development and Youth Organizations - Understand youth development and youth organizations
- * AGED 1012 - AGRI YOUTH ORGANIZATIONS: 4-H Programs - Understand 4-H Programs.
- * AGED 1012 - AGRI YOUTH ORGANIZATIONS: General FFA Information and History - Understand general FFA information and history.
- * AGED 1012 - AGRI YOUTH ORGANIZATIONS: General FFA Information and Symbols - Understand general FFA information and symbols.
- * AGED 1012 - AGRI YOUTH ORGANIZATIONS: The State FFA Constitution and By- Laws - Understand the State FFA Constitution and By-
- * AGED 1012 - AGRI YOUTH ORGANIZATIONS: Leadership, the Leadership CDEs and Ethics - Understand Leadership, the Leadership CDEs and Ethics.
- * AGED 1012 - AGRI YOUTH ORGANIZATIONS: Officer Duties & Responsibilities - Understand Officer Duties & Responsibilities.
- * AGED 1012 - AGRI YOUTH ORGANIZATIONS: SAEP, Child Labor Laws, and POA - Understand SAEP, Child Labor Laws, and POA.
- * AGED 1012 - AGRI YOUTH ORGANIZATIONS: FFA Events and Activities - Understand FFA Events and Activities.
- * AGED 3003 - METHODS IN AGRI ED: Cultural Diversity - Integrate multi-cultural information and experiences into the curriculum.
- * AGED 3003 - METHODS IN AGRI ED: Student Organizations - Identify methods and techniques related to working with student organizations at the secondary school level.
- * AGED 3003 - METHODS IN AGRI ED: Future Farmers of America - Demonstrate knowledge of the FFA , its application in the agricultural classroom, laboratory and co-curricular activities.
- * AGED 3003 - METHODS IN AGRI ED: Professional Associations - Demonstrate knowledge of and participation in the professional associations related to the teaching of agriculture at both the state and national levels.

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.
<p>Comments: The Department of Agriculture is proposing a new degree program of study called Agriculture Education and in the proposed degree plan we would like these students to take Math 2163. We are asking for your support in this offering. Thanks for your time and consideration and if there are any questions please feel free to contact me Mack Rainey @ 968-0251</p>	

Department Head Signature: _____



Date: 9-3-2010

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Speech, Theatre & Journalism	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Agriculture is proposing a new degree program of study called Agriculture Education and in the proposed degree plan we would like these students to take SPH 2003. We are asking for your support in this offering. Thanks for your time and consideration and if there are any questions please feel free to contact me Mack Rainey @ 968-0251	

Department Head Signature: Harry C. Norton

Date: 8/31/10

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Biology	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
<p>Comments:</p> <p>The Department of Agriculture is proposing a new degree program of study called Agriculture Education and in the proposed degree plan we would like these students to take BIOL 2124. We are asking for your support in this offering.</p> <p>Thanks for your time and consideration and if there are any questions please feel free to contact me Mack Rainey @ 968-0251</p>	

Department Head Signature:

Charlie Hagen

Date: 8/27/10

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Computer and Information Science	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
<p>Comments:</p> <p>The Department of Agriculture is proposing a new degree program of study called Agriculture Education and in the proposed degree plan we would like these students to take COMS 1003. We are asking for your support in this offering.</p> <p>Thanks for your time and consideration and if there are any questions please feel free to contact me Mack Rainey @ 968-0251</p>	

Department Head Signature: Don Polina

Date: 9-16-10

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Secondary Education	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Agriculture is proposing a new degree program of study called Agriculture Education and in the proposed degree plan we would like these students to take SEED 2002, SEED 3552, SEED 4052, SEED 3702, SEED 4556, SEED 4503, and SEED 4909. We are asking for your support in this offering. Thanks for your time and consideration and if there are any questions please feel free to contact me Mack Rainey @ 968-0251	

Department Head Signature: David Kell

Date: 8-26-10

TOMMY HILLMAN
P.O. BOX W
CARLISLE, AR 72024

Malcolm R. Rainey, PhD.
Head, Department of Agriculture
402 West 0 Street, Room 123C
Arkansas Tech University
Russellville, AR 72801

Dear Dr. Rainey,

I am writing in support of an agriculture education degree at Arkansas Tech University. Diversified agriculture is a very important part of the overall Arkansas economy. Agriculture accounted for \$16.3 billion of value added to Arkansas economy in 2008. This production in the agriculture industry translates into thousands of jobs for Arkansas and the viability of rural communities.

In order for Arkansas agriculture to continue to be competitive in the global markets more technical job training at the high school level is necessary. Therefore, it is an absolute must to provide more Vo-Ag teachers to assist in the training the youth of Arkansas.

I hope and encourage the Arkansas Board of Higher Education to seriously consider Arkansas Tech University Department of Agriculture request for approval of establishing a four year Ag Degree.

Sincerely,


Tommy Hillman

ARKANSAS AGRICULTURE DEPARTMENT

MIKE BEEBE
GOVERNOR

RICHARD BELL
SECRETARY OF
AGRICULTURE



#1 NATURAL RESOURCES DRIVE
LITTLE ROCK, AR 72205

PHONE: (501) 683-4851
FAX: (501) 683-4852

September 14, 2010

Dr. Malcolm Rainey
Head, Department of Agriculture
Arkansas Tech University
Dean Building, Room 123
402 West "O" Street
Russellville, AR 72801-2222

Dear Dr. Rainey:

I very much support the proposal for Arkansas Tech University to initiate a program to offer a degree to prepare students to teach vocational agriculture in Arkansas secondary schools.

I have always been a strong advocate of the vocational agricultural programs. They have played a critical role in the development and growth of American agriculture, including agriculture in Arkansas.

Furthermore, the broad aspects of vocational agricultural training result in programs valuable to students who do not pursue farming or other agricultural careers. The leadership training provided by the programs is an example of their value to persons who do not pursue agricultural careers.

Arkansas Tech University has an excellent reputation for preparing students for agricultural careers. I believe its location and setting will attract students to agricultural education who would not pursue the field elsewhere. Therefore, having such a program at Arkansas Tech will be a major gain for the state of Arkansas.

Sincerely,

Richard Bell

Richard Bell
Secretary of Agriculture
State of Arkansas

578 Mountain Base Road
Pottsville, AR 72858
August 29, 2010

Malcolm R. Rainey, Ph. D.
Head, Department of Agriculture
402 West O St, Room 123C
Arkansas Tech University
Russellville, AR 72801

Dear Dr. Rainey,

Without reservation, I wholeheartedly support the addition of an agriculture educator degree at Arkansas Tech University. Agriculture continues to play a vital role in the Arkansas economy, providing one in every six jobs and more than 15 percent of the state's total labor income. Education is the key to keeping our economy strong.

Vocational-agriculture in our rural state contributes to the education of the young people who will be our leaders of tomorrow...both in agriculture and in other areas of their lives. Arkansas Tech University has a rich agricultural history; indeed, it was founded as the Second District Agriculture School by the Arkansas Legislature in 1909. It is natural that an agriculture educator degree be part of Tech's degree offerings.

As a graduate of Arkansas Tech University with a degree in agriculture, I have experienced first-hand the quality of that education. Throughout my career in production agriculture and as a former officer in the Arkansas Soybean Association and now as Vice Chairman of the Cattleman's Beef Check-Off Board and Secretary-Treasurer of Arkansas Farm Bureau, my degree prepared me for the challenges and opportunities in agriculture. Our state deserves agriculture educators who are as prepared for the classroom as Arkansas Tech prepares its graduates in all areas, so I endorse Tech's addition of the agriculture educator degree.

If I can be of assistance to you or the Tech agriculture department, do not hesitate to call on me.

Sincerely,

Tom Jones
Class of 1982



Randy Veach
President

September 14, 2010

Dr. Malcolm R. Rainey, Ph. D.
Head, Department of Agriculture
Arkansas Tech University
Dean Hall Room 123C
Russellville, AR 72811

Dear Dr. Rainey:

As President of Arkansas Farm Bureau Federation, I am pleased to provide a letter of support on behalf of our organization for your plans to establish an Agriculture Education program at Arkansas Tech University. Our organization certainly understands the significance of your institution implementing such a program and strongly supports those plans.

Arkansas Farm Bureau has extensive policy supporting vocational and agricultural education programs in our high schools and colleges. Such programs are essential to providing the qualified and trained workforce needed to support our state's largest industry. Without sufficient numbers of high school vocational agriculture instructors, this industry will not have adequately trained individuals to meet the needs of our industry. Currently there are insufficient numbers of instructors in our state and the agricultural education program being proposed at Arkansas Tech University would be very valuable to helping overcome this need.

I applaud the interest of Arkansas Tech University in establish an Agriculture Education program and extend my full support for your efforts. I look forward to seeing the positive results on our industry of your commitment to Arkansas agriculture.

Sincerely,

A handwritten signature in black ink, appearing to read "Randy Veach", is written over the typed name and title. The signature is fluid and cursive, extending across the width of the typed name.

Randy Veach
President



September 13, 2010

Dr. Malcolm R. Rainey, Ph. D.
Head, Department of Agriculture
Arkansas Tech University
Dean Hall Room 123C
Russellville, AR 72811

Dear Dr. Rainey:

It is my pleasure to provide this letter of support for the establishment of an Agricultural Education program at Arkansas Tech University. Such a program would not only be beneficial to the University by broadening its base of agriculture related programs, it would also be extremely valuable to Arkansas agriculture by providing additional qualified teachers for agricultural education programs around the state.

As I am sure you are aware, agriculture is Arkansas' largest industry and the production, processing and marketing of agricultural commodities accounts for 17 percent of the jobs in our state. Many of the individuals who hold these jobs have received training in an agricultural education program at the high school level. It is extremely important that students in these programs have access to classes taught by qualified instructors which the proposed program at Arkansas Tech can provide. Additionally, the opportunity for high school students to be exposed to career opportunities in agriculture, which are taught by instructors trained by programs such as the one being proposed by Arkansas Tech, help assure an ongoing, qualified work force needed to sustain our industry.

I have seen and experienced firsthand, the value of the agricultural education instructor on the lives of young people. Both my father and my Uncle were high school Vo-Ag instructors and, even today, I still receive comments from their former students about the impact of vocational agriculture education had on their lives. These instructors not only teach the science that is so basic to individual success, I have observed they also instill leadership and many other important life skills, through their curriculum. It is seldom that a young person with agricultural training does not refer to their Vo-Ag instructor as the one who made the greatest impact on their life.

There are unlimited benefits from having agricultural education programs in high schools throughout our state. However, we cannot have such programs without qualified instructors and a vocational education program at Arkansas Tech University would be extremely valuable to helping fill a need in Arkansas. Thank you for this opportunity to share my input in this important matter.

Sincerely,

A handwritten signature in black ink, appearing to read "Ewell Welch".

Ewell Welch
Executive Vice President

Mr. Chris Bacchus
Three Capitol Mall
Little Rock, AR 72201
August 30, 2010

Malcolm R. Rainey, Ph. D.
Head, Department of Agriculture
Arkansas Tech University
Dean Hall Room 123C
Russellville, AR 72801

To Whom It May Concern:

As an alumnus of Arkansas Tech University and current employee of the Agriculture Education section of the Arkansas Department of Career Education, I am writing in support of the development of an Agricultural Education program within the Agriculture Department at Arkansas Tech University.

In the state of Arkansas, there are currently 278 positions for agriculture instructors, with an average salary exceeding \$40,000. Nationwide, as well as in Arkansas, there is currently a shortage of qualified agriculture educators coming through the teacher educator programs.

As a graduate of Arkansas Tech University, I can attest to the benefits of attending the university and the great things that it offers its students. However, after I graduated with a degree in Agriculture Business, I had to go through the non-traditional licensure program to obtain my teaching license which meant additional time and investment. There have also been numerous other ATU graduates who have taken this route as a means to become an agriculture educator in our state to fill the demand for quality instructors.

In visiting with instructors and students throughout the state, I feel that there is a high demand for an Agriculture Education program at Arkansas Tech University, and as an alumnus, I believe that it would be an excellent addition to a program that already gives so much to its students.

If I can be of assistance to the development of an Agricultural Education program at Arkansas Tech University, please feel free to contact me.

Sincerely,



Chris Bacchus

August 31, 2010

To Whom It May Concern,

As a young agricultural educator in the state of Arkansas I would support and appreciate tremendously the addition of an Agricultural Education program/major at Arkansas Tech University. I believe a definite need exists for more qualified educators in Agriculture for our state. Just in my past few years of teaching experience I have witnessed the addition of several new programs, retirement of some great teachers, and advancement of many agriculture educators into administration or post-secondary instruction positions. Each of these actions creates a need for new teachers to step into open positions. The supply of new graduates from existing agricultural education programs in our state is not meeting the demand in many cases every year. Some programs do not have a certified teacher in the classroom right now!! It is very unfortunate that young people are missing out on all the benefits an agricultural education program has for them.

Education is insurance for our future. Agriculture is the fabric of our country: past, present, and future. Put the two together and the strongest foundation for future success is in place for our country. Any movement to increase access and availability of agricultural education for young people is not only a wise decision for our future, but also a must. Creating an expanded opportunity to reach more students in our state would have nothing but positive results for our profession. I feel the location, demographics, faculty, and industry support for Arkansas Tech University in Russellville is ready and willing for expanding student opportunities. I believe an average of five to fifteen students each year just from my school and others in the nearby programs would be very interested in pursuing an agricultural education major if available at Arkansas Tech. I support any opportunity for students to continue their education and training beyond high school. More options for the students equals more students improving themselves, our community and country.

Arkansas Tech University is striving to be the best agriculture program in our area and top ranking in the state. The growth and advancement supported by current faculty leads me to believe Tech has only positive directions to go for the future. Outstanding effort and support in the field of agriculture has been the top goal from Arkansas Tech, therefore, expanding the program to include agricultural education is a natural fit for future success. Agricultural Education in this state needs support to place qualified individuals in the classroom. If Arkansas Tech can and will offer this support, I know students will take advantage, current teachers will benefit, and agriculture will be promoted to a higher level.

Respectfully,

Barry Denton
Clarksville High School Agriculture Instructor

Guy-Perkins High School
Agricultural Education

492 Highway 25 North
Guy, AR 72061

September 17, 2010

Malcolm R. Rainey, Ph. D.
Head, Department of Agriculture
Arkansas Tech University
Dean Hall Room 123C

Dr. Rainey:

I am writing this letter to lend my support for establishing an Agricultural Education program at Arkansas Tech. I am convinced that several students in central Arkansas would find AGED more attractive if there were a program closer to home. The existing AGED programs in the state are very good. However, the distance from central Arkansas may be limiting the number of new students who enroll in AGED. Please feel free to call on me for any other type of support you may need.

Sincerely,

Nathan Bowie
Agriscience Instructor/ FFA Advisor

Aaron Watson
141 Dawn Circle
Russellville, AR 72802

Dr. Malcolm Rainey
Arkansas Tech University
402 West O Street
Russellville, AR 72801

Dr. Rainey,

This letter is to voice my support for an Agricultural Education program at Arkansas Tech University. As a former FFA member in high school, my goals were to attend a University offering an Ag Ed program in hopes of becoming a Vo-Ag teacher upon graduation. As the son of lower middle class parents, my options upon graduation from high school which were within my price range and offered Agricultural study programs were limited. The only University that offered an Ag Ed program that allowed me to stay within a couple of hours from home was the University of Arkansas and the tuition was above what the scholarships that I had received would pay. I chose to attend Arkansas Tech University and major in Agri-Business and graduated in 2002. Upon graduation from Tech, I entered the poultry industry for 3 years before finding my niche in the Ag credit field. I feel that I made the right decision by attending Tech, however I also feel that had Tech offered the Ag Ed course of study when I arrived, I may be in a different place today in my career. I feel that students would benefit from this course of study at Arkansas Tech. With Tech's lower tuition and fees, it gives students wishing to enter the Ag Ed field other options that are within their families budget. Thank you.



Aaron Watson

Farm Credit of Western Arkansas



Farm Credit Services of Western Arkansas

Maximizing our customers' financial success.

3115 W. 2nd Ct. - Russellville, AR 72801 - (479) 968-1434

Dr. Molly Brant
Agriculture Department, ATU
402 West "O" St.
123C Dean Hall
Russellville, AR 72801

October 30, 2009

To Whom It May Concern:

Please accept this letter in support of Arkansas Tech University establishing an Agricultural Education program in its curriculum. As an agricultural lending business, Farm Credit Services of Western Arkansas is interested in the quality of life in rural, western Arkansas. Its more than 4500 stockholders believe that the rural heritage is the best environment to raise children and grandchildren. However, without progressive education, the rural qualities that have been enjoyed for generations may not be available in the future.

Agriculture continues to change quickly. Today's world economy affects more than just big business. Arkansas' farmers and ranchers must also provide the most safe, affordable, stable source of food in order to compete. The techniques and skills of the past will not sustain an acceptable life style for the next generation in rural Arkansas. Education in agriculture helps to insure that some of the next generations are equipped to make the decisions that will enable them to stay in rural Arkansas.

In specifics, I believe that ATU is positioned to provide Agricultural Education instructors. ATU is strategically located in a strong agricultural area, with a large farm population within less than 3 hours of driving. Located just off of I-40, in the Arkansas River valley, ATU is easily accessible to a large number of potential Ag Ed students.

Additionally, it is reported to me, by those of our staff that recruit new hires, that there is an increasing number of students concentrating in an agricultural education at ATU. As ATU increases its visibility as an agriculture educator, it only makes sense that a curriculum should be offered in Agricultural Education. Increasing awareness and stimulating interest in agriculture through high school education will generate further needs of Agricultural Education at the college level.

As I hope you can see from this letter, I strongly believe in the need and benefits of an Agricultural Education program at ATU.

Most sincerely,

Glen M. Manchester
President and C.E.O.

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	6	8.82%
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	22	34.38%
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	16	23.53%
Total	68	
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	19	27.94%
31-40	10	14.71%
41-50	7	10.29%
>50	12	17.65%
Total	68	
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	25	36.76%
31-40	9	13.24%
41-50	4	5.88%
>50	10	14.71%
Total	68	
Mean	4.31	
Standard Dev.	1.48	
Variance	2.19	

Senior

None	0	0.00%
1-10	10	14.71%
11-20	23	33.82%
21-30	9	13.24%
31-40	11	16.18%
41-50	5	7.35%
>50	10	14.71%
Total	68	
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	61	88.41%
No	8	11.59%
Total	69	
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	29	42.03%
Total	69	
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	51	76.12%
6-10	6	8.96%
11-15	0	0.00%
16-20	1	1.49%
>20	0	0.00%
Total	67	

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	40	57.97%
6-10	8	11.59%
11-15	6	8.70%
16-20	4	5.80%
>20	5	7.25%
Total	69	

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	57	83.82%
No	11	16.18%
Total	68	

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	48	84.21%
Two	9	15.79%
Total	57	

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	23	33.33%
Total	69	
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	65	20.97%
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%
Total	310	
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	57	25.56%
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%
Total	223	

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%
Total	32	

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	6	22.22%
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	

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	6	22.22%
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%
Total	29	
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%
Total	20	
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%
Total	30	
Mean	2.40	
Standard Dev.	0.81	
Variance	0.66	

MID-TERM EVALUATION OF STUDENT TEACHING

Mail to ATU Education Department at the end of week six

Student Teacher _____ Cooperating Instructor _____

Instructions: Based upon the student teacher's performance to date, please rate each item listed below. Simply circle the number (*5 = Excellent) which most accurately describes the student teacher's performance. Please provide a fair and honest appraisal. Student teachers are not expected to be excellent on all items. Lower rated items should provide focus for improvement activities to be conducted during the remainder of the student teaching experience. Review this evaluation with the student teacher before mailing it to the Education Department at Arkansas Tech University.

Getting acquainted with the situation	1	2	3	4	5	X
Formulating and using objectives	1	2	3	4	5	X
Planning and organization of lessons	1	2	3	4	5	X
Developing interest, attitudes and ideals	1	2	3	4	5	X
Stimulating thought and securing understanding	1	2	3	4	5	X
Securing application and use of knowledge	1	2	3	4	5	X
Classroom and laboratory management (discipline, etc.)	1	2	3	4	5	X
Organization & management of adult education	1	2	3	4	5	X
Evaluating progress of students	1	2	3	4	5	X
Taking care of routine responsibilities	1	2	3	4	5	X
Organizing work	1	2	3	4	5	X
Developing supervised experience programs	1	2	3	4	5	X
Developing FFA and extra-curricular programs	1	2	3	4	5	X
Supervising FFA activities	1	2	3	4	5	X

Personal Characteristics (*Rate from 1-5; 1=Unacceptable & 5 = Excellent)

____ Enthusiasm	____ Dependability	____ Judgment
____ Breadth of Interest	____ Punctual	____ Social Ease
____ Cooperativeness	____ Maturity	____ Courtesy
____ Self-Confidence	____ Appropriate Appearance	____ Sincerity
____ Leadership	____ Tact	____ Voice
____ Interest in Others	____ Initiative	____ Attitude
____ Adaptability		

Reactions of Others

High school pupils' reaction to personality	1	2	3	4	5	X
High school pupils' reaction to teaching	1	2	3	4	5	X
Community reactions	1	2	3	4	5	X
Teachers' reactions	1	2	3	4	5	X
Administrators' reactions	1	2	3	4	5	X
Parents'/Guardians' reactions	1	2	3	4	5	X

*1 = Unacceptable; 2 = Needs Improvement; 3 = Satisfactory; 4 = Very Good; 5 = Excellent; X = Not observed

FINAL STUDENT TEACHING EVALUATION

Student Teacher _____ Semester _____ Year _____

School _____ Cooperating Teacher _____

Weeks of Student Teaching _____ Grade for the Course _____

Instructions: Circle the number (*5=Excellent) which most accurately describes the student teacher's performance. Review this evaluation with the student teacher before sending with student to his/her final on-campus meeting.

Getting acquainted with the situation	1	2	3	4	5	X
Formulating and using objectives	1	2	3	4	5	X
Planning and organization of lessons	1	2	3	4	5	X
Developing interest, attitudes and ideals	1	2	3	4	5	X
Stimulating thought and securing understanding	1	2	3	4	5	X
Securing application and use of knowledge	1	2	3	4	5	X
Classroom and laboratory management (discipline, etc.)	1	2	3	4	5	X
Organization & management of adult education	1	2	3	4	5	X
Evaluating progress of students	1	2	3	4	5	X
Taking care of routine responsibilities	1	2	3	4	5	X
Organizing work	1	2	3	4	5	X
Developing supervised experience programs	1	2	3	4	5	X
Developing FFA and extra-curricular programs	1	2	3	4	5	X
Supervising FFA activities	1	2	3	4	5	X

Personal Characteristics (Rate from 1-5*)

_____ Enthusiasm	_____ Dependability	_____ Judgment
_____ Breadth of Interest	_____ Punctual	_____ Social Ease
_____ Cooperativeness	_____ Maturity	_____ Courtesy
_____ Self-Confidence	_____ Appropriate Appearance	_____ Sincerity
_____ Leadership	_____ Tact	_____ Voice
_____ Interest in Others	_____ Initiative	_____ Attitude
_____ Adaptability		

Reactions of Others

High school pupils' reaction to personality	1	2	3	4	5	X
High school pupils' reaction to teaching	1	2	3	4	5	X
Community reactions	1	2	3	4	5	X
Teachers' reactions	1	2	3	4	5	X
Administrators' reactions	1	2	3	4	5	X
Parents'/Guardians' reactions	1	2	3	4	5	X

* 1 = Unacceptable; 2 = Needs Improvement; 3 = Satisfactory; 4 = Very Good; 5 = Excellent; X = Not observed

FINAL STUDENT TEACHING EVALUATION

Please indicate whether the student teacher has achieved an acceptable level of performance on the following Arkansas Tech University Teacher Education Standards.

Performance Standard	Acceptable?	
	Yes	No
<p>1. Demonstrates ability to enhance academic performance and support for implementation of the school district student achievement goals. Provides evidence of student learning to students, families, and staff. / Implements strategies supporting student, building, and district goals. / Uses student performance data as a guide for decision-making. / Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student. / Creates an environment of mutual respect, rapport, and fairness. / Participates in and contributes to a school culture that focuses on improved student learning. / Communicates with students, families, colleagues, and communities effectively and accurately.</p>		
<p>2. Demonstrates competence in content knowledge appropriate to the teaching position. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area. / Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student. / Relates ideas and information within and across content areas. / Understands and uses instructional strategies that are appropriate to the content area.</p>		
<p>3. Demonstrates competence in planning and preparing for instruction. Uses student achievement data, local standards, and the district curriculum in planning for instruction. / Sets and communicates high expectations for social, behavioral, and academic success of all students. / Uses student developmental needs, background, and interests in planning for instruction. / Selects strategies to engage all students in learning. / Uses available resources, including technologies, in the development and sequencing of instruction.</p>		
<p>4. Uses strategies to deliver instruction that meet the multiple learning needs of students. Aligns classroom instruction with local standards and district curriculum. / Uses research-based instructional strategies that address the full range of cognitive levels. / Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs. / Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth. / Connects students' prior knowledge, life experiences, and interests in the instructional process. / Uses available resources, including technologies, in the delivery of instruction.</p>		
<p>5. Uses a variety of methods to monitor student learning. Aligns classroom assessment with instruction. / Communicates assessment criteria and standards to all students and parents. / Understands and uses the results of multiple assessments to guide planning and instruction. / Guides students in goal setting and assessing their own learning. / Provides substantive, timely, and constructive feedback to students and parents. / Works with other staff and building and district leadership in analysis of student progress.</p>		
<p>6. Demonstrates competence in classroom management. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student. / Establishes, communicates, models, and maintains standards of responsible student behavior. / Develops and implements classroom procedures and routines that support high expectations for student learning. / Uses instructional time effectively to maximize student achievement. / Creates a safe and purposeful learning environment.</p>		
<p>7. Engages in professional growth. Demonstrates habits and skills of continuous inquiry and learning. / Works collaboratively to improve professional practice and student learning. / Applies research, knowledge, and skills from professional development opportunities to improve practice. / Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa Teaching Standards and district/building student achievement goals.</p>		

Performance Standard	Acceptable?	
	Yes	No
<p>8. Fulfills professional responsibilities established by the school district. Adheres to board policies, district procedures, and contractual obligations. / Demonstrates professional and ethical conduct as defined by state law and individual district policy. / Contributes to efforts to achieve district and building goals. / Demonstrates an understanding of and respect for all learners and staff. / Collaborates with students, families, colleagues, and communities to enhance student learning.</p>		


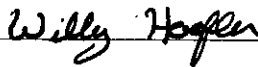
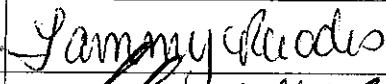
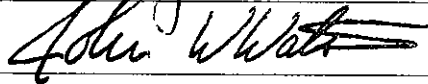
SEP 26 2010

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

app CO w/ amendment
 11/30/10
 app FS 12/7/10
 Catalog 12-13-10

TO: Curriculum Committee or Graduate Council (as appropriate)
 FROM: Department of Emergency Management
 DATE SUBMITTED: September 26, 2010

REQUEST FOR CHANGE IN PROGRAM (Modification or Deletion of Existing Major, Option or Minor)

Title	Signature	Date
Department Head Ed Leachman (Interim Head, EM)		9/20/2010
Dean Dr. William Hoefler		9-21-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes		10-1-10
Vice President for Academic Affairs Dr. John Watson		

Program Title: Bachelor of Science in Emergency Management	Effective Date: July 1, 2011
Detail change in program: Change ENGL 2053, Technical Writing, from an optional to a required Administrative Core class for all students in the program. This will not change the 15 hours of credit required from Administrative core courses or the 124 hours required for the degree.	
Please provide a rationale for the change. The program advisory council has recommended that an emphasis be placed on technical writing because it is a critical competency area in the emergency management profession. The council members have seen technical writing competency as a deficiency across the profession and this change should take steps to mitigate that issue as it relates to Arkansas Tech graduates in Emergency Management. Additional measures will also be incorporated in the EAM technical specialty courses to emphasize proficiency in technical writing.	
What impact will the change have on staffing, on other programs and space allocation? This change will add 16 students each Fall and Spring semester to the ENGL 2053 class loads; a total of 32 students per academic year. This increase will be evenly distributed between online and classroom students.	
Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. While the assessment process has not highlighted this as a deficiency	

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at the undergraduate level, the faculty believes the emphasis associated with this program change is important.

Amendment to justification: refer to the Rational section for additional assessment.

If this course will affect other departments a Departmental Support Form for each affected department must be attached. **See attachment from the Tech Department of English.**

Curriculum in Emergency Management

Science with Lab ^{1,T}	4	Science with Lab ^{1,T}	4	Physical Activity ^{1,T}	1	Physical Activity ^{1,T}	1
MATH 1113 ^T	3	EAM 1013	3	EAM Core ⁴	3	EAM Core ⁴	3
EAM 1003	3	Interdisciplinary Core ^{2,T}	3	Interdisciplinary Core ^{2,T}	3	Interdisciplinary Core ^{2,T}	3
				Administrative ^{3,T}	3	Administrative ^{3,T}	3
Total Hours	16	Total Hours	16	Total Hours	16	Total Hours	16
Junior				Senior			
Spring		Fall		Spring		Fall	
EAM Core ⁴	3	EAM Core ⁴	3	EAM Core ⁴	9		
EAM 4033	3	EAM 3200	6	Elective ^T	3		
Interdisciplinary Core ^{2,T}	3	Interdisciplinary Core ^{2,T}	6	Interdisciplinary Core ^{2,T}	3	EAM 1003	6
Administrative ^{3,T}	3	Administrative ^{3,T}	3	Administrative ^{3,T}	3	Elective ^T	3
Elective ^T	3						
Total Hours	15	Total Hours	18	Total Hours	18	Total Hours	9

¹See appropriate alternatives or substitutions "General Education Requirements".

²See Appropriate alternatives in "Interdisciplinary Core".

³See appropriate alternatives in "Required Administrative Core".

⁴See appropriate substitutions in "EAM Core".

^TDesignates a block of courses that would provide for a seamless transfer into this program if equivalent courses are taken at another college or university.

EAM Core (30 hours)

The student will select with the advisor's recommendation 30 hours of credit from the EAM Core courses, EAM 1003, EAM 1013, and EAM 4033 are required classes for all students. In addition, all students must take 12 hours (EAM 2003 and EAM 4106) from the Practical Applications in addition to the 30 hours. Courses used in other categories, i.e. EAM Core, Administrative, or Interdisciplinary may not be counted in another category.

- EAM 1003 Living in a Hazardous Environment
- EAM 1013 Aim and Scope of Emergency Management
- EAM 2003 Citizen/Family/Community Disaster Preparedness Education
- EAM 3003 Developing Emergency Management Skills
- EAM 3013 Public Policy Issues in Emergency Management
- EAM 3023 Principles and Practice of Disaster Planning and Response Operations
- EAM 3033 The Social Dimensions of Disaster
- EAM 3123 Public Information Skills for Emergency Managers
- EAM 3143 The Economics of Hazards and Disaster
- EAM 3243 Introduction to Terrorism
- EAM 4003 Principles and Practice of Disaster Relief and Recovery
- EAM 4013 Business and Industry Crisis Management
- EAM 4023 Information Technology and Emergency Management
- EAM 4033 Emergency Management Research Methods/Analysis
- EAM 4043 Disaster and Emergency Management Ethics
- EAM 4053 Community Management of Hazardous Materials
- EAM 4991-3 Special Problems and Topics

Practical Applications (12 hours)

- EAM 3206 Externship
- EAM 4106 Practicum/Internship

take ONE class and ✓

Administrative Core¹ (15 hours)

The student will select with the advisor's recommendation 15 hours of credit from the following courses which are currently offered within each departmental area. 12 ✓

- BUAD 2003 Business Information Systems or
- COMS 1003 Introduction to Computer Based Systems^T
- BLAW 2033 Legal Environment of Business^T
- BUAD 2053 Business Statistics or
- SOC 2053 Statistics for the Behavioral Sciences or
- MATH 2163 Introduction to Statistical Methods^T
- COMS 1333 Web Publishing I
- COMS 1403 Orientation to Computing, Information, and Technology
- COMS 2003 Microcomputer Applications
- WRIT 2033 Technical Writing^T ✓
- HA/RO 1113 Personnel Management in Parks, Recreation, and Hospitality Administration
- JOHN 2133 Introduction to Mass Communication
- JOHN 4033 Community Journalism
- JOHN 4003 New Communication Technology
- JOHN 4123 Laws of Communication
- PS 3023 Professional Communications
- PS 3133 Applied Principles of Personnel Management
- SPH 1003 Introduction to Speech-Communication^T
- SPH 2003 Public Speaking
- SPH 2073 Business and Professional Speaking
- SPH 3003 Interpersonal Communication
- SPH 3013 Intercultural Communication
- SPH 3033 Interviewing Principles and Practices

Tammy Rhodes

From: Carl Brucker [cbrucker@atu.edu]
Sent: Wednesday, November 03, 2010 7:34 AM
To: Tammy Rhodes
Subject: Re: EAM Proposal Support Form

Tammy:

I support the EAM proposal. I signed a support form for this and gave it to Professor Leachman, but if that did not reach you, I hope this email will suffice.

Carl Brucker, Head
Department of English
Department of Foreign Languages
Witherspoon 142
Arkansas Tech University
Russellville, AR 72801
(479) 968-0484
cbrucker@atu.edu

From: Tammy Rhodes <trhodes@atu.edu>
Date: Tue, 02 Nov 2010 16:08:03 -0500
To: Carl Brucker <cbrucker@atu.edu>
Subject: EAM Proposal Support Form

Dr. Brucker:

Mr. Leachman submitted a proposal to modify the Curriculum in Emergency Management as follows: require ENGL 2053, Technical Writing, in the 15 hour block of Administrative Core courses. I don't have the support form from you.

Would you submit a form or offer support in an email? Thanks.

Tammy

Tammy Rhodes, Registrar
Arkansas Tech University
Office of the Registrar
Doc Bryan Student Services Building, Suite 153
1605 Coliseum Drive
Russellville, AR 72801

Email: trhodes@atu.edu
Telephone: 479.968.0643
Fax: 479.968.0683

Pat Chronister

From: Tammy Rhodes [trhodes@atu.edu]
Sent: November 03, 2010 7:39 AM
To: 'Pat Chronister'
Subject: FW: EAM Proposal Support Form

Pat:

Below is the support from Brucker for the EAM proposal to require ENGL 2053 in the curriculum. Thanks.

Tammy

Tammy Rhodes, Registrar
Arkansas Tech University
Office of the Registrar
Doc Bryan Student Services Building, Suite 153
1605 Coliseum Drive
Russellville, AR 72801

Email: trhodes@atu.edu
Telephone: 479.968.0643
Fax: 479.968.0683

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Department of Foreign Languages
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Arkansas Tech University
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Fax: 479.968.0683

SEP 27 2010

**Arkansas Tech University
REQUEST FOR COURSE CHANGE**

app CC w/ amendment
11/30/10

app FS 12/7/10

TO: Curriculum Committee
FROM: Foreign Languages and International Studies
DATE SUBMITTED: September 22, 2010

REQUEST TO CHANGE PREREQUISITE AND FEE OF SPAN 4384: MEDICAL INTERPRETATION THEORY

Title	Signature	Date
Department Head	<i>Carl Zambler</i>	9-22-10
Dean	<i>H. M. Fin</i>	9-22-10
Registrar	<i>Yammy Woods</i>	10-1-10
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: SPAN	Course Number: 4384
Cross-listed with Subject:	Course Number:
Official Title: Medical Interpretation 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 checked="" type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2011-2012	

SEP 27 2010

New Course Number:
New Course Title:
New Course Description:
New 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 _____
New Prerequisite/Co-requisite: Prerequisite: SPAN 3013 or equivalent.
New Grading <input type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)
New Fee: How much? Type of Fee? Delete OPI fee <i>for span 4384 only.</i>
<input type="checkbox"/> Elective <input type="checkbox"/> Major <input checked="" type="checkbox"/> Minor <i>pic</i> If major or minor course, you must complete the Request for Program Change form.
We have submitted a proposal to add the minor in Spanish Medical Interpretation
Please provide a rationale for the change. Altering this course's prerequisite and eliminating the \$134 fee associated with an Oral Proficiency Interview will make the course more accessible to students who want to supplement their degrees with the proposed minor in Spanish Medical Interpretation.
Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. Several nursing students and others who have plans to work in medicine have expressed interest in adding to or developing Spanish language skills in order to better serve the Spanish-speaking patients they will work with in their careers. Discussions with administrative staff at area hospitals and clinics have reinforced the need for more Spanish-speaking medical professionals.
If this course will affect other departments a Departmental Support Form for each affected department must be attached. This change will have no effect on any other program or department.

Amendment to Rationale: Changing from major to minor-if student is majoring in program, fee is built into program.

Received by the
Registrar's Office

SEP 27 2010

Proposed Catalog Text:

If approved, the new catalog description will appear as follows:

SPAN 4384 Medical Interpretation Theory

Prerequisite: SPAN 3013 or equivalent. This course prepares students with the necessary theory and medical terminology to function effectively as interpreters in a variety of medical settings.

app CC 11/30/10
app ES 12/7/10
Catalog 12-14-10

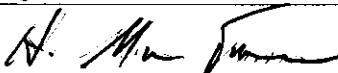

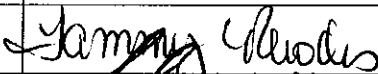
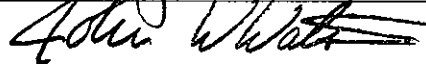
Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee

FROM: College of Arts and Humanities

DATE SUBMITTED: 30 September 2010

REQUEST FOR CHANGE IN PROGRAM

Title	Signature	Date
Department Head		09/30/2010
Dean		09/30/2010
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10-1-10
Vice President for Academic Affairs		

Program Title:	Effective Date:
Bachelor of Arts Degree in International Studies	Summer I, 2011

Outline change in program and attach curriculum matrix: The proposed changes would achieve several specific goals:

1. Re-design the BA in International Studies to address its current non-viability, as determined by the Arkansas Department of Higher Education program viability standards;
2. Create a simpler program of study in International Studies for Arkansas Tech University students, while continuing to allow students the flexibility to pursue studies in the various fields offered by the University;
3. Reduce the number of concentrations from sixteen (16) to two (2), while at the same time allowing International Studies majors the possibility of pursuing academic minors.
4. Create a program of study in International Studies that more closely matches the employment and advanced study options for graduates of such a program;
5. Create a program of study in International Studies that is similar to programs of study at other institutions offering such a degree.
6. Create a program of study in International Studies that could be better assessed by the University.

The proposed modifications continue the basic core of the current BA in International Studies program. The students will continue the same General Education Core of 37 hours with 31 of the 37 hours remaining as currently stated in the *Catalog*. The remaining 6 hours have been modified to require different options from the courses currently offered in the General Education Curriculum.

Of the 77 hours listed on the attached Degree Plan as Major courses, depending on the concentration chosen the continued courses comprise either 34 hours (28 of 34 in the Common Core and 6 of 33 in the Concentration) or 46 hours (28 of 34 in the Common Core and 18 of 33 in the Concentration). The number of different courses in the program is due primarily to the fact that the Political Affairs Concentration and Cultural Affairs Concentrations do not exist in the current degree options.

The proposed plan of study also increases the number of electives in the program from 7 hours to 20 hours. International Studies majors will be strongly encouraged to pursue a minor from the approved programs at Arkansas Tech. In reality, this will allow the students who wish to pursue the current options for concentrations as minors in the re-designed program.

What impact will the change have on staffing, on other programs and space allocation?

The proposed changes will not require any new courses being created, as it will utilize courses that are currently in the Catalog and on the University's Three-Year (Tentative) Course Schedule. After consultation with the various Department Heads, there is no expectation of any impact on staffing, other programs, or space allocation.

Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

Due to many factors, the International Studies degree currently does not meet viability standards set by the Arkansas Department of Higher Education. Because of the previous curriculum's broad range of concentrations, course electives, and a somewhat irregular pattern of substituting courses not found in the degree plan, systematic assessment of student learning in the program never materialized. Majors in International Studies found themselves often failing to meet graduation requirements, resulting in either a switching of majors or failure to graduate.

As a result, the assessment rationale for the proposed curriculum change is being treated as a new program proposal. As such, new assessment plans have been created for the two proposed concentrations, political affairs and cultural affairs. Designed in conjunction with the Office of University Assessment, the programmatic assessment now matches that of similar majors on campus, with course-embedded assessment factored in. Most of the course-level assessment will be gleaned from courses taught in the Departments of History and Political Science and English and World Languages, with the full cooperation of the Department Heads. Not all course outcomes are listed on the included assessment plans, although they will be incorporated into the final versions of the plans upon approval of the proposed program revisions.

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

Departmental Support Forms are attached for those departments which have newly added courses to the Program of Study: Behavioral Sciences, Emergency Management, English and World Languages, and History and Political Science. The approval by the Department of Music was via email from the Department Head; the addition of ENGL 4283 was via email from the Department Head.

In the attached matrices, the specific details of the revised program are noted. In addition, the new Degree Audit Checklists have been included.

Bachelor of Arts Degree in International Studies, Political Affairs Concentration

Freshman FALL	Freshman SPRING	Sophomore FALL	Sophomore SPRING
✓FR/GER/JPN/SPAN 1014	✓FR/GER/JPN/SPAN 1024	✓FR/GER/JPN/SPAN 2014	✓FR/GER/JPN/SPAN 2024
✓ENGL 1013	✓ENGL 1023	✓GEOG 2013	✓POLS 2003
✓MATH 1113	✓PHSC 1013	✓EAM 1013	✓ECON 2003 or PSY 2003
✓BIOL 1014	✓PHSC 1021	✓POLS 3403 or 3413	✓POLS 3403 or 3413
✓ART 2123	✓HIST 1513	✓ELECTIVES (3 CR)	✓ELECTIVES (3 CR)
	✓EAM 1003		
TOTAL ✓/17	TOTAL ✓/17	TOTAL ✓/16	TOTAL ✓/16
Junior FALL	Junior SPRING	Senior FALL	Senior SPRING
✓HIST 3083	✓EAM 3243	✓HIST 1903	✓HIST 3603
✓POLS 3433	✓POLS 3013 or 3473	✓PHIL 3063 or POLS 3063	✓ANTH 2003
✓HIST 3703 or 3803	✓HIST 4483	✓HIST 4083	✓HIST 3323
✓PHIL 2003	✓HIST 3513	✓ELECTIVES (5 CR)	✓PE ACTIVITY (1 CR)
✓ELECTIVES (3 CR)	✓ELECTIVES (3 CR)	✓PE ACTIVITY (1 CR)	✓ELECTIVES (3 CR)
TOTAL ✓/15	TOTAL ✓/15	TOTAL ✓/15	TOTAL ✓/13

Fall Start Curriculum Matrix for Catalog

Curriculum in International Studies with the Political Affairs Concentration

<p align="center">Freshman Fall Semester</p> <p>Add/Change: FR/GER/JPN/SPAN 1014</p> <p>Delete: Physical Activity^{1,T}; HIST 1503^T</p> <p>Total Hours: 17</p>	<p align="center">Freshman Spring Semester</p> <p>Add/Change: EAM 1003; FR/GER/JPN/SPAN 1024</p> <p>Delete: ENGL 2003 or ENGL 2013^T; COMS 1003^T; Physical Activity^{1,T}</p> <p>Total Hours: 17</p>
<p align="center">Sophomore Fall Semester</p> <p>Add/Change: FR/GER/JPN/SPAN 2014; EAM 1013; GEOG 2013</p> <p>Delete: FR/GER/SPAN 2014; AMST 2003^T; PHIL 3023^T; ANTH 2003^T</p> <p>Total Hours: 15</p>	<p align="center">Sophomore Spring Semester</p> <p>Add/Change: FR/GER/JPN/SPAN 2024; Electives (3 cr)</p> <p>Delete: FR/GER/SPAN 2024; SPH 2003 or SPH 2173^T</p> <p>Total Hours: 16</p>
<p align="center">Junior Fall Semester</p> <p>Add/Change: HIST 3083; POLS 3433; HIST 3703 or HIST 3803; PHIL 2003; Electives (3 cr)</p> <p>Delete: FR/GER/SPAN 3003³; Area of Concentration (6 hrs); GEOG 2013, 3303 or 3703; HIST 3313</p> <p>Total Hours: 15</p>	<p align="center">Junior Spring Semester</p> <p>Add/Change: POLS 3013 or POLS 3473; HIST 4483; HIST 3513; EAM 3243; Electives (3 hrs)</p> <p>Delete: FR/GER/ SPAN 3013; PHIL 2013, 3013 or 3113; Area of Concentration (9 hrs)</p> <p>Total Hours: 15</p>
<p align="center">Senior Fall Semester</p> <p>Add/Change: HIST 1903; PHIL 3063 or POLS 3063; HIST 4083; Electives (5 hrs) ; Physical Activity^{1,T}</p> <p>Delete: FR/GER 3113 or SPAN 3123 or 3133; HIST 3323; Area of Concentration (6 hrs); Electives (4 cr)</p> <p>Total Hours: 16</p>	<p align="center">Senior Spring Semester</p> <p>Add/Change: HIST 3603; ANTH 2003; HIST 3323; Physical Activity^{1,T}</p> <p>Delete: HIST 3533 or 3603 or 3703 or 3803; Area of Concentration (6 hrs)</p> <p>Total Hours: 13</p>

Courses not in the Current Program but Proposed for the Revised Program with Political Affairs Concentration

EAM 1003 – Liv/Hazard Environment

EAM 1013 – Aim/Scope Emergency Management

EAM 3243 – Introduction to Terrorism

FR/GER/JPN/SPAN 1014 – Beginning French/German/Japanese/Spanish I

FR/GER/SPAN 1024 – Beginning French/German/Japanese/Spanish II

HIST 1903 – Survey of American History

HIST 3083 – The United States since 1945

HIST 3513 – Europe since 1939

HIST 4083 – American Diplomatic History since 1912

HIST 4483 – World Economic History

JPN 2014 – Intermediate Japanese I

JPN 2024 – Intermediate Japanese II

PHIL 2003 – Introduction to Philosophy

PHIL 3063 – Modern Political Thought

or

POLS 3063 – Modern Political Thought

POLS 3013 – Recent American Foreign and Military Policy

or

POLS 3473 – National Security Policy

POLS 3433 – United Nations

Assessment Plan
Arkansas Tech University
Major-International Studies: Political Affairs

Major-International Studies: Political Affairs

Learning Objective: Knowledge of World Cultures

Students will demonstrate a knowledge of multiple cultures.

Learning Objective Type: Learning Objective

Start Date: 09/01/2010

Learning Objective Status: Active

Means of Assessment

Assessment Measure	Criterion for Success	Schedule	Active
Successful completion of course-embedded measures that evaluate student's knowledge of other cultures. Assessment Measure Category: Program - Course Embedded Measure	90% of students will satisfactorily demonstrate to appropriate course instructors -- via course-embedded measures -- that they understand cultures different from their own.	Yearly.	Yes

Related Courses

- * ANTH2003 - CULTURAL ANTHROPOLOGY
- * EAM 3243 - INTRO TO TERRORISM
- * FR 1014 - BEGINNING FRENCH I
- * FR 1024 - BEGINNING FRENCH II
- * FR 2014 - INTERMEDIATE FRENCH I
- * FR 2024 - INTERMEDIATE FRENCH II
- * GEOG2013 - REGIONAL GEOG/WORLD
- * GER 1014 - BEGINNING GERMAN I
- * GER 1024 - BEGINNING GERMAN II
- * GER 2014 - INTERMEDIATE GERMAN I
- * GER 2024 - INTERMEDIATE GERMAN II
- * HIST 1903 - SURVEY OF AMERICAN HISTORY
- * HIST1513 - WORLD CIVILIZATION II
- * HIST33** - ELECTIVE (LATIN AMERICA)
- * HIST4483 - WORLD ECONOMIC HISTORY
- * HIST4603 - THE MODERN FAR EAST
- * HIST4703 - HIST OF MODERN AFRICA
- * JPN 1014 - BEGINNING JAPANESE I
- * JPN 1024 - BEGINNING JAPANESE II
- * JPN 2014 - INTERMED JAPANESE I
- * JPN 2024 - INTERMED JAPANESE II
- * PHIL3063 - POLITICAL PHILOSOPHY
- * POLS3403 - COMPARATIVE GOVERNMENT
- * POLS3413 - INTL RELATIONS
- * POLS3433 - UNITED NATIONS
- * SPAN1014 - BEGINNING SPANISH I
- * SPAN1024 - BEGINNING SPANISH II

- * SPAN2014 - INTERMEDIATE SPAN I
- * SPAN2024 - INTERMEDIATE SPAN II

Related Goals

General Education

- * General Education - Demonstrate Knowledge of Arts and Humanities.

Related Course Outcomes

- * ANTH2003 - CULTURAL ANTHROPOLOGY: Principles/Theories - Understand basic anthropological principles, theories, and methodologies.
- * GEOG2013 - REGIONAL GEOG/WORLD: Interconnectedness - Analyze how increasing interconnectedness in a globalizing world influence social, economic, and political interactions in various world regions
- * GEOG2013 - REGIONAL GEOG/WORLD: Spatial perspectives - come to appreciate examining hte world from a geographical (spatial) perspective and learn to become self-directed learners from that perspective
- * HIST4463 - HISTORY OF RUSSIA: Basic Knowledge - Acquire basic knoweldge of Russian history
- * POLS3403 - COMPARATIVE GOVERNMENT: Democratization - Gain a basic understanding of the broad trends in global democratization
- * POLS3403 - COMPARATIVE GOVERNMENT: Architectures - Understand how political architectures vary between states
- * POLS3403 - COMPARATIVE GOVERNMENT: Economics - Understand how economic systems vary between states
- * POLS3403 - COMPARATIVE GOVERNMENT: Change within select countries - Understand how the political and social dynamics are changing in select countries
- * POLS3403 - COMPARATIVE GOVERNMENT: Policy Issues - Analyze selected contemporary policy issues
- * POLS3413 - INTL RELATIONS: Internal Factors - Students will analyze the internal factors that can influence a state?s behavior in the international community, such as regime type or civil-military relations
- * POLS3433 - UNITED NATIONS: Collective Security - Understand the challenges facing the UN when it comes to providing collective security
- * POLS3433 - UNITED NATIONS: Sustainability - Understand the challenges facing the UN regarding its efforts at long-term, sustainable development
- * PSY 2003 - GENERAL PSYCHOLOGY: Thought/Memory - Understand the basic aspects of human thought and memory.
- * PSY 2003 - GENERAL PSYCHOLOGY: Nature and Nurture - Understand how nature (biology) and nurture (environmental input) interact in shaping human behavior and mental functioning.
- * SOC 1003 - INTRODUCTORY SOCIOLOGY: Nature and Groups - Learn key concepts rellaed to the nature of society and social groups.
- * SOC 1003 - INTRODUCTORY SOCIOLOGY: Socialization - Learn the process of socialization and how that affects group interaction.
- * SOC 1003 - INTRODUCTORY SOCIOLOGY: Social Change - Learn the process and consequences of social change

Learning Objective: Knowledge of Second Language

Students will demonstrate knowledge of a second language.

Learning Objective Type: Learning Objective

Start Date: 09/01/2010

Learning Objective Status: Active

Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active
Successful completion of Intermediate II in any second (foreign) language with a grade of C or better. Assessment Measure Category: Course - multiple measures	90% of Majors will earn grade of C or better in an Intermediate II (or higher) world languages course.	Yearly.	Yes

Related Courses

- * FR 1014 - BEGINNING FRENCH I
- * FR 1024 - BEGINNING FRENCH II
- * FR 2014 - INTERMEDIATE FRENCH I
- * FR 2024 - INTERMEDIATE FRENCH II
- * GER 1014 - BEGINNING GERMAN I
- * GER 1024 - BEGINNING GERMAN II
- * GER 2014 - INTERMEDIATE GERMAN I
- * GER 2024 - INTERMEDIATE GERMAN II

- * JPN 1014 - BEGINNING JAPANESE I
- * JPN 1024 - BEGINNING JAPANESE II
- * JPN 2014 - INTERMED JAPANESE I
- * JPN 2024 - INTERMED JAPANESE II
- * SPAN1014 - BEGINNING SPANISH I
- * SPAN1024 - BEGINNING SPANISH II
- * SPAN2014 - INTERMEDIATE SPAN I
- * SPAN2024 - INTERMEDIATE SPAN II

Related Goals

General Education

- * General Education - Demonstrate Knowledge of Arts and Humanities.
- * General Education - Communicate Effectively.

Learning Objective: Knowledge of International Politics

Students will demonstrate a greater understanding of regional and international politics and diplomacy.

Learning Objective Type: Learning Objective

Start Date: 09/01/2010

Learning Objective Status: Active

Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active
Successful completion of International Relations and Comparative Governments with a grade of C or better in each course. Assessment Measure Category: Course - multiple measures	90% of majors will complete International Relations and Comparative Governments with a grade of C or better.	Yearly.	Yes
Completion of Senior Exit Survey Assessment Measure Category: Surveys and Interviews	90% of students completing the Senior Exit Survey will respond either "Agree" or "Strongly Agree" that they have a deeper appreciation for the importance of regional and international politics and diplomacy.	Yearly.	Yes

Related Courses

- * EAM 3243 - INTRO TO TERRORISM
- * GEOG2013 - REGIONAL GEOG/WORLD
- * HIST4483 - WORLD ECONOMIC HISTORY
- * HIST4603 - THE MODERN FAR EAST
- * HIST4703 - HIST OF MODERN AFRICA
- * POLS3403 - COMPARATIVE GOVERNMENT
- * POLS3413 - INTL RELATIONS
- * POLS3433 - UNITED NATIONS

Related Goals

General Education

- * General Education - Demonstrate Knowledge of Arts and Humanities.
- * General Education - Develop Ethical Perspectives.

- * General Education - Think Critically.

Related Course Outcomes

- * GEOG2013 - REGIONAL GEOG/WORLD: Basic Composition - Understand the basic composition of world regions and how they interact with

each other

- * GEOG2013 - REGIONAL GEOG/WORLD: Interconnectedness - Analyze how increasing interconnectedness in a globalizing world influence social, economic, and political interactions in various world regions
- * GEOG2013 - REGIONAL GEOG/WORLD: Spatial perspectives - come to appreciate examining hte world from a geographical (spatial) perspective and learn to become self-directed learners from that perspective
- * GEOG2013 - REGIONAL GEOG/WORLD: Personal Convictions - establish and evaluate personal convictions about (often controversial) topics important to today's global political and economic organization
- * POLS3403 - COMPARATIVE GOVERNMENT: Architectures - Understand how political architectures vary between states
- * POLS3403 - COMPARATIVE GOVERNMENT: Economics - Understand how economic systems vary between states
- * POLS3403 - COMPARATIVE GOVERNMENT: Leadership - Understand the role of leadership in various forms of government
- * POLS3403 - COMPARATIVE GOVERNMENT: Policy Issues - Analyze selected contemporary policy issues
- * POLS3413 - INTL RELATIONS: International security. - Students will:

Understand different types of conflict in the international system: interstate wars (conflict between states) and civil wars (conflict within states). Understand the spread of weapons (both weapons of mass destruction and conventional weapons) across the globe as well as the countermeasures for this proliferation. Understand the different non-state actors who are playing an increasingly important role in international relations: terrorist networks, international criminal syndicates, nongovernmental organizations, and finally international organizations, such as the UN(United Nations) and NATO (North Atlantic Treaty Organization).

- * POLS3413 - INTL RELATIONS: International Economics - Students will learn key aspects of the North-South Gap, international trade, tariffs, international development, economic integration, environmental politics, global population concerns, and globalization.
- * POLS3433 - UNITED NATIONS: Collective Security - Understand the challenges facing the UN when it comes to providing collective security
- * POLS3433 - UNITED NATIONS: Humanitarian Efforts - Understand the challenges facing the UN regarding its humanitarian efforts
- * POLS3433 - UNITED NATIONS: Sustainability - Understand the challenges facing the UN regarding its efforts at long-term, sustainable development

Learning Objective: Values Cultural Differences

Students will demonstrate a tolerance of -- and appreciation for -- cultural differences.

Learning Objective Type: Learning Objective

Start Date: 09/01/2010

Learning Objective Status: Active

Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active
Observation of majors in courses which emphasize world cultures to evaluate tolerance of -- and appreciation for -- world cultures. Assessment Measure Category: Course Embedded Observation	90% of majors will be evaluated by their instructors in the appropriate courses as having successfully met the objective.	Yearly.	Yes
Completion of Senior Exit Survey Assessment Measure Category: Surveys and Interviews	90% of students completing the Senior Exit Survey will respond either "Agree" or "Strongly Agree" that they have a greater appreciation for world cultures.	Yearly.	Yes

Related Courses

- * ANTH2003 - CULTURAL ANTHROPOLOGY
- * EAM 3243 - INTRO TO TERRORISM
- * GEOG2013 - REGIONAL GEOG/WORLD
- * HIST1513 - WORLD CIVILIZATION II
- * HIST4483 - WORLD ECONOMIC HISTORY
- * HIST4603 - THE MODERN FAR EAST
- * POLS3063 - POLITICAL PHILOSOPHY
- * POLS3413 - INTL RELATIONS

* POLS3433 - UNITED NATIONS

Related Goals

General Education

- * General Education - Demonstrate Knowledge of Arts and Humanities.
- * General Education - Communicate Effectively.
- * General Education - Develop Ethical Perspectives.

- * General Education - Think Critically.

Related Course Outcomes

- * ANTH2003 - CULTURAL ANTHROPOLOGY: Principles/Theories - Understand basic anthropological principles, theories, and methodologies.
- * ANTH2003 - CULTURAL ANTHROPOLOGY: Ethnocentrism - Understand the concepts of ethnocentrism and cultural relativism.
- * GEOG2013 - REGIONAL GEOG/WORLD: Basic Composition - Understand the basic composition of world regions and how they interact with each other
- * GEOG2013 - REGIONAL GEOG/WORLD: Daily Activity - interpret how actions in their daily lives might influence the lives of other people in distant regions
- * GEOG2013 - REGIONAL GEOG/WORLD: Personal Convictions - establish and evaluate personal convictions about (often controversial) topics important to today's global political and economic organization
- * GEOG3303 - GEOG/LATIN AMERICA: Social and Economic Forces - Understand the role of various social and economic forces in shaping the landscape of Latin America and the Caribbean
- * GEOG3303 - GEOG/LATIN AMERICA: Environmental Relationships - Understand the human-land relationship and their impact on the natural environment, agriculture, and regional socio-economic differentiation
- * GEOG3303 - GEOG/LATIN AMERICA: Physical Geography - Understand the role that the physical landscape and relative location have played in the creation of human settlements, transportation corridors and migration patterns.
- * GEOG3703 - GEOGRAPHY OF ASIA: Forces - Understand the various social, political, and economic forces in shaping the landscape of Asia.
- * GEOG3703 - GEOGRAPHY OF ASIA: Environmental Relationships - Understand the human-land relationships and their impact on the natural environment, agriculture, and regional socio-economic differentiation.
- * GEOG3703 - GEOGRAPHY OF ASIA: Physical Geography - Understand the role that physical landscapes and relative locations have played in the creation of human settlements, transportation corridors and migration patterns.
- * HIST4463 - HISTORY OF RUSSIA: Change - Understand the cause and effects of major changes in Russian society
- * HIST4463 - HISTORY OF RUSSIA: Identity - Understand the complexity of Russian society and how it is searching for its identity, as well as how Russian is perceived in the West.
- * POLS3403 - COMPARATIVE GOVERNMENT: Democratization - Gain a basic understanding of the broad trends in global democratization
- * POLS3403 - COMPARATIVE GOVERNMENT: Economics - Understand how economic systems vary between states
- * POLS3413 - INTL RELATIONS: Internal Factors - Students will analyze the internal factors that can influence a state's behavior in the international community, such as regime type or civil-military relations
- * POLS3413 - INTL RELATIONS: International security. - Students will:

Understand different types of conflict in the international system: interstate wars (conflict between states) and civil wars (conflict within states). Understand the spread of weapons (both weapons of mass destruction and conventional weapons) across the globe as well as the countermeasures for this proliferation. Understand the different non-state actors who are playing an increasingly important role in international relations: terrorist networks, international criminal syndicates, nongovernmental organizations, and finally international organizations, such as the UN (United Nations) and NATO (North Atlantic Treaty Organization).
- * POLS3433 - UNITED NATIONS: Humanitarian Efforts - Understand the challenges facing the UN regarding its humanitarian efforts
- * POLS3433 - UNITED NATIONS: Sustainability - Understand the challenges facing the UN regarding its efforts at long-term, sustainable development
- * PSY 2003 - GENERAL PSYCHOLOGY: Nature and Nurture - Understand how nature (biology) and nurture (environmental input) interact in shaping human behavior and mental functioning.
- * SOC 1003 - INTRODUCTORY SOCIOLOGY: Cultural Behavior - Learn the relationship of behavior to culture
- * SOC 1003 - INTRODUCTORY SOCIOLOGY: Social Change - Learn the process and consequences of social change

Learning Objective: Strategic Studies

Students will learn the important concepts, ideas, and experiences related to international political affairs with an emphasis on political institutions and emergency management.

Learning Objective Type: Learning Objective

Start Date: 09/01/2010

Learning Objective Status: Active

Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active

Means of Assessment

Assessment Measure	Criterion for Success	Schedule	Active
Successful completion of Core Courses with a grade of C or better in each course. Assessment Measure Category: Portfolio	85% of majors will earn no more than 3 credit hours with a grade of D or lower in the Core Courses.	Yearly.	Yes

Related Courses

- * EAM 1003 - LIV/HAZARD ENVIRONMENT
- * EAM 1013 - AIM/SCOPE EMERGENCY MGMT
- * EAM 3243 - INTRO TO TERRORISM
- * HIST4483 - WORLD ECONOMIC HISTORY
- * POLS2003 - AMERICAN GOVERNMENT
- * POLS3013 - REC AMER FOR/MIL POL
- * POLS3403 - COMPARATIVE GOVERNMENT
- * POLS3413 - INTL RELATIONS
- * POLS3433 - UNITED NATIONS
- * POLS3473 - NATL SECURITY POLICY

Related Goals

General Education

- * General Education - Demonstrate Knowledge of Arts and Humanities.
- * General Education - Communicate Effectively.
- * General Education - Develop Ethical Perspectives.

- * General Education - Apply Scientific, Quantitative, and Analytical Reasoning.
- * General Education - Think Critically.
- * General Education - Understand Wellness Concepts.

Related Course Outcomes

- * GEOG2013 - REGIONAL GEOG/WORLD: Interconnectedness - Analyze how increasing interconnectedness in a globalizing world influence social, economic, and political interactions in various world regions
- * GEOG2013 - REGIONAL GEOG/WORLD: Daily Activity - interpret how actions in their daily lives might influence the lives of other people in distant regions
- * GEOG3303 - GEOG/LATIN AMERICA: Environmental Relationships - Understand the human-land relationship and their impact on the natural environment, agriculture, and regional socio-economic differentiation
- * GEOG3303 - GEOG/LATIN AMERICA: Physical Geography - Understand the role that the physical landscape and relative location have played in the creation of human settlements, transportation corridors and migration patterns.
- * HIST4463 - HISTORY OF RUSSIA: Change - Understand the cause and effects of major changes in Russian society
- * HIST4463 - HISTORY OF RUSSIA: Research tools - Gain familiarity with the elementary tools of historical research and historiography.
- * POLS2003 - AMERICAN GOVERNMENT: Systems and History - Gain basic knowledge of the American governmental system and the historical events that changed the system.
- * POLS2003 - AMERICAN GOVERNMENT: Citizenship - Learn citizenship through an understanding of American politics.
- * POLS3403 - COMPARATIVE GOVERNMENT: Democratization - Gain a basic understanding of the broad trends in global democratization
- * POLS3403 - COMPARATIVE GOVERNMENT: Economics - Understand how economic systems vary between states
- * POLS3413 - INTL RELATIONS: International security. - Students will:

Understand different types of conflict in the international system: interstate wars (conflict between states) and civil wars (conflict within states). Understand the spread of weapons (both weapons of mass destruction and conventional weapons) across the globe as well as the countermeasures for this proliferation. Understand the different non-state actors who are playing an increasingly important role in international relations: terrorist networks, international criminal syndicates, nongovernmental organizations, and finally international organizations, such as the UN(United Nations) and NATO (North Atlantic Treaty Organization).
- * POLS3413 - INTL RELATIONS: International Economics - Students will learn key aspects of the North-South Gap, international trade, tariffs, international development, economic integration, environmental politics, global population concerns, and globalization.
- * POLS3433 - UNITED NATIONS: UN and Member Relationships - Understand the complex relationship between the UN and individual state

sovereignty

- * POLS3433 - UNITED NATIONS: Institutional Arrangement - Understand the institutions within the United Nations, such as the Security Council, General Assemble, Secretariat, etc.
- * POLS3433 - UNITED NATIONS: Collective Security - Understand the challenges facing the UN when it comes to providing collective security
- * POLS3433 - UNITED NATIONS: Humanitarian Efforts - Understand the challenges facing the UN regarding its humanitarian efforts
- * POLS3433 - UNITED NATIONS: Sustainability - Understand the challenges facing the UN regarding its efforts at long-term, sustainable development

Major-International Studies: Political Affairs - Curriculum Map

Legend: (A)ssessed, (I)ntroduced, (R)einforced

Learning Objectives	ANTH 20003	EAM 10003	EAM 10013	EAM 3243	FR 1014	FR 1024	FR 2014	FR 2024	GEOG 2013	GER 1014	GER 1024	GER 2014	GER 2024	HIS 1903	HIS 13083	HIS 13603	HIS 1513	HIS 133*	HIS 14483	HIS 14603	HIS 14703	JPN 1014	JPN 1024	JPN 2014	JPN 2024	PHIL 3063	POLS 2003	POLS 3013	POLS 3063	POLS 3403	POLS 3413	POLS 3433	POLS 3473	SPAN 1014	SPAN 1024	SPAN 2014	SPAN 2044	
Knowledge of World Cultures	I			R	I	I	A, R	A, R	A, I	I	I	A, R	A, R	I			I	R	A, R	R	R	I	I	A, R	A, R	I				A, R	A, R	A, R		I	I	A, R	A, R	
Knowledge of Second Language					I	R	A, R	A, R		I	R	A, R	A, R									I	R	A	A, R									I	R	A, R	A, R	
Knowledge of International Politics				I					I										A, R	R	R									A, I, R	A, I, R	A, R						
Values Cultural Differences	I			R					A, I								I		A, R	R								R		A, R	R							
Strategic Studies		I	A, I, R	R																							I	R		R	A, R	A, R	R					

Fall Start Curriculum Matrix for Catalog

Curriculum in International Studies with the Cultural Affairs Concentration

<p>Freshman Fall Semester</p> <p>Add/Change: FR/GER/SPAN 1014</p> <p>Delete: Physical Activity^{1,T}; HIST 1503^T</p> <p>Total Hours: 17</p>	<p>Freshman Spring Semester</p> <p>Add/Change: ENGL 2003; FR/GER/SPAN 1024</p> <p>Delete: ENGL 2003 or ENGL 2013^T; COMS 1003^T; Physical Activity^{1,T}</p> <p>Total Hours: 17</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: PHIL 2013; HIST 1903; Electives (3 cr)</p> <p>Delete: AMST 2003^T; PHIL 3023^T; ANTH 2003^T</p> <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: GEOG 2013; Electives (3 cr)</p> <p>Delete: ECON 2003 or PSY 2003 or SOC 1003; SPH 2003 or SPH 2173^T</p> <p>Total Hours: 16</p>
<p>Junior Fall Semester</p> <p>Add/Change: POLS 3433; HIST 3703 or HIST 3803; PHIL 2003; Electives (3 cr)</p> <p>Delete: Area of Concentration (6 hrs); GEOG 2013, 3303 or 3703; HIST 3313</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add/Change: HIST 4503; ECON 2003 or PSY 2003 or SOC 1003; GEOG 3303 or GEOG 3413 or GEOG 3703; Electives (3 cr)</p> <p>Delete: PHIL 2013, 3013 or 3113; Area of Concentration (9 hrs)</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>Add/Change: PHIL 3063 or POLS 3063; SOC 4073; Electives (6 cr)</p> <p>Delete: Area of Concentration (6 HRS); Electives (4 cr); HIST 3323</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/Change: HIST 3603 or HIST 3323; ANTH 2003; Physical Activity^{1,T}; Physical Activity^{1,T}; Electives (2 hrs); MUS 4853 or ENGL 4283</p> <p>Delete: HIST 3533 or 3603 or 3703 or 3803; Area of Concentration (6 hrs); Electives (3 cr)</p> <p>Total Hours: 13</p>

Bachelor of Arts Degree in International Studies, Cultural Affairs Concentration

Freshman FALL		Freshman SPRING		Sophomore FALL		Sophomore SPRING	
FR/GER/SPAN 1014	✓	FR/GER/SPAN 1024	✓	FR/GER/SPAN 2014	✓	FR/GER/SPAN 2024	✓
ENGL 1013	✓	ENGL 1023	✓	PHIL 2013	✓	POLS 2003	✓
MATH 1113	✓	PHSC 1013	✓	HIST 1903	✓	GEOG 2013	✓
BIO 1014	✓	PHSC 1021	✓	POLS 3403 or 3413	✓	POLS 3403 or 3413	✓
ART 2123	✓	HIST 1513	✓	ELECTIVES (3 CR)	✓	ELECTIVES (3 CR)	✓
		ENGL 2013	✓				
TOTAL 17	✓	TOTAL 17	✓	TOTAL 16	✓	TOTAL 16	✓
Junior FALL		Junior SPRING		Senior FALL		Senior SPRING	
FR/GER/SPAN 3003	✓	FR/GER/SPAN 3013	✓	FR/GER 3113 or SPAN 3123 or SPAN 3133	✓	HIST 3603 or HIST 3323	✓
POLS 3433	✓	HIST 4503	✓	PHIL 3063 or POLS 3063	✓	ANTH 2003	✓
HIST 3703 or 3803	✓	GEOG 3303 or 3413 or 3703	✓	SOC 4073	✓	MUS 4853 or ENGL 4283	✓
PHIL 2003	✓	ECON 2003 or PSY 2003 or SOC 1003	✓	ELECTIVES (6 CR)	✓	PE ACTIVITY (2 CR)	✓
ELECTIVES (3 CR)	✓	ELECTIVES (3 CR)	✓			ELECTIVES (2 CR)	✓
TOTAL 15	✓	TOTAL 15	✓	TOTAL 15	✓	TOTAL 13	✓

Courses not in the Current Program but Proposed for the Revised Program with Cultural Affairs Concentration

FR/GER/SPAN 1014 – Beginning French/German/Spanish I

FR/GER/SPAN 1024 – Beginning French/German/Spanish I

GEOG 3413 – Geography of Europe

HIST 1903 – Survey of American History

HIST 4503 – History of Christianity

PHIL 2003 -- Introduction to Philosophy

PHIL 3063 -- Modern Political Thought

or

POLS 3063 – Modern Political Thought

POLS 3433 – United Nations

SOC 4073 – Sociology of Religion

MUS 4853 -- Music of the World's People

or

ENGL 4283 -- Seminar in World Literature

2011-12 Degree Plan Bachelor of Arts Degree in International Studies Degree-Major		Student I.D. Number T	Date	Term to Complete All Requirements			
Name (Last, First, Middle)							
Course Title	Course Number	Credit Hours	Articulated Transfer Course	Transfer College or University	Substitution or Waiver	Semester	Grade Earned
GENERAL EDUCATION (37 Hours)							
COMPOSITION I (requires grade of C or higher)	ENGL 1013	3					
COMPOSITION II (requires grade of C or higher)	ENGL 1023	3					
MATHEMATICS (requires grade of C or higher)		3					
BIOLOGICAL SCIENCE W/LAB		4					
PHYSICAL SCIENCE W/LAB		4					
FINE ARTS --- GENERAL EDUCATION		3					
INTRO TO PHILOSOPHY	PHIL 2003	3					
CULTURAL ANTHROPOLOGY	ANTH 2003	3					
PRINCIPLES OF ECONOMICS I GENERAL PSYCHOLOGY INTRODUCTORY SOCIOLOGY	ECON 2003 <u>or</u> PSY 2003 <u>or</u> SOC 1003	3					
SURVEY OF AMERICAN HISTORY	HIST 1903	3					
AMERICAN GOVERNMENT	POLS 2003	3					
PHYSICAL ACTIVITY		2					
MAJOR (used to calculate major gpa) (77 hours)							
COMMON CORE (34 Hours)							
BEGINNING FOREIGN LANGUAGE I	FR/GER/JPN/SPAN 1014	4					
BEGINNING FOREIGN LANGUAGE II	FR/GER/JPN/SPAN 1024	4					
INTERMEDIATE FOREIGN LANGUAGE I	FR/GER/JPN/SPAN 2014	4					
INTERMEDIATE FOREIGN LANGUAGE II	FR/GER/JPN/SPAN 2024	4					
REGIONAL GEOGRAPHY OF THE WORLD	GEOG 2013	3					
MODERN POLITICAL THOUGHT	PHIL 3063 <u>or</u> POLS 3063	3					
WORLD CIVILIZATION II	HIST 1513	3					
COMPARATIVE GOVERNMENT	POLS 2xx3	3					
INTERNATIONAL RELATIONS	POLS 2xx3	3					
UNITED NATIONS	POLS 3433	3					
CONCENTRATION (33 Hours)							
FOR. LANG. CONVERSATION AND COMPOSITION I	FR/GER/SPAN 3003	3					
FOR. LANG. CONVERSATION AND COMPOSITION II	FR/GER/SPAN 3013	3					
FOR. LANG. CULTURE AND CIVILIZATION	FR/GER 3113 <u>or</u> SPAN 3123 <u>or</u> SPAN 3133	3					
RELIGIONS OF THE WORLD	PHIL 2013	3					
HISTORY OF CHRISTIANITY	HIST 4503	3					
INTRODUCTION TO WORLD LITERATURE	ENGL 2003	3					
SOCIOLOGY OF RELIGION	SOC 4073	3					
GEOGRAPHY OF LATIN AMERICA GEOGRAPHY OF EUROPE GEOGRAPHY OF ASIA	GEOG 3303 <u>or</u> GEOG 3413 <u>or</u> GEOG 3703	3					
MODERN EAST ASIA MODERN LATIN AMERICA	HIST 3603 <u>or</u> HIST 3323	3					
MODERN AFRICA THE MIDDLE EAST	HIST 3703 <u>or</u> HIST 3803	3					
MUSIC OF THE WORLD'S PEOPLE SEMINAR IN WORLD LITERATURE	MUS 4853 <u>or</u> ENGL 4283	3					
ELECTIVES (20 Hours, of which 7 hours must be upper level)**							
TOTAL HOURS		124					

Assessment Plan
Arkansas Tech University
Major-International Studies: Cultural Affairs

Major-International Studies: Cultural Affairs

Learning Objective: Knowledge of World Cultures

Students will demonstrate a knowledge of multiple cultures.

Learning Objective Type: Learning Objective

Learning Objective Status: Active

Means of Assessment

Assessment Measure	Criterion for Success	Schedule	Active
Successful completion of course-embedded measures that evaluate student's knowledge of other cultures. Assessment Measure Category: Course Embedded Observation	90% of students will satisfactorily demonstrate to appropriate course instructors -- via course-embedded measures -- that they understand cultures different from their own.		Yes
Successful completion of Intermediate II in any second (foreign) language with a grade of C or better. Assessment Measure Category: Course - multiple measures	90% of Majors will earn grade of C or better in an intermediate II (or higher) world languages course.		Yes

Related Courses

- * ANTH2003 - CULTURAL ANTHROPOLOGY
- * FR 1014 - BEGINNING FRENCH I
- * FR 1024 - BEGINNING FRENCH II
- * FR 2014 - INTERMEDIATE FRENCH I
- * FR 2024 - INTERMEDIATE FRENCH II
- * GEOG2013 - REGIONAL GEOG/WORLD
- * GEOG3303 - GEOG/LATIN AMERICA
- * GEOG3413 - GEOGRAPHY OF EUROPE
- * GEOG3703 - GEOGRAPHY OF ASIA
- * GER 1014 - BEGINNING GERMAN I
- * GER 1024 - BEGINNING GERMAN II
- * GER 2014 - INTERMEDIATE GERMAN I
- * GER 2024 - INTERMEDIATE GERMAN II
- * HIST 4053 - HISTORY OF CHRISTIANITY
- * HIST1513 - WORLD CIVILIZATION II
- * HIST4483 - WORLD ECONOMIC HISTORY
- * HIST4603 - THE MODERN FAR EAST
- * HIST4703 - HIST OF MODERN AFRICA
- * JPN 1014 - BEGINNING JAPANESE I
- * JPN 1024 - BEGINNING JAPANESE II
- * JPN 2014 - INTERMED JAPANESE I
- * JPN 2024 - INTERMED JAPANESE II
- * PHIL3063 - POLITICAL PHILOSOPHY
- * POLS3403 - COMPARATIVE GOVERNMENT

- * POLS3413 - INTL RELATIONS
- * POLS3433 - UNITED NATIONS
- * SOC 4073 - SOCIOLOGY OF RELIGION
- * SPAN1014 - BEGINNING SPANISH I
- * SPAN1024 - BEGINNING SPANISH II
- * SPAN2014 - INTERMEDIATE SPAN I
- * SPAN2024 - INTERMEDIATE SPAN II

Related Course Outcomes

- * HIST 4053 - HISTORY OF CHRISTIANITY: Development of Christianity - paradigmatic transformations of Christianity over time
- * HIST 4053 - HISTORY OF CHRISTIANITY: History - major events, persons, and trends in the history of Christianity
- * HIST 4053 - HISTORY OF CHRISTIANITY: Global Christianity - recent developments in the growth of global Christianity
- * POLS3403 - COMPARATIVE GOVERNMENT: Democratization - Gain a basic understanding of the broad trends in global democratization
- * POLS3403 - COMPARATIVE GOVERNMENT: Architectures - Understand how political architectures vary between states
- * POLS3403 - COMPARATIVE GOVERNMENT: Economics - Understand how economic systems vary between states
- * POLS3403 - COMPARATIVE GOVERNMENT: Change within select countries - Understand how the political and social dynamics are changing in select countries
- * POLS3403 - COMPARATIVE GOVERNMENT: Policy Issues - Analyze selected contemporary policy issues
- * POLS3433 - UNITED NATIONS: Collective Security - Understand the challenges facing the UN when it comes to providing collective security
- * POLS3433 - UNITED NATIONS: Humanitarian Efforts - Understand the challenges facing the UN regarding its humanitarian efforts
- * POLS3433 - UNITED NATIONS: Sustainability - Understand the challenges facing the UN regarding its efforts at long-term, sustainable development

Learning Objective: Knowledge of Second Language

Students will demonstrate knowledge of a second language.

Learning Objective Type: Learning Objective

Learning Objective Status: Active

Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active
Successful completion of Intermediate II in any second (foreign) language with a grade of C or better. Assessment Measure Category: Course Embedded Observation	90% of Majors will earn grade of C or better in an Intermediate II (or higher) world languages course.		Yes

Related Courses

- * FR 1014 - BEGINNING FRENCH I
- * FR 1024 - BEGINNING FRENCH II
- * FR 2014 - INTERMEDIATE FRENCH I
- * FR 2024 - INTERMEDIATE FRENCH II
- * GER 1014 - BEGINNING GERMAN I
- * GER 1024 - BEGINNING GERMAN II
- * GER 2014 - INTERMEDIATE GERMAN I
- * GER 2024 - INTERMEDIATE GERMAN II
- * JPN 1014 - BEGINNING JAPANESE I
- * JPN 1024 - BEGINNING JAPANESE II
- * JPN 2014 - INTERMED JAPANESE I
- * JPN 2024 - INTERMED JAPANESE II
- * SPAN1014 - BEGINNING SPANISH I
- * SPAN1024 - BEGINNING SPANISH II
- * SPAN2014 - INTERMEDIATE SPAN I

* SPAN2024 - INTERMEDIATE SPAN II

Learning Objective: Knowledge of International Politics

Students will demonstrate a greater understanding of regional and international politics and diplomacy.

Learning Objective Type: Learning Objective

Learning Objective Status: Active

Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active
Completion of Senior Exit Survey Assessment Measure Category: Surveys and Interviews	90% of students completing the Senior Exit Survey will respond either "Agree" or "Strongly Agree" that they have a deeper appreciation for the importance of regional and international politics and diplomacy.		Yes
Successful completion of International Relations and Comparative Governments with a grade of C or better in each course. Assessment Measure Category: Course Embedded Observation	90% of majors will complete International Relations and Comparative Governments with a grade of C or better.		Yes

Related Courses

- * GEOG2013 - REGIONAL GEOG/WORLD
- * HIST4483 - WORLD ECONOMIC HISTORY
- * HIST4603 - THE MODERN FAR EAST
- * HIST4703 - HIST OF MODERN AFRICA
- * POLS3403 - COMPARATIVE GOVERNMENT
- * POLS3413 - INTL RELATIONS
- * POLS3433 - UNITED NATIONS

Related Course Outcomes

- * POLS3403 - COMPARATIVE GOVERNMENT: Democratization - Gain a basic understanding of the broad trends in global democratization
- * POLS3403 - COMPARATIVE GOVERNMENT: Architectures - Understand how political architectures vary between states
- * POLS3403 - COMPARATIVE GOVERNMENT: Economics - Understand how economic systems vary between states
- * POLS3403 - COMPARATIVE GOVERNMENT: Leadership - Understand the role of leadership in various forms of government
- * POLS3413 - INTL RELATIONS: International security - Understand different types of conflict in the international system: interstate wars (conflict between states) and civil wars (conflict within states). Understand the spread of weapons (both weapons of mass destruction and conventional weapons) across the globe as well as the countermeasures for this proliferation. Understand the different non-state actors who are playing an increasingly important role in international relations: terrorist networks, international criminal syndicates, nongovernmental organizations, and finally international organizations, such as the UN(United Nations) and NATO (North Atlantic Treaty Organization).
- * POLS3413 - INTL RELATIONS: International Economics - Students will learn key aspects of the North-South Gap, international trade, tariffs, international development, economic integration, environmental politics, global population concerns, and globalization.
- * POLS3433 - UNITED NATIONS: Collective Security - Understand the challenges facing the UN when it comes to providing collective security
- * POLS3433 - UNITED NATIONS: Humanitarian Efforts - Understand the challenges facing the UN regarding its humanitarian efforts
- * POLS3433 - UNITED NATIONS: Sustainability - Understand the challenges facing the UN regarding its efforts at long-term, sustainable development

Learning Objective: Values Cultural Differences

Students will demonstrate a tolerance of -- and appreciation for -- cultural differences.

Learning Objective Type: Learning Objective

Learning Objective Status: Active

Means of Assessment

Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active
Senior Exit Survey Assessment Measure Category: Surveys and Interviews	90% of students completing the Senior Exit Survey will respond either "Agree" or "Strongly Agree" that they have a greater appreciation for world cultures.		Yes
Observation of majors in courses which emphasize world cultures to evaluate tolerance of -- and appreciation for -- world cultures. Assessment Measure Category: Course - multiple measures	90% of majors will be evaluated by their instructors in the appropriate courses as having successfully met the objective.		Yes

Related Courses

- * ANTH2003 - CULTURAL ANTHROPOLOGY
- * GEOG2013 - REGIONAL GEOG/WORLD
- * HIST1513 - WORLD CIVILIZATION II
- * HIST4483 - WORLD ECONOMIC HISTORY
- * HIST4603 - THE MODERN FAR EAST
- * HIST4703 - HIST OF MODERN AFRICA
- * PHIL3063 - POLITICAL PHILOSOPHY
- * POLS3403 - COMPARATIVE GOVERNMENT
- * POLS3413 - INTL RELATIONS
- * POLS3433 - UNITED NATIONS

Related Course Outcomes

- * HIST 4053 - HISTORY OF CHRISTIANITY: Development of Christianity - paradigmatic transformations of Christianity over time
- * HIST 4053 - HISTORY OF CHRISTIANITY: Global Christianity - recent developments in the growth of global Christianity
- * POLS3403 - COMPARATIVE GOVERNMENT: Democratization - Gain a basic understanding of the broad trends in global democratization
- * POLS3403 - COMPARATIVE GOVERNMENT: Architectures - Understand how political architectures vary between states
- * POLS3403 - COMPARATIVE GOVERNMENT: Economics - Understand how economic systems vary between states
- * POLS3403 - COMPARATIVE GOVERNMENT: Policy Issues - Analyze selected contemporary policy issues
- * POLS3413 - INTL RELATIONS: Internal Factors - Students will analyze the internal factors that can influence a state's behavior in the international community, such as regime type or civil-military relations
- * POLS3413 - INTL RELATIONS: International security - Understand different types of conflict in the international system: interstate wars (conflict between states) and civil wars (conflict within states). Understand the spread of weapons (both weapons of mass destruction and conventional weapons) across the globe as well as the countermeasures for this proliferation. Understand the different non-state actors who are playing an increasingly important role in international relations: terrorist networks, international criminal syndicates, nongovernmental organizations, and finally international organizations, such as the UN(United Nations) and NATO (North Atlantic Treaty Organization).
- * POLS3433 - UNITED NATIONS: Humanitarian Efforts - Understand the challenges facing the UN regarding its humanitarian efforts
- * POLS3433 - UNITED NATIONS: Sustainability - Understand the challenges facing the UN regarding its efforts at long-term, sustainable development

Learning Objective: Cultural Affairs

Students will demonstrate and awareness of key aspects of major global societies and the ability to analyze the literary, religious, philosophical, and cultural differences between them.

Learning Objective Type: Learning Objective

Learning Objective Status: Active

Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active
Successful completion of Core Courses with a grade of C or better in each course. Assessment Measure Category: Course - multiple measures	85% of majors will earn no more than 3 credit hours with a grade of D or lower in the Core Courses.		Yes

Means of Assessment

Assessment Measure	Criterion for Success	Schedule	Active
--------------------	-----------------------	----------	--------

Related Courses

- * ENGL2003 - INTRO/WORLD LITERATURE
- * FR 3113 - CULTURE/CIVILIZATION
- * GEOG2013 - REGIONAL GEOG/WORLD
- * GEOG3303 - GEOG/LATIN AMERICA
- * GEOG3703 - GEOGRAPHY OF ASIA
- * GER 3113 - CULTURE/CIVILIZATION
- * HIST 3603 - MODERN EAST ASIA
- * HIST 4053 - HISTORY OF CHRISTIANITY
- * HIST1513 - WORLD CIVILIZATION II
- * HIST33** - ELECTIVE (LATIN AMERICA)
- * HIST4703 - HIST OF MODERN AFRICA
- * PHIL2013 - RELIGIONS OF THE WORLD
- * PHIL3063 - POLITICAL PHILOSOPHY
- * SOC 4073 - SOCIOLOGY OF RELIGION
- * SPAN3123 - SPAN CIVILIZ/CULTURE
- * SPAN3133 - SPAN-AMER CIV/CULTURE

Related Course Outcomes

- * HIST 4053 - HISTORY OF CHRISTIANITY: Development of Christianity - paradigmatic transformations of Christianity over time
- * HIST 4053 - HISTORY OF CHRISTIANITY: Global Christianity - recent developments in the growth of global Christianity
- * POLS3403 - COMPARATIVE GOVERNMENT: Architectures - Understand how political architectures vary between states
- * POLS3403 - COMPARATIVE GOVERNMENT: Economics - Understand how economic systems vary between states
- * POLS3403 - COMPARATIVE GOVERNMENT: Policy Issues - Analyze selected contemporary policy issues
- * POLS3413 - INTL RELATIONS: International security - Understand different types of conflict in the international system: interstate wars (conflict between states) and civil wars (conflict within states). Understand the spread of weapons (both weapons of mass destruction and conventional weapons) across the globe as well as the countermeasures for this proliferation. Understand the different non-state actors who are playing an increasingly important role in international relations: terrorist networks, international criminal syndicates, nongovernmental organizations, and finally international organizations, such as the UN(United Nations) and NATO (North Atlantic Treaty Organization).
- * POLS3413 - INTL RELATIONS: International Economics - Students will learn key aspects of the North-South Gap, international trade, tariffs, international development, economic integration, environmental politics, global population concerns, and globalization.
- * POLS3433 - UNITED NATIONS: Humanitarian Efforts - Understand the challenges facing the UN regarding its humanitarian efforts
- * POLS3433 - UNITED NATIONS: Sustainability - Understand the challenges facing the UN regarding its efforts at long-term, sustainable development

Major-International Studies: Cultural Affairs - Curriculum Map


Legend: (A)ssessed, (I)ntroduced, (R)einforced

Learning Objectives	A N T H 2 0 0 3	E N G L 2 0 0 3	F R 1 0 1 4	F R 1 0 2 4	F R 2 0 1 4	F R 2 0 2 4	F R 3 1 1 3	G E O G 2 0 1 3	G E O G 3 0 3	G E O G 3 4 1	G E O G 3 7 0	G E R 1 0 1 4	G E R 1 0 2 4	G E R 2 0 1 4	G E R 2 0 2 4	G E R 3 1 1 3	H I S T 3 6 0	H I S T 4 0 5	H I S T 4 1 5	H I S T 4 3 3 **	H I S T 4 4 8	H I S T 4 6 0	H I S T 4 7 0	J P N 1 0 1 4	J P N 1 0 2 4	J P N 2 0 1 4	J P N 2 0 2 4	P H I L 2 0 1 3	P H I L 3 0 6 3	P O L S 3 4 0 3	P O L S 3 4 1 3	P O L S 3 4 3 3	S O C 4 0 7 3	S P A N 1 0 1 4	S P A N 1 0 2 4	S P A N 2 0 1 4	S P A N 2 0 2 4	S P A N 3 1 2 3	SPAN313 3				
Knowledge of World Cultures	I		I	R	A	A		I	R	R	R	I	R	A	A			R	I			A	R	R	I	R	A	A			I	A	A	A	R	I	R	A	A				
Knowledge of Second Language			I	R	A	A						I	R	A	A										I	R	A	A									I	R	A	A			
Knowledge of International Politics							A	I														A	R	R																			
Values Cultural Differences	I						A	I														A	R	R																			
Cultural Affairs		A	I				A	A	A		A						A	R	A	I	A			R																	A	R	A, R

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Departments Affected: Behavioral Sciences, Emergency Management; English and World Languages, History and Political Science	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
<p>Comments: This support is for the re-design of the International Studies degree program with both the Political Affairs and Cultural Affairs concentrations. The courses being added to the re-designed program are as follows:</p> <p><u>Cultural Affairs Concentration</u></p> <p>EAM 1003 – Liv/Hazard Environment EAM 1013 – Aim/Scope Emergency Management EAM 3243 – Introduction to Terrorism FR/GER/JPN/SPAN 1014 – Beginning French/German/Japanese/Spanish I FR/GER/SPAN 1024 – Beginning French/German/Japanese/Spanish II HIST 1903 – Survey of American History HIST 3083 – The United States since 1945 HIST 3513 – Europe since 1939 HIST 4083 – American Diplomatic History since 1912 HIST 4483 – World Economic History JPN 2014 – Intermediate Japanese I JPN 2024 – Intermediate Japanese II PHIL 2003 – Introduction to Philosophy PHIL 3063 – Modern Political Thought or POLS 3063 – Modern Political Thought POLS 3013 – Recent American Foreign and Military Policy or POLS 3473 – National Security Policy POLS 3433 – United Nations</p> <p><u>Political Affairs Concentration</u></p> <p>FR/GER/SPAN 1014 – Beginning French/German/Spanish I FR/GER/SPAN 1024 – Beginning French/German/Spanish I GEOG 3413 – Geography of Europe HIST 1903 – Survey of American History HIST 4503 – History of Christianity PHIL 2003 – Introduction to Philosophy PHIL 3063 – Modern Political Thought or POLS 3063 – Modern Political Thought POLS 3433 – United Nations SOC 4073 – Sociology of Religion</p>	

Department Head Signature: 

Date: 9/28/2010

Subject: Re: Class Option
From: Carl Brucker <cbrucker@atu.edu>
Date: Tue, 28 Sep 2010 11:40:44 -0500
To: Micheal Tarver <mtarver@atu.edu>

Micheal:

ENGL 4283 has been offered six times in the past seven years. If that seems adequate frequency to you, I think it would make a good addition.

--

Carl Brucker, Head
Department of English
Department of Foreign Languages
Witherspoon 142
Arkansas Tech University
Russellville, AR 72801
(479) 968-0484
cbrucker@atu.edu

From: Micheal Tarver <mtarver@atu.edu>
Organization: Arkansas Tech University
Reply-To: Micheal Tarver <mtarver@atu.edu>
Date: Tue, 28 Sep 2010 11:18:43 -0500
To: Cynthia Hukill <chukill@atu.edu>, Carl Brucker <cbrucker@atu.edu>
Cc: Micheal Tarver <mtarver@atu.edu>
Subject: Class Option

How often are the following courses offered:

MUS 4853
MUSIC OF THE WORLD'S PEOPLE

ENGL 4283
SEMINAR:WORLD LIT

What are your thoughts on adding the two classes into the Cultural Affairs option for the International Studies, as follows:

MUS 4853 or ENGL 4283

Would this put too much strain on your departmental faculty?

Please let me know.

MT

--

Dr. H. Micheal Tarver
Dean of the College of Arts and Humanities
Professor of History
Arkansas Tech University
Witherspoon 240
407 West Q Street
Russellville, AR 72801-2222

Tel: 479.968.0274

Subject: FW: FW: Class Option
From: Cynthia Hukill <chukill@atu.edu>
Date: Tue, 28 Sep 2010 12:15:47 -0500
To: mtarver@atu.edu

Lowell says "yes" as well!

-----Original Message-----

From: Lowell Lybarger [<mailto:llybarger@atu.edu>]
Sent: Tuesday, September 28, 2010 12:00 PM
To: Cynthia Hukill
Subject: Re: FW: Class Option

Cynthia: Wow. This is a most welcome addition. Yes! Many thanks,
Lowell

On 9/28/10 11:57 AM, Cynthia Hukill wrote:

Lowell,

Please read Dr. Tarver's email below and tell me what you think. I'm
thinking it would help build enrollment in this course and make for a
more

interesting combination of students in the class.

CH

-----Original Message-----

From: Dr. H. Micheal Tarver [<mailto:mtarver@atu.edu>]
Sent: Tuesday, September 28, 2010 11:19 AM
To: Dr. Cynthia Hukill; Dr. Carl Brucker
Cc: Dr. H. Micheal Tarver
Subject: Class Option

How often are the following courses offered:

MUS 4853
MUSIC OF THE WORLD'S PEOPLE

ENGL 4283
SEMINAR:WORLD LIT

What are your thoughts on adding the two classes into the
Cultural Affairs option for the International Studies, as follows:

MUS 4853 or ENGL 4283

Would this put too much strain on your departmental faculty?

Please let me know.

MT

--
Dr. H. Micheal Tarver
Dean of the College of Arts and Humanities

app Teacher Ed Com. 10/25/10

Registrar's Office

SEP 21 2010

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

app CO 11/30/10
app FS 12/7/11/10
Catalog 12-14-10

TO: Curriculum Committee
FROM: Foreign Languages and International Studies

DATE SUBMITTED: September 22, 2010

REQUEST FOR ~~DELETION~~ ^{Suspension pcc} OF (1) THE CURRICULUM IN FOREIGN LANGUAGES WITH CONCENTRATION IN FRENCH FOR TEACHER LICENSURE, (2) THE CURRICULUM IN FOREIGN LANGUAGES WITH CONCENTRATION IN GERMAN FOR TEACHER LICENSURE, (3) THE CURRICULUM IN FOREIGN LANGUAGES WITH CONCENTRATION IN FRENCH, AND (4) THE CURRICULUM IN FOREIGN LANGUAGES WITH CONCENTRATION IN GERMAN

Title	Signature	Date
Department Head	<i>Carl Bunker</i>	9-17-10
Dean	<i>H. M. Tom</i>	9-17-10
Teacher Education Council		
Registrar	<i>Jammya Roodis</i>	9-24-10
Vice President for Academic Affairs	<i>Jodie White</i>	

Program Title: Curricula in foreign languages with concentrations in French, French for teacher licensure, German, and German for teacher licensure.	Effective Date: July 1, 2011
Detail change in program: As of July 1, 2011, this change suspends the French and German options for teacher licensure and suspends the French and German options for the B.A. in Foreign Languages. The minors in French and German will still be available.	
Please provide a rationale for the change. Low enrollment.	
What impact will the change have on staffing, on other programs and space allocation? It is possible that this change may result in some small reduction in adjunct instruction, but no full-time faculty will be affected. This change should have no effect on any other program or on space allocation.	

Note: This proposal temporarily suspends (makes inactive) the concentrations noted above, removes them from the catalog copy, and prevents new majors from enrolling. If and when the concentrations are made active in the future, the Department will bring a proposal to do so through faculty governance.

pcc

SEP 21 2010

Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

Over the past three years no students have completed French Education, German Education, or German degrees. One student completed a French degree. One student is completing a German Education degree this fall. Two other currently enrolled students list German Education as their major. Three other currently enrolled students list German as their major. No currently enrolled students list French Education as a major. One currently enrolled student lists French as her major

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

This proposal has been reviewed with Dr. Bell, Head of Curriculum and Instruction, and a Departmental Support Form signed by him is attached.

SEP 21 2010

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

REQUEST FOR DELETION OF (1) THE CURRICULUM IN FOREIGN LANGUAGES WITH CONCENTRATION IN FRENCH FOR TEACHER LICENSURE, (2) THE CURRICULUM IN FOREIGN LANGUAGES WITH CONCENTRATION IN GERMAN FOR TEACHER LICENSURE, (3) THE CURRICULUM IN FOREIGN LANGUAGES WITH CONCENTRATION IN FRENCH, AND (4) THE CURRICULUM IN FOREIGN LANGUAGES WITH CONCENTRATION IN GERMAN.

Department Affected: Curriculum and Instruction	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: _____

*David Bell*Date: 9-17-10

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

app CC 11/30/10
 app FS 12/7/10
 Minor Addition
 pcc

TO: Curriculum Committee
 FROM: Foreign Languages and International Studies
 DATE SUBMITTED: September 22, 2010

REQUEST TO ADD MINOR IN SPANISH MEDICAL INTERPRETATION

Title	Signature	Date
Department Head	<i>C. Brucker</i>	9-22-10
Dean	<i>H. M. T...</i>	9-22-10
Registrar	<i>Sammy Wood</i>	10-1-10
Vice President for Academic Affairs		

Program Title: MINOR IN SPANISH MEDICAL INTERPRETATION <i>new minor pcc</i>	Effective Date: July 1, 2011
Detail change in program: <i>21 pcc C. Brucker jmk</i> Add an 16 18-hour minor in Spanish Medical Interpretation as detailed in the proposed catalog listing appended to this proposal.	
Please provide a rationale for the change. Knowledge of Spanish is a great asset for anyone and many Tech students already add a Spanish minor to their degrees; however, the proposed minor in Spanish Medical Interpretation will offer students who plan to work in the medical field a way to supplement their degrees with basic Spanish language skills as well as an introduction to the theory of medical interpretation and necessary Spanish medical terminology.	
What impact will the change have on staffing, on other programs and space allocation? This minor will require that we offer SPAN 4384: Medical Interpretation Theory on a regular basis, but we already have the staff and space needed to do this.	
Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. Several nursing students and others who have plans to work in medicine have expressed interest in	

adding to or developing Spanish language skills in order to better serve the Spanish-speaking patients they will work with in their careers.

Discussions with administrative staff at area hospitals and clinics have reinforced the need for more Spanish-speaking medical professionals.

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

Although this proposal may be particularly attractive to students who are majoring in nursing or are preparing for medical school, it will not affect any other department or program.

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

Proposed Catalog Text

Minor

Spanish Medical Interpretation

The minor in Spanish Medical Interpretation is designed for students who plan careers in medicine and would like to obtain some basic Spanish competencies and an introduction to medical interpretation theory and Spanish medical terminology. The minor in Spanish Medical Interpretation requires ~~18~~ 21 hours of courses (all course prerequisites must be met):

SPAN 2014: Intermediate Spanish I

SPAN 2024: Intermediate Spanish II

SPAN 3003: Conversation and Composition I

SPAN 3013: Conversation and Composition II

SPAN 3133: Spanish-American Civilization and Culture

SPAN 4384: Medical Interpretation Theory

SEP 16 2010

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

app CC 11/30/10
 app FS 12/7/10
 Addition
 Catalog 12-14-10

TO: Curriculum Committee
 FROM: Department of English
 DATE SUBMITTED: September 13, 2010

REQUEST TO ADD MINOR IN FILM STUDIES

Title	Signature	Date
Department Head		9-13-10
Dean		9-14-10
Teacher Education Council		
Registrar		10-1-10
Vice President for Academic Affairs		

Program Title: MINOR IN FILM STUDIES	Effective Date: July 1, 2011
<p>Detail ^{new} change in program: <i>minor: pcc</i></p> <p>Add an 18-hour minor in film studies as detailed in the proposed catalog listing appended to this proposal.</p>	
<p>Please provide a rationale for the change.</p> <p>Students have evidenced increased interest in our film studies courses. When combined with options offered in other departments, the film studies minor would permit students to reflect this concentration on their transcripts.</p>	
<p>What impact will the change have on staffing, on other programs and space allocation?</p> <p>This minor would use courses that are already being offered and the small amount of new enrollment in film classes that might result from this addition could be readily absorbed without adding pressure to staffing, space, or other programs.</p>	
<p>Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the</p>	

current state of the discipline.

Enrollment in our 2000-level film course has increased 40% in the past three years from 479 in 2007-2008 to 676 in 2009-2010. We expect that enrollment to reach 750 in 2010-2011. Another 150-200 will take the course under the Journalism prefix.

Our 3000-level Studies in Film course has been offered with six different topics (Hitchcock, Foreign Films, Kino, Film Noir, Green Films, The Western) in the past five years and enrolled 171 students.

Our 4000-level Seminar in Film Studies will be offered for the first time this summer or next fall.

Our 4000-level Screenwriting class was created because of student demand and is now offered on a regular biennial schedule.

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

Departmental support forms from the Department of Speech, Theatre and Journalism, The Department of Foreign Languages and International Studies, and the Department of History and Political Science are attached. This proposal should have no effect on any other program or department.

REQUEST TO ADD MINOR IN FILM STUDIES, September 22, 2010

SEP 16 2010

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

The film studies minor requires 18 hours of course work selected from the following:

- ✓ ENGL or Jour 2173 Introduction to Film
- ✓ ENGL 3173 (may be repeated) Studies in Film
- ✓ ENGL 4173 (may be repeated) Seminar in Film Studies
- ✓ ENGL 4093: Seminar in Creative Writing: Screenwriting
- ✓ HIST 4163: American History Through Film
- ✓ SPAN 4803: Film Theory

SEP 16 2010

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

REQUEST TO ADD MINOR IN FILM STUDIES

Department Affected: Speech, Theatre, and Journalism	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: Henry C. Norton

Date: 9/9/10

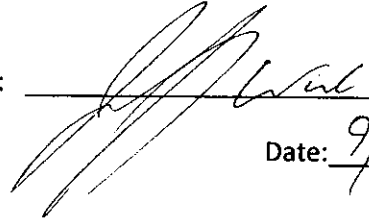
SEP 16 2010

Arkansas Tech University DEPARTMENTAL SUPPORT FORM

REQUEST TO ADD MINOR IN FILM STUDIES

Department Affected: History and Political Science	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: <i>We welcome the opportunity to contribute to the proposed minor in film studies.</i>	

Department Head Signature: _____

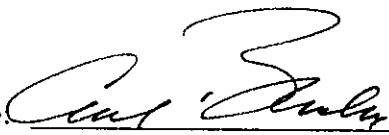

Date: 9/9/10

SEP 16 2010

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

REQUEST TO ADD MINOR IN FILM STUDIES

Department Affected: Foreign Languages and international Studies	This department <input type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature 

Date: 9-13-10

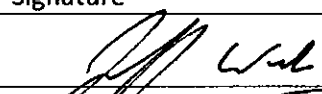
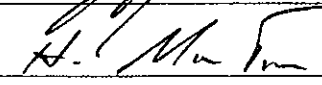
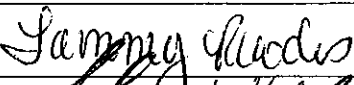
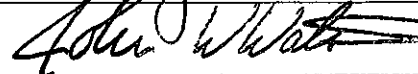
OCT 20 2010

**Arkansas Tech University
REQUEST FOR COURSE CHANGE**

app GenEd Com 10/28/10
app CC 11/30/10
app FS 12/7/10
Catalog 12-14-10

TO: Curriculum Committee or Graduate Council (as appropriate)
FROM: History and Political Science
DATE SUBMITTED: 9/21/10

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head		10/18/10
Dean		10/18/10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/20/10
Vice President for Academic Affairs		

Course Subject: HIST	Course Number: 2003/2013
Cross-listed with Subject:	Course Number:
Official Title United States History I/United States History II	
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 checked="" type="checkbox"/> Other _Return HIST 2003 and HIST 2013 to the General Education Requirement for Social Sciences (3 hour American requirement). Catalog change would read as follows under Social Sciences 12 hrs: Three hours from one of the following: HIST 1903 Survey of American History POLS 2003 American Government HIST 2003 United States History I (to 1865) HIST 2013 United States History II (1865 to present)	
Effective Term: <input type="checkbox"/> Spring <input type="checkbox"/> Summer I	

App Gen Ed Com 10/28/10

OCT 20 2010

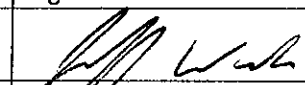

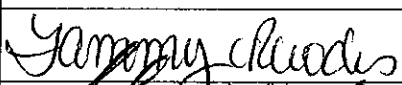
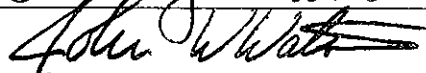
New Course Number :
New Course Title (Limited to 30 characters including spaces):
New Course Description:
New Cross-list: <input type="checkbox"/> Adding Cross-listing <input type="checkbox"/> Changing Cross-listing <input type="checkbox"/> Deleting Cross-listing If adding or changing cross-listing, indicate course subject and number _____
New Prerequisite/Co-requisite:
<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>Please provide a rationale for the change including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.</p> <p>Last year students were given a choice of only POLS 2003 and HIST 1903 in fulfilling the three hour "American" requirement for Social Studies in the General Education Curriculum. HIST 2003 and HIST 2013 were dropped from the list of courses students could take to fulfill this portion of the Social Studies Requirement. It quickly became apparent that this posed a significant problem for transfer students and those who earned credit for CLEP and AP courses. HIST 1903 is designed for non-History and Political Science majors who need only a single US history course to graduate. It is a brief survey combination of the HIST 2003 and HIST 2013 courses. HIST 1903 or its equivalent is not offered at most universities, while HIST 2003 and HIST 2013 are standard nearly everywhere. (See for example, University of Arkansas, Arkansas State, University of Central Arkansas, Murray State.) Transfer, CLEP, and AP students who are not History or Political Science majors will have taken HIST 2003 and HIST 2013 at other institutions with the understanding that it fulfills their "American" gen ed requirement. To better correspond with the state and national norms, HIST 2003 and HIST 1903 need to be returned to the list of courses fulfilling the three hour "American" requirement for Social Studies in the General Education Curriculum.</p>
How will the effect of the change be monitored in ongoing program assessment?
If this course will affect other departments a Departmental Support Form for each affected department must be attached.

OCT 25 2010

**Arkansas Tech University
PROPOSAL FOR NEW PROGRAM
Addition of New Minor**

app CC w/ amendment
11/30/10
app FS 12/7/10
Catalog 12-14-10

TO: Curriculum Committee
FROM: The Department of History & Political Science
DATE SUBMITTED: 12 August 2010
REQUEST FOR NEW PROGRAM:

Title	Signature	Date
Department Head Dr. Jeff Woods		10/19/10
Dean Dr. Micheal Tarver		10/19/10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/19/10
Vice President for Academic Affairs Dr. John Watson		

Program Title: Pre-Law Minor	CIP Code: 22.0001 (Pre-Law Studies)
Contact Person: Dr. Donald M. Gooch Arkansas Tech University Department of History & Political Science 407 West Q street, WPN 255 Russellville, AR 72801 E-mail Address: dgooch@atu.edu Phone Number: 479-968-0447	Proposed Date: October 1, 2010 Proposed Effective Date: Fall 2011
<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>Description – Minor in Pre-Law – 21 hours. The Pre-Law Minor Program’s objective is to prepare students for entrance to and advanced study at law school or alternative careers in the legal profession (e.g. legal aide, court reporter, paralegal, etc.) upon graduation through the development of writing, analytic, logical reasoning, and research skills key to the study and practice of law.</p>	

Justification –

1. A minor in Pre-Law allows Arkansas Tech University to service the growing student population interested in careers in law and with plans to apply to law school. In addition to academic content in law, the minor will expose students to an array of skills and training in writing, reading comprehension, logical deduction, and legal reasoning. The Pre-law Committee of the ABA recommends students interested in legal careers and law school the ABA recommends that pre-law students take "a broad range of difficult courses from demanding instructors," and "seek courses and other experiences that will engage you in critical thinking about important issues, challenge your beliefs and improve your tolerance for uncertainty." The ABA list the following core skills and values as important to acquire in pursuing a legal education:

- Analytic / Problem Solving Skills
- Critical Reading
- Writing Skills
- Oral Communication / Listening Abilities
- General Research Skills
- Task Organization / Management Skills
- Public Service and Promotion of Justice

The ATU Pre-Law minor has been designed to provide instruction and training in these areas. Through an interdisciplinary approach, students will receive instruction and training across all seven of these areas of emphasis.

2. Tech students seeking legal careers face a high bar for entrance into law school where competition for slots is fierce . A pre-law minor would help Tech students be more competitive. According to the American Bar Association, there were 49,414 students enrolled in law school in the 2008-2009 academic year. Hundreds of thousands more applied and were denied admittance. The state enrollment in law school in for 2009 was 496 students (398 U of A, Fayetteville; 98 UALR). About one out of every four students who applied for a full time slot at either the University of Arkansas Law School or the Bowens Law School at the University of Arkansas at Little Rock were accepted to law school in Arkansas (31% U of A; 22.5% UALR). This is a very competitive environment for Tech students to enter as graduates, and thus it is essential for Tech students going to law school to have as much preparation as possible before they apply. In order for Tech students to successfully pursue legal careers, they must begin developing the necessary knowledge and skills key to success in law school in their undergraduate program.
3. While most colleges and universities in the state of Arkansas have pre-law minor programs, this would be the first pre-law minor offered in the state of Arkansas. The pre-law minor presents an opportunity for encouraging student recruitment and retention at Arkansas Tech by providing an avenue for legal education that is under-emphasized and relatively informal at other institutions in the state of Arkansas. A pre-law minor represents a potential comparative advantage for Arkansas Tech University in competing for and retaining students considering legal careers who are seeking an undergraduate education in the state of Arkansas. Furthermore, we would be following a growing trend of formalizing the pre-law education that is evident at regional public universities similar to Arkansas Tech.

List existing degree programs that support the proposed program:

History
Political Science
Philosophy
Criminal Justice
Business
Management
Speech

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.)

Need, Assessment & Student Interest

The legal profession offers a wide variety of careers, many of which are quite lucrative. The average salary for an attorney in the Little Rock area ranges from \$60,000 to \$108,000 according to salary.com, and that is a comparable range for other population centers in the state. According to the American Bar Association, there are currently 5,700 practicing attorneys in the state of Arkansas. A significant percentage of these lawyers were educated at regional public universities here in Arkansas. According to the Avery Index, Arkansas rates as one of the states with the fewest attorneys per capita (5.3 per 10,000 residents), which suggests that Arkansas is a state of opportunity for new attorneys looking to practice law.

We currently have 22 students in the History & Political Science program who have designated themselves as Pre-law advisees. This does not include students from other law-centric programs (i.e. English) who might have interest in a pre-law minor. The Arkansas Tech University Pre-Law Society has a current roster of 64 current Tech students, over twenty of whom are active members. A survey of the membership (14 respondents) indicated unanimous support for a pre-law minor and an express interest in adding the minor to their own studies (100% "Yes" on both questions). Some student comments on what a pre-law minor would mean to them from the survey are included below:

- "I love the idea of having a pre-law minor. I believe it would be a good step in narrowing my studies to the career field I want to work in."
- "It would certainly provide a more concise organization for students interested in pre-law. Before, the recommendations and requirements have been fairly vague."
- "I think giving us a pre-law minor would better help us prepare for law school. We would know what to expect and be ready for the real thing. I think this would be a great benefit to our school."
- "I believe this addition of a minor would be useful because there are so many people this would benefit. It would be an important minor that many people would fulfill all ready simply because of the appeal of law school and they're desire to go."

Amendment to Need, Assessment & Student Interest: Change wording to informal pre-law programs

Similar regional public universities in the state, such as the University of Arkansas at Fayetteville, the University of Central Arkansas, Arkansas State University, and the University of Arkansas at Little Rock all have pre-law programs in one form or another. UALR has a Legal Studies minor program similar to the program we are proposing. Similar regional public universities with interdisciplinary pre-law minors include Eastern Illinois University, Southern New Hampshire University, the University of the Pacific, Westminster College, and the University of Richmond School of Arts & Sciences. Appalachian State University offers a Bachelors of Science in Law.

Curriculum Outline by Semester

*Minor – no by semester outline

**R/E – Required or Elective course

COURSE PREFIX	COURSE #	COURSE NAME	R/E**
ENGL	2053 ✓	Technical Writing	R
SPH	2003 ✓	Public Speaking	R
PHIL	3103 ✓	Logic	R
POLS	4043 ✓	American Constitutional Law	R
<i>Student chooses one of the below two courses</i>			
POLS/CJ	3023 ✓	Judicial Process	E
POLS	3024 ✓	Judicial Politics	E
<i>Student chooses one of the below four courses</i>			
HIST	4043 ✓	American Constitutional Development	E
HIST	4183 ✓	American Legal History	E
HIST	3023 ✓	American Revolution and Founding Era	E
<i>Student chooses one of the below four courses</i>			
BLAW	2033 ✓	Legal Environment of Business	E
PHIL	3023 ✓	Ethics	E
MGMT	3123 ✓	Business Ethics	E
CJ	4023 ✓	Law & the Legal System	E

Total number of Semester Hours Required for Graduation: 21 hours.	Courses currently offered via distance technology: n/a
List New Courses (Please attach New Course Proposals): POLS 3024 Judicial Politics <i>(course already approved) jcc</i>	
Identify General Education Courses, Core Courses, and Major Courses: n/a	
Program Admission Requirements: n/a	
Provide information on how this program supports the University Mission. List Specific Learning Outcomes and Assessments for the program: This proposal supports the University mission by serving to further scholastic development and professionalism by filling a gap in our political science curriculum and providing an avenue for our students to develop a knowledge base and key skills necessary to pursue careers in the political science profession and related fields. It makes an important contribution to providing a solid educational foundation for life-long learning for students at Arkansas Tech in political science. The interdisciplinary nature of this minor will expose pre-law students to a diverse community of teachers and learners here at Tech.	
List the names and credentials of all faculty teaching course in the proposed program. Dr. Donald M. Gooch, Ph.D. Assistant Professor of Political Science Dr. Michael Rogers, Ph.D. Assistant Professor of Political Science Dr. Christopher Housenick, Ph.D. Assistant Professor of Political Science Mrs. Tracy Cole, J.D. Assistant Professor of Legal Studies Dr. Dennis Williams, Ph.D. Assistant Professor of Sociology Mr. Thomas Pennington, J.D. Assistant Professor of Legal Studies, University Counsel Jay Hudkins, M.A. Assistant Professor of Speech Dr. James Moses, Ph.D. Associate Professor of History Dr. Carey M. Roberts, Associate Professor of History, Coordinator of University Assessment Dr. Jeff Mitchell, Ph.D. Professor of Philosophy Dr. Charles Busch, Ph.D. Professor of Philosophy Dr. Emily Hoffman, Ph.D. Assistant Professor of English Dr. Regina St. John, Ph.D. Assistant Professor of English Dr. Carl Brucker, Ph.D. Professor of English	
Total number of faculty required (existing and new) For new faculty members include credentials/experience and expected hire date Maximum of 11 current faculty required to implement the minor.	
For proposed graduate programs attach curricula vitae for the faculty teaching the program n/a	

Description of Resources
Current Library and instructional facilities
The instructional facilities available to the academic departments housing the courses included in the pre-law minor. The library provides access to legal databases (i.e. Westlaw Campus Search), law journals, and other legal source materials.
New Resources Required (include costs and acquisition plan):
n/a
New Program Costs (Expenditures for first three years of program operation)
Include:
n/a

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

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

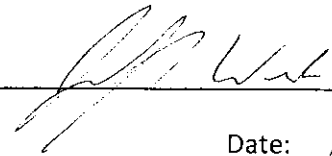
Department Head Signature: *Carl Zundser*
Date: *10/19/10*

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: <i>History and Political Science</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: _____



Date: 9/15/10

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Speech, Theatre & Journalism	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: Henry Norton

Date: 9/15/10

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: <i>Accounting & Economics</i>	This department <input checked="" type="checkbox"/> supports the change. <input type="checkbox"/> does not support
Comments: <i>I would like to have estimates of additional students for the 2 courses Dr. Cole teaches</i>	

Department Head Signature: *Janeta J. Caw*

Date: *9/20/2010*

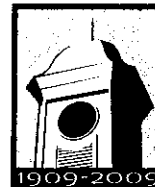
Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

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

Department Head Signature: *William M. [unclear]*

Date: *9-20-10*



MEMORANDUM

TO: Arkansas Tech University Curriculum Committee

FROM: Tracy Cole, J.D., Assistant Professor of Legal Studies

DATE: August 20, 2010

RE: Pre-Law Minor

I am writing in support of the interdisciplinary pre-law minor proposed by Dr. Donald Gooch. This program would benefit our students who are interested in the field of law by providing them with an organized program of study to help them prepare for careers in the legal profession. It would also provide students an avenue for recognition of their educational achievement in this area because the minor would be formally recognized on the students' transcripts. For these reasons, I believe that offering a pre-law minor will make ATU more attractive to students who are interested in the legal profession and thereby aid ATU in student recruitment and retention.

ATU already offers a variety of law-related courses in several departments across the campus, such as Political Science, Business, and Criminal Justice. As both a professor and a licensed attorney, I believe that ATU can offer a high-quality pre-law program with the faculty members, resources, and course offerings that we currently have. If you need any additional information, please contact me at tcole7@atu.edu or 968-0491. Thank you for your consideration.

**Arkansas Tech University
Department of English
2053 syllabus
Fall 2010**

*****Turn off all cell phones and pagers before entering our class. If they go off in our class, you will lose your participation points for the day.*****

*****Bluetooth devices, iPods, and all other devices with ear buds should be placed in your bag before entering our classroom. If you are caught wearing and/or listening to these devices in the classroom, you will lose your participation points for the day.*****

Contact Information:

Assistant Professor: Dr. Regina St. John
Office Hours: MW 12-2 & 3:20-4, TR 2:20-4 and F by appointment only
Office: Witherspoon 150
Phone: 968-0699
E-mail: rstjohn@atu.edu

Course Information:

Course: English 2053, Sections 002 & 003
Time: 11-12:20 TR & 1-2:20
Place: Witherspoon 168

Required Materials:

- 1) *Arkansas Tech Writing*, Brucker, ed. (12th ed.)
(<http://www.atu.edu/english/texts/ATW12th.pdf>)
- 2) Flash drive
- 3) College dictionary (access to)
- 4) Folder or binder

Supplemental Materials:

- 1) Current documentation handbook for your discipline/area of study
- 2) *The Writer's Harbrace Handbook*, 4th ed., Cheryl Glenn and Loretta Gray
- 3) *A Troubleshooting Guide; Strategies & Process for Writers*, 4th ed., Barbara Fine
Closure

Course Description:

English 2053 (3 credit hours; one semester) provides students with "practice in composing abstracts, instructions, visuals, proposals, questionnaires, letters, memos, and a variety of informal and formal reports" (*The ATU Undergraduate Catalog* 268).

the class period in which it is due. You can e-mail it to me in an attachment, turn it in at the main English office, or bring it to my office.

Participation Policy:

At the beginning of the semester, you will have a 25 point participation grade. (The teacher will be giving you 25 points. Don't mess up, and you'll get nice benefits from this!!) Every time that you do not participate well or do not participate at all in class, five points will be deducted from your overall semester participation grade. Lack of participation can be defined as talking to your neighbor while we are trying to conduct an in-class discussion, coming to class unprepared, working on the computer while we are trying to accomplish other class work, interrupting class because of a cell phone or beeper, working on assignments for other classes while in our class, playing around and not completing your group work in a timely manner, not paying attention in general during any class activity, sleeping in class, and any other behavior that the teacher deems non-participatory.

*****In addition to reducing your participation grade by five points, your professor also reserves the right to ask you to leave class for that day and to count you absent.**

*****If you deplete your 25 point participation grade before the end of the semester, five points will then be deducted from your overall course average for each class period in which you choose not to participate.**

Academic Dishonesty:

Please do not plagiarize, or even think about doing it, during the semester. It is against university policy as stated in *The ATU Student Handbook*: "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" (19). You can also read the "Regulations and Procedures" (found on pages 71-76) in *The ATU Undergraduate Catalog* for additional information on student academic dishonesty and misconduct policies at ATU.

Grading Policy:

Late work will not be accepted.

***** Peer comments that your classmates have completed for you and/or the rough draft that I have commented on for you (whichever one you have for the given assignment) must be submitted with your revised version of that piece. If I do not receive these things attached to the revised version of each of your assignments, twenty points will be deducted from your final grade for that particular assignment. Ten points will be deducted for the missing peer/teacher review and ten points for the missing rough draft.**

Course Grade Distribution:

Grades will be calculated according to the following scale:

92-100% A

90-91	A-
88-89	B+
82-87	B
80-81	B-
78-79	C+
72-77	C
70-71	C-
68-69	D+
62-67	D
60-61	D-
59-	F

You can access your grades by using Blackboard at <http://blackboard.atu.edu>.

Writing will be evaluated based on the 2053 Grading Rubric.

Special Needs:

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

Additional Resources:

- 1) ATU Writing Center, Witherspoon 365
- 2) ATU Academic Advising Center, Bryan Hall, Room 101 or 964-0843
- 3) ATU Counseling Center, Doc Bryan, Suite 233 or 968-0276

Note: This syllabus is tentative. The instructor reserves the right to make changes if circumstances require them.

Teacher's Philosophy:

I will be the first to admit that writing is hard work, and unfortunately, we, in the English department, do not have magic wands or potions to make all of our students' struggles with writing immediately disappear. However, when students take responsibility for their own learning, their writing will improve because they will then practice writing more; **practice in writing results in improved writing skills.** I expect only 110% from each of you because I know that you can succeed in this course. You wouldn't be here now if you hadn't already proven yourself academically. **I have confidence in you!**

Tentative Fall 2053 Course Schedule:

Thurs., Aug. 26 th	Introduction to Course Discuss Description
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Tues., Aug. 31 st	Description Due Workshop
Thurs., Sept. 2 nd	Discuss Job Application and Resumé
Tues., Sept. 7 th	Work on Job App. and Resume
Thurs., Sept. 9 th	Job App. and Resume Due Workshop
Tues., Sept. 14 th	Discuss Instruction Set
Thurs., Sept. 16 th	Instruction Set Due Check Instruction Sets
Tues., Sept. 21 st	Discuss Memorandum for Instr. Set
Thurs., Sept. 23 rd	Memorandum Due Workshop
Tues., Sept. 28 th	Discuss Questionnaire
Thurs., Sept. 30	No Class
Tues., Oct. 5 th	Questionnaire Due Workshop
Thurs., Oct. 7 th	Graphics Assignment
Tues., Oct. 12 th	Discuss Analytic Report Work on Analytic Report
Thurs., Oct. 14 th	Work on Analytic Report
Tues., Oct. 19 th	Analytic Report Due Workshop
Thurs., Oct. 21 st	Discuss Documentation Styles
Tues., Oct. 26 th	Documentation Assignment Due
Thurs., Oct. 28 th	Discuss Research Proposal and Report
Tues., Nov., 2 nd	Work on Research Proposal
Thurs., Nov. 4 th	Work on Research Proposal

Tues., Nov. 9 th	Research Proposal Due Mini-Conferences
Thurs., Nov. 11 th	Work on Research Report
Tues., Nov. 16 th	Work on Research Report
Thurs., Nov. 18 th	Discuss Research Presentation Work on Research Report
Tues., Nov. 23 rd	Work on Research Report
Thurs., Nov. 25 th	Thanksgiving Day—No Class
Tues., Nov. 30 th	Work on Research Presentation
Thurs., Dec. 2 nd	Research Presentation Due Review for Final Exam

Final Exam Date and Time---To Be Announced Later

Note: Due dates listed are for first drafts. Due dates for subsequent drafts of each assignment will be decided upon during the course.

CONSTITUTIONAL LAW

ARKANSAS TECH UNIVERSITY

www.atu.edu



INSTRUCTOR INFORMATION

Name: Donald M. Gooch

E-mail: dgooch1@atu.edu

Alt E-mail: GOOCH1701@hotmail.com

Office: Witherspoon 257

Office Hours: M, W 10am – 2pm, T& TR 1pm – 2pm

Web Address: www.donaldgooch.com

COURSE INFORMATION

Course Title: Constitutional Law

Section:

POLS 4043

Prerequisites: None

Semester Credit Hours: 3



Course Description: The purpose of this course is to familiarize students with judicial/constitutional doctrine, with a focus on selected issues of contemporary importance such as discrimination, individual rights, and dispersion of governmental power.

Class Meeting Days & Times: T, TR 2:30pm – 3:50am

Room: Witherspoon Hall 238

REQUIRED TEXTS

Stephens, Otis H. Jr. and John M. Scheb II. *American Constitutional Law Vol. I & II*. 2008. New York: Thompson Wadsworth.

SUGGESTED READINGS

Hansford, Thomas G and James F. Spriggs II. *The Politics of Precedent on the U.S. Supreme Court*. 2006. Princeton: Princeton University Press.

Maltzman, Forrest, James F. Spriggs II & Paul J. Wahlbeck. *Crafting Law on the Supreme Court: The Collegial Game*. 2000. Cambridge: Cambridge University Press.

Spaeth, Harold J. and Jeffrey A. Segal. 1999. *Majority Rule or Minority Will: Adherence to Precedent on the U.S. Supreme Court*. Cambridge: Cambridge University Press.

Shapo, Helene S., Marlyn R. Walter, and Elizabeth Fajans. 1995. *Writing and Analysis in the Law, 3rd ed.* New York: The Foundation Press, Inc.

Epstein, Lee and Jack Knight. 1998. *The Choices Justices Make*. Washington D.C.: CQ Press.

Weihofen, Henry. 1980. *Legal Writing Style, 2nd ed.* St. Paul: West Publishing Co.

"It is, emphatically, the province and duty of the judicial department, to say what the law is. Those who apply the rule to particular cases, must of necessity expound and interpret that rule." -- Chief Justice John Marshall, *Marbury v. Madison*

COURSE OBJECTIVES: This course has two main goals. One is to help students develop an understanding of how governmental power is structured by the American Constitution, as interpreted by the federal judiciary and mainly the United States Supreme Court. We will begin with the Constitution, and then move to the role of the judiciary in the American political system, particularly judicial review. We will also learn about separation of powers among the branches of the national government. This will include the powers of the president, the federal bureaucracy, and Congress, and other areas of doctrine concerning the nature and extent of national and state government power under the U.S. Constitution. We will then cover the relationship between national and state government, or federalism. We will also consider the major cases and legal principles associated with civil liberties and civil rights.

The other goal of this course is to help students learn to think like constitutional lawyers. You will learn how to analyze fact patterns using legal rules, construct legal arguments, and critically evaluate arguments. For the most part we will be reading and discussing written opinions of the United States Supreme Court. Your book also contains excellent explanatory material that provides some context for these opinions.

I am both a political scientist and a student of the law. The two professions have different ways of viewing judicial decision-making. Most political scientists see judges

as political actors and policy-makers, and don't think they are all that different than members of congress or the executive branch—all three branches involve people advancing their policy preferences. When considering a Supreme Court decision, they focus on the judges' backgrounds, partisan affiliations, the political significance and context of the case, and so forth.

Lawyers view court decisions very differently. They are interested and trained in law, so they employ "legal reasoning," something that most non-lawyers don't know how to do. They focus on the legal authority cited, the logic of the opinions, and the rule or rules that emerge from the case as precedent for future cases. Judges are not given to exposing their policy preferences in opinions, and instead couch their decisions in neutral principles of law.

Both these ways of looking at cases have merit and validity, depending upon your objective. For most of this course we will examine the law from the legal perspective. Towards the end we will consider to arguments regarding the court as a political actor. But as far as our day-to-day activities, you will endeavor to think like a lawyer. They are trained to apply legal rules to fact situations, and to explain their decisions in terms of those rules. I want you to practice doing that. It is something you do not presently know how to do and come to this class to learn. I do not want you to fall back on easy political judgments of the sort anybody could produce without even doing the reading.

- 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

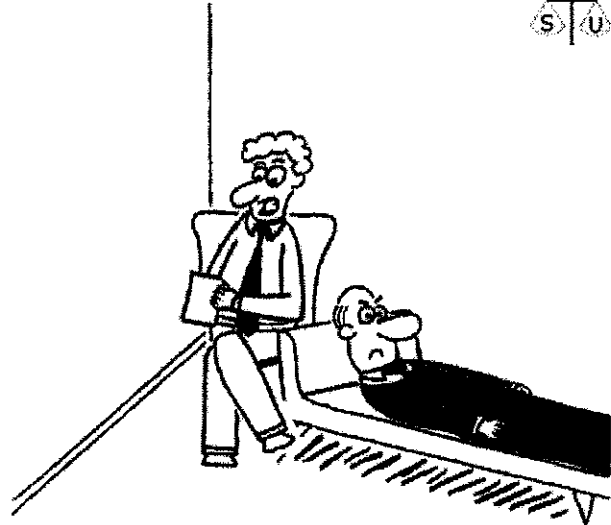
- 1) Exams. There will be a Midterm and a Final.
- 2) Participation. You are expected to attend class. Consistent class attendance, reading and preparation, and participation are essential. The reading material consists mainly of edited versions of United States Supreme Court opinions, many of which were written long ago. The language and logic are complicated, unfamiliar, and hard to follow sometimes. It takes effort to read and understand judicial opinions, and you will need to be prepared for class, listen to my explanations and those of your classmates, ask questions, and discuss the material. Cramming for the exams you will take is all but impossible. I will grade you on your participation and attendance.

- 3) Case Briefs. I will periodically pick up your case briefs to be graded and returned throughout the semester.
- 4) Appellate Brief. This is a brief of a case presenting constitutional questions where you will be assigned one of the parties to the case and asked to write a 15-20 page legal argument on the constitutional questions for that party. Additional details will be provided later in the semester.



WEIGHTING SCALE

Midterm	100 points
Final Exam	100 points
Case Briefs	50 points
Appellate Brief	100 points
Participation	50 points



No, your honor, I'm a different kind of "counselor." I'm supposed to ask "leading questions."

Most of this class will be in-class discussion. I expect you to finish the readings assigned for each day before you come to class and to be prepared to discuss the readings with your case briefs. *This is essential to getting a good grade in this course.*

ADDITIONAL INFORMATION / INSTRUCTIONS

Some additional readings included in the course schedule may require you to go to the library. Also, additional readings will be posted to the website as appropriate. I also reserve the right to add or change readings during the course of this 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.

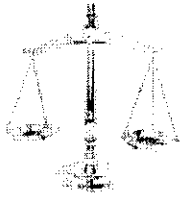
AMERICANS WITH DISABILITIES ACT:

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."





SCHEDULE OF ACTIVITES ASSIGNMENTS / EXAMINATIONS

WEEK 1

Introduction: What's Constitutional Law?
How to Brief a Case (online)
The Supreme Court & the Judicial System

Readings: S&S v1, Ch1

WEEK 2

The Judicial System, con't
Congress & National Powers

Readings: S&S v1, Ch2

WEEK 3

The Powers of the Presidency

Readings: S&S v1, Ch3

WEEK 4

The Dynamics of the Federal System

Readings: S&S v1, Ch5

WEEK 5

The Constitutional Basis for Civil Rights & Civil Liberties

Readings: S&S v2, Ch1

WEEK 6

Property Rights and Economic Freedom

Readings: S&S v2, Ch2

WEEK 7

Expressive Freedom and the First Amendment

Readings: S&S v2, Ch3

WEEK 8

Finish Materials, Review

MIDTERM EXAM

Appellate Brief Project Assigned

WEEK 9
Religious Liberty and Church-State Relations
Readings: S&S v2, Ch4

WEEK 10
The Constitution and Criminal Justice
Readings: S&S v2, Ch5

WEEK 11
Personal Autonomy and the Constitutional Right of Privacy
Readings: S&S v2, Ch6

WEEK 12
Equal Protection and the Antidiscrimination Principle
Readings: S&S v2, Ch7

WEEK 13
Elections, Representation and Voting Rights
Readings: S&S v2, Ch8

WEEK 14
Judicial Politics: Judges as Policy Makers
Readings: OPEN

WEEK 15
BRIEF PRESENTATIONS
Appellate Brief Papers Due

EXAM WEEK
FINAL EXAM

THIS IS A PRELIMINARY SCHEDULE ONLY. THE INSTRUCTOR RESERVES
THE RIGHT TO MAKE CHANGES TO THIS SCHEDULE AS NEEDED.

Public Speaking—SPH 2003
Spring 2010

Instructor: Professor Jay Hudkins
Class Room/Time: Crabaugh 221
MWF 11:00 a.m. to 11:50 a.m.
Office/Hours: Energy Center, 122
MWF 9:00 a.m. to 10:00 a.m.; 12:00 p.m. to 1:00 p.m.
TR 12:30 p.m. to 2:00 p.m.
Appointments can be scheduled as needed.
Phone: 479.356.2026
E-mail: jhudkins@atu.edu
Text: Cindy L. Griffin, *Invitation to Public Speaking*, 3rd ed. Boston: Wadsworth, Cengage Learning, 2009.

Course Description:

Public Speaking involves researching, writing, and delivering speeches. The course fundamentals include composition, delivery, and logical reasoning, as well as teaching the fundamentals of the basic utilization of visual aids. While this is a performance course designed to improve your speaking ability, this course also involves a significant amount of reading, researching in the library and on the Internet, writing outlines and speech manuscripts, critiquing speeches, and delivering speeches. This course, therefore, examines how the communicative act of delivering a “public speech” involves the interaction of written language, verbal and nonverbal delivery, and the audience.

Course Objectives:

- *To understand how one’s personality traits, communication style, and listening style influence one’s oral and written communication, and therefore how one delivers a public speech.
- *To gain knowledge of the conceptual, practical, and theoretical aspects of public speaking.
- *To learn, understand, and utilize successful verbal and nonverbal delivery skills.
- *To understand the types of audiences for public speaking occasions and how to prepare speeches for various types of audiences.
- *To learn and engage in effective research practices.
- *To acquire skills for writing different types of speeches, and to acquire skills for writing outlines and manuscripts for those speeches.
- *To deliver a variety of speeches before an audience of one’s peers.
- *To learn how to critique speeches and utilize criticism of one’s own speeches.
- *To reflect upon one’s experience as a public speaker and offer suggestions for further growth as a speaker.

Course Guidelines:

Daily Expectations: I expect all students to be courteous, respectful, etc. to one another and to me, and I will reciprocate those behaviors. I also expect you to read the assigned textbook pages and/or articles **before** class each day, and to bring your textbook and readings to each class meeting. Bring your syllabus to class every day as well, in case I amend the course schedule. If you miss class and I amend the “Tentative Daily Schedule,” you are responsible for knowing the changes.

During class time, I expect you to take notes and to participate in the class activities, discussions, etc. Due to students surfing the Internet during class time rather than taking notes, **I do not allow the use of laptop computers, PDAs, or other electronic devices during class.** I expect you to **silence all technological communication devices** that can potentially disrupt the class. If you feel the need to **text message during class time**, or engage in some other disruptive behavior, **I will ask you to leave the class** and return when you feel like participating as a college student intent on learning.

Class Attendance and Participation: Much of the material discussed in class will go beyond the material provided by the text; therefore, consistent attendance is critical to successfully completing the requirements of the course. I will operate under the assumption that you are all responsible adults, meaning that I expect regular and punctual attendance from all students. I will maintain a complete record of attendance for the entire length of the course. I will take attendance daily, and I will count students absent from class meetings missed, beginning with the first official day of classes. **After the fifth absence, I will deduct ten points per absence** from the total points amassed over the semester, and I will **deduct five points per instance of lateness** after the fifth incident. All students, whether present or absent, are responsible for all material presented or assigned for the course and students will be held accountable for such materials in the determination of course grades.

Academic Misconduct: A 1998 study from Bernard L. Whitley concludes that “students who are likely to cheat are deficient in study skills and are lower in industriousness and higher in procrastination and test anxiety than students who are less likely to cheat” (pp. 261-262). A 2002 study from Patrick Scanlon and David Neumann reveals that 67% to 74% of college students report that they committed an act of plagiarism at least once during college.

Scanlon, Patrick M., and David R. Neumann. “Internet Plagiarism Among College Students.” *Journal of College Student Development* 43 (2002). Available at < http://findarticles.com/p/articles/mi_qa3752/is_200205/ai_n9081221/pg_1>

Whitley, Bernard L., Jr. “Factors Associated with Cheating Among College Students.” *Research in Higher Education* 39 (1998): 235-274.

The 2008-2009 Student Handbook outlines the “Arkansas Tech University Student Code of Conduct” regarding “cheating” (p. 11, O) and “plagiarism” (pp. 11-12, P). I expect all students to adhere to the Code. Students found in violation of the Code (i.e. cheating, plagiarism, etc.) will fail the assignment in question as well as risk failing the entire class. This is an issue I take **very seriously**, and I will fully investigate all work I suspect is not your own. If you have questions about cheating and/or plagiarism, please discuss your concerns with me prior to submitting an assignment; we **will not** discuss your “confusion” after the fact—you will fail the assignment and possibly the course.

ADA Statement: The University endorses both the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Students with disabilities requiring physical alteration of the classroom setting (e.g., separate table and chair, wheelchair access, etc.) or needing other special arrangements should contact Dr. Carolyn Crawford in Bryan Hall, Room 103, or at 964-3290 or ccrawford@atu.edu.

Blackboard: During the first week of class, I expect each student to self-enroll on Blackboard (use the code **bb7-enroll**). I will post supplementary article readings, assignment sheets, etc. on Blackboard, so familiarize yourself with it and always check it before coming to class that day, as there may be information posted that you need for that day’s class. You are **responsible for printing hard copies** of the posted materials and bringing them to class on the day we discuss them.

Other Concerns/Communication with the Professor: If at any point in the semester you experience a problem with the course or an assignment, feel free to discuss your concerns with me. I will help you with this class in any way that I can. Feel free to visit with me during my scheduled office hours; schedule a meeting with me if you cannot meet during my office hours; or, send a formal e-mail to me (the best way to reach me) or call me at my office phone number. **Be forewarned: I will not return long distance telephone calls.**

Course Assignments:

Examinations (200 points): Students will take two examinations in this course: a Mid-term (100 points) and a Final (100 points). The format for each exam will include fill-in-the blank, matching, multiple choice, true/false questions, and/or other sections (such as short answer or essay). The material for the exams will come from (1) the assigned textbook chapters and supplementary article readings and (2) my lecture notes and your class discussion notes. Make sure you complete the assigned readings and take good notes every class meeting; doing both, and studying, is the best way to ensure your success on the exams.

Speeches (350 points): Each student, individually, will prepare, practice, and deliver four formal speeches to the class: an Introductory speech (introducing another student; 50 points); an Informative speech (over a work of art, a sculpture, or an architectural piece; 100 points); a Persuasive speech (over a musician, band, or genre; 100 points); and, a choice of an Informative or Persuasive speech (over a movie or director; 100 points).

Critique Journals (50 points): An important aspect of becoming a successful speaker involves accepting constructive criticism on oral communication (verbal and nonverbal delivery) and on written communication (outlines and manuscripts). To guide you in your efforts to improve your communication, you will maintain a journal over the course of the semester in which you will write the constructive critique comments and you will use those comments as guides for improving your communication.

Late Work: As the “Tentative Daily Schedule” lists all of the assignments and speech days, **I will not accept late work.** If any student misses the assigned speaking day, or is unprepared to speak or present on the assigned speaking day, that student receives a **zero (0)** for that assignment. Additionally, I require all students to attend class on their non-speaking days; absences on those days results in a **loss of ten (10) points** on your own speech or presentation.

Research: Most assignments require some degree of research. You may use books, journals/electronic journals, and newspapers/newspaper archives for your research and for finding your source materials. Additionally, you may want to use web resources for locating original research. You may use a web search engine to help you find potential articles and books from **credible and reputable** companies, news outlets, organizations, professors, sources, websites, etc. However, these search sites also contain far too many resources that lack credibility and reputability, such as “personal” web pages or sources, such as Wikipedia. (See “Sinbad (actor)” and “Erroneous death report” if you fail to understand why I despise Wikipedia as reference tool). Therefore, **you may not use Wikipedia** as a source citation or for its content for a speech or for the group presentation. When research is required for an assignment, you must provide a full source citation that follows an acceptable citation format (we will discuss these in class at a later date). Incomplete or incorrect source citations will lower the written grade **by 10 points.**

Course Grade:

We will operate on the University's grading scale for this class. I will not "round" grades or "give you" points. The grading for the class is based on **TOTAL POINTS AMASSED** over the semester; I do not "average" points, so there is no "rounding" of grades. **AT THE END OF THE SEMESTER, DO NOT ASK ME TO "AVERAGE," "ROUND," OR "GIVE YOU" POINTS**, no matter how hard you worked, or whether your scholarship depends on receiving a certain grade, etc. I WILL IGNORE ALL REQUESTS, E-MAILS, PERSONAL VISITS, etc. for ALL students who feel the need to lobby for a higher grade.

Grading Scale for Final Course Grade:

- A = 540 to 600 points
- B = 480 to 539 points
- C = 420 to 479 points
- D = 360 to 419 points
- F = 359 points or less

<i>Assignment</i>	<i>Assignment Value</i>	<i>Points Earned</i>
Exam 1 (Mid-Term)	100 points	_____
Exam 2 (Final Exam)	100 points	_____
Speech 1: Student Introduction	50 points	_____
Speech 2: Informative	100 points	_____
Speech 3: Persuasive	100 points	_____
Speech 4: Informative/Persuasive	100 points	_____
Critique Journal	50 points	_____
Total Points for the Course	600 points	_____
Points Lost for Absences	Over 5 = -10 per absence	_____
Points Lost for Lateness	Over 5 = -5 per instance	_____
Total Points Earned for Course		Points

(4)

PUBLIC SPEAKING
Tentative Daily Schedule
Fall 2009

Wed	Aug 19	Introduction to Course
Fri	Aug 21	Discussion/Notes over MBTI HW: Complete MBTI Self-Assessment Test
Mon	Aug 24	MBTI Speeches
Wed	Aug 26	Discussion/Notes over Communication and Listening Styles HW: <u>Read Chapter 1</u> , "Why Speak in Public?" pp. 3-19
Fri	Aug 28	Discussion/Notes on Communication model Group Activity: Draw a Communication model HW: <u>Read Chapter 2</u> , "Entering the Public Dialogue" pp. 23-46
Mon	Aug 31	Discussion/Notes over Chapter 2 HW: <u>Read Chapter 12</u> , "Delivering Your Speech" pp. 263-281
Wed	Sept 2	Discussion/Notes over Chapter 12 Assign and Discuss Speech #1: Student Introduction Speech
Fri	Sept 4	In-class Interviews for Speech #1 HW: <u>Read Chapter 11</u> , "Language" pp. 245-260 HW: Write and Practice Speech #1
Mon	Sept 7	Labor Day Holiday
Wed	Sept 9	Speech #1 Presentations HW: <u>Read Chapter 13</u> , "Visual Aids" pp. 285-310
Fri	Sept 11	Speech #1 Presentations Discussion/Notes over Chapter 13 HW: <u>Read Chapter 3</u> , "Effective Listening" pp. 49-69
Mon	Sept 14	Discussion/Notes over Chapter 3 HW: <u>Read Chapter 14</u> , "Informative Speaking" pp. 313-332
Wed	Sept 16	Discussion/Notes over Chapter 14 HW: <u>Read Chapter 4</u> , "Developing Your Speech Topic" pp. 73-94
Fri	Sept 18	Discussion/Notes over Chapter 4 Assign and Discuss Speech #2: Informative Speech HW: Write Specific Purpose and Thesis Statement for Speech #2

		<u>HW:</u> <u>Read Chapter 6</u> , "Gathering Support Materials" pp. 121-142
Mon	Sept 21	Continue Discussion of Speech #2 <u>HW:</u> <u>Read Chapter 9</u> , "Organizing and Outlining Your Speech" pp. 193-224
Wed	Sept 23	Discussion/Notes over Chapter 9 Distribute and Discuss Example Informative Outline <u>HW:</u> <u>Read Chapter 10</u> , "Introductions and Conclusions" pp. 227-242
Fri	Sept 25	Discussion/Notes over Chapter 10 <u>HW:</u> Write Outline for Speech #2
Mon	Sept 28	Speech #2 Presentations
Wed	Sept 30	Speech #2 Presentations
Fri	Oct 2	Speech #2 Presentations
Mon	Oct 5	Speech #2 Presentations
Wed	Oct 7	Speech #2 Presentations <u>HW:</u> <u>Read Chapter 16</u> , "Persuasive Speaking" pp. 361-383
Fri	Oct 9	Discussion/Notes over Chapter 16 <u>HW:</u> <u>Read Chapter 8</u> , "Reasoning" pp. 173-189 <u>HW:</u> <u>Read Chapter 17</u> , "Persuasion and Reasoning" pp. 387-409 Review for Mid-Term Examination
Mon	Oct 12	Mid-Term Examination
Wed	Oct 14	Discussion/Notes over Chapter 8 and 17 <u>HW:</u> <u>Read Chapter 7</u> , "Developing and Supporting" pp. 145-170 Distribute and Discuss Example Persuasive Outline Assign and Discuss Speech #3: Persuasive Speech
Fri	Oct 16	Continue Discussion on Persuasive Speech <u>HW:</u> Write Outline for Speech #3
Mon	Oct 19	Speech #3 Presentations
Wed	Oct 21	Speech #3 Presentations
Fri	Oct 23	Speech #3 Presentations
Mon	Oct 26	Speech #3 Presentations
Wed	Oct 28	Speech #3 Presentations

Fri	Oct 30	In-Class Group Activity
Mon	Nov 2	Assign and Discuss Speech #4: Informative or Persuasive Speech
Wed	Nov 4	In-Class Work Day HW: Begin Outline for Speech #4
Fri	Nov 6	In-Class Work Day HW: Complete Outline for Speech #4
Mon	Nov 9	Speech #4 Presentations
Wed	Nov 11	Speech #4 Presentations
Fri	Nov 13	Speech #4 Presentations
Mon	Nov 16	Speech #4 Presentations
Wed	Nov 18	Speech #4 Presentations
Fri	Nov 20	Speech #4 Presentations
Mon	Nov 23	In-Class Group Activity
Wed/Fri	Nov 25/27	Thanksgiving Holidays
Mon	Nov 30	Class Discussion TBD
Wed	Dec 2	Class Discussion TBD
Fri	Dec 4	Class Discussion TBD Critique Journals Due
Mon	Dec 7	Last Day of Class Review for Final Exam
Tues	Dec 8	Reading Day

Final Exam:

Day/Date: _____ Time: _____

LOGIC-PHIL 3103

Dr. Busch
Office: WPN 255
EXT 0451
Office Hours: TBA

A study of the principles of deductive reasoning. Topics include immediate inference, the syllogism, truth functions, natural deduction, quantification, and fallacies.

Required Texts: Copi, Irving M., Introduction to Logic, Engel, S.M., With Good Reason

Bibliography: Engel, S.M. Analyzing Informal Fallacies

Justification: To enable the student to think logically.

Course Objectives: This course will examine arguments and how to tell good ones from bad ones. After a preliminary investigation into some of the basic terms, definitions, and concepts of logic we will study arguments taken from advertisements, politics, literature, etc., and subject them to a rigorous scrutiny. We will be able to recognize which arguments do or do not fit valid argument forms, and hence we will know whether a conclusion does or does not follow from its premises. (i.e. whether an argument does or does not establish the truth of its conclusion). We will also be introduced to mathematical and symbolic reasoning.

General education objectives are addressed by engendering capabilities in critical thinking and logical reasoning.

Assessment methods: There will be no papers. Practice exercises will be assigned and the student is well advised to do them. They will be neither collected nor graded unless a student so desires (the grades, of course, will not count in the final course average).

There will be four (4) exams (including the final), each counting approximately 25% of the final course grade.

Policies: Attendance is not required, but recommended. Class participation is encouraged, but not necessary (though it can help).

Make-up exams will be considered on an individual basis.

Academic dishonesty: left to the discretion of the instructor.

Course content: Informal Fallacies
Syllogistic Logic
Truth Tables and Semantic Tableaux
Formal Proofs

SYLLABUS

POLS 3023: Judicial Process – Spring Semester 2011

Thomas W. Pennington

General Counsel/Assistant Professor of Legal Studies, Arkansas Tech University

Admin. Building, Room 211

Office telephone 964-0824 E-mail: tpennington@atu.edu

Text: *Judicial Process: Law, Courts, and Politics in the United States*, Fifth Edition, Neubauer/Meinhold (2007)

Course learning outcomes: To assist the student in gaining a basic understanding of the judicial system in the United States by reviewing in depth the state and federal court systems, civil cases, criminal cases, and appeals.

Methodology: This is primarily a lecture class. Major concepts will be covered in the lecture. The student is responsible for reading assigned from the textbook.

General guidelines for students:

1. Students are expected to attend all scheduled classes. Due to the nature of this class, students with more than three unexcused absences will be dropped from the class with a failing grade. An absence is defined as the student not being present for more than thirty minutes of any particular class session.
2. Students are expected to be on time.

Test schedule:

Exam 1 – February 10, 2011

Exam 2 – March 3, 2011

Exam 3 – April 7, 2011

Final Exam – Scheduled during finals week – May 5 through May 11, 2011

Make-up exams/quizzes: Make-up exams will be administered on the same day as the final exam and are available only if the absence is due to documented illness or school sanctioned event. Make-up quizzes must be taken prior to the next meeting of class and are available only if the absence is due to the documented illness or an absence for school sanctioned events.

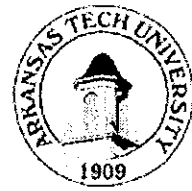
Academic dishonesty: Academic dishonesty will be treated in accordance with the policy of the University as stated in the Student Handbook.

Examinations: Three 100 point exams with a 200 point comprehensive final exam. Quizzes: Ten ten-point quizzes.

Grading scale:

540-600	A
480-539	B
420-479	C
360-419	D
359 and below	F

JUDICIAL POLITICS
ARKANSAS TECH UNIVERSITY
www.atu.edu



INSTRUCTOR INFORMATION

Name: Donald M. Gooch
E-mail: dgooch1@atu.edu
Alt E-mail: GOOCH1701@hotmail.com
Office: Witherspoon 257
Office Hours: MWF 10am – 12pm, T& TR 12:30pm – 2:30pm
Web Address: www.donaldgooch.com

COURSE INFORMATION

Course Title: Judicial Politics

Section:

POLS 4983

Prerequisites: None

Semester Credit Hours: 3



Course Description: This course examines the effect of the U.S. Supreme Court and its inferior courts on American politics, government and society, as well as the interactions and processes that determine judicial policy.

Class Meeting Days & Times: MWF 9:00am – 9:50am
Room: Centenary Hall 211

REQUIRED TEXTS

Spaeth, Harold J. and Jeffrey A. Segal. *The Supreme Court and the Attitudinal Model Revisited*. 2002. Cambridge: Cambridge University Press.

Hansford, Thomas G and James F. Spriggs II. *The Politics of Precedent on the U.S. Supreme Court*. 2006. Princeton: Princeton University Press.

Maltzman, Forrest, James F. Spriggs II & Paul J. Wahlbeck. *Crafting Law on the Supreme Court: The Collegial Game*. 2000. Cambridge: Cambridge University Press.

Epstein, Lee and Jack Knight. 1998. *The Choices Justices Make*. Washington D.C.: CQ Press.

Baum, Lawrence. *American Courts: Process & Policy*, 6th ed. 2007. Wadsworth Publishing.

Maltese, John Anthony. *The Selling of Supreme Court Nominees*. 1998. Washington: John Hopkins University Press.

SUGGESTED READINGS

Spaeth, Harold J. and Jeffrey A. Segal. 1999. *Majority Rule or Minority Will: Adherence to Precedent on the U.S. Supreme Court*. Cambridge: Cambridge University Press.

Shapo, Helene S., Marlyn R. Walter, and Elizabeth Fajans. 1995. *Writing and Analysis in the Law*, 3rd ed. New York: The Foundation Press, Inc.

Weihofen, Henry. 1980. *Legal Writing Style*, 2nd ed. St. Paul: West Publishing Co.

"It is, emphatically, the province and duty of the judicial department, to say what the law is. Those who apply the rule to particular cases, must of necessity expound and interpret that rule." -- Chief Justice John Marshall, *Marbury v. Madison*

COURSE OBJECTIVES:

The course will survey the different areas of research on judicial politics and the interactions between the judiciary and other institutions. The focus is primarily on empirical/quantitative research, but does include some theory building and case study material. The course combines a look at the historical research in the area from the beginning of the behavioral revolution. The course will not look at case law and will not assess legal or constitutional theory, but will assess the Courts (primarily the federal courts) as political institutions. We will assess measurement issues, address the different debates concerning decision-making, and explore a few issues related to judicial process. In the end the goal is to provide you with a base knowledge of studies of the courts and an understanding of how the courts fit into the American political system both practically and in terms of research.

The study of courts as political institutions is an adverse notion to many. Indeed, it is common to hear judges and lawyers alike celebrate the law as the essence of governmental will, as though the law dictated the path of judicial choice. Precious few political scientists adhere to the belief that courts simply apply the law. Even law professors, who for years were dismissive of empirical legal scholarship, have begun to

take an active interest in the quantitative analysis of the judiciary and concede that judges are motivated by more than simply a desire to make sound legal policy.

At the same time, it would be foolhardy to regard the judiciary as interchangeable with the elected branches of the government. The business of the judiciary is very much constrained by the law. As one scholar famously put the matter, "Political scientists who have done so much to put the 'political' in 'political jurisprudence' need to emphasize that it is still 'jurisprudence.' It is judging in a political context, but it is still judging; and judging is something different from legislating or administering." Of course, where the intersection of law and politics occurs may be uncertain, but the convergence of courts and public policy makes systematic inquiry into judicial decision making a distinctive and fascinating task.

Thus, on a weekly basis, you will be expected to digest various samples of the literature that touch upon some of the leading questions within this subfield: What are the factors that govern the selection of judges at the both the state and federal levels? How does a court with a completely discretionary agenda formulate its plenary docket? Are judges constrained in their behavior because they serve in a judicial capacity? Do judges decide cases based upon other factors, and --- if so --- what are those factors? Under what guises do secondary players engage the courts and with what implications? What is the nature of the relationship between courts and mass opinion? How do courts interact with other publics? How well-suited --- if at all --- is the judiciary to the craft of policy making? And do those policies make any difference to society? By the end of the semester, you should have a fairly firm grasp on some of the leading answers to these questions.

- 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

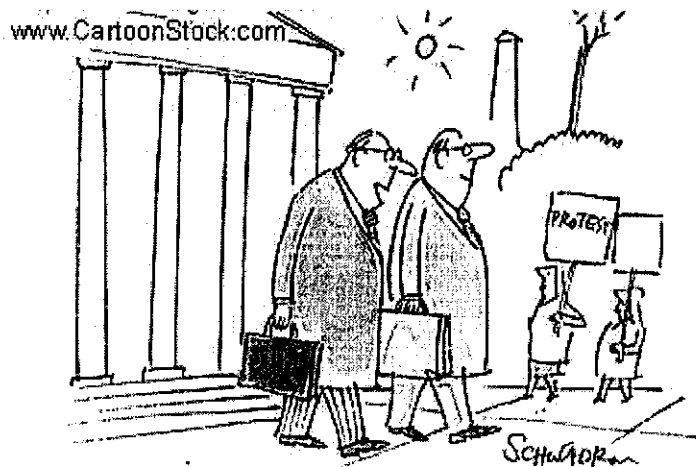
- 1) Exams. There will be a Midterm and a Final.
- 2) Participation. You are expected to attend class. Consistent class attendance, reading and preparation, and participation are essential. The language and logic of political science research are complicated, unfamiliar, and hard to follow sometimes. It takes effort to read and understand judicial politics research, and you will need to be prepared for class, listen to my explanations and those of your classmates, ask questions, and discuss the material. Cramming for the exams you

will take is all but impossible. I will grade you on your participation and attendance.

- 3) Class Assignments. I will periodically have class assignments that will either be completed in class or may require you to turn it in during our next class period.
- 4) Justice paper: You will choose one of the justices currently sitting on the Supreme Court and write a profile of that justice. Your profile should include background information, including how they came to sit on the Court, their previous occupation, and the Senate's confirmation vote, as well as any significant information about that justices' voting behavior, philosophy of judicial interpretation and/or of noteworthy opinions they have written recently. This will require outside research and I expect that you will be aware of the types of information you use and rely on only credible, legitimate sources.
- 5) Case paper: You will choose a case that the Supreme Court has decided with a full opinion in the past 5 years (from January 2005 until January 2010) and provide a study of that case. You should include how the case came to the Court, the major issues involved, the final vote and the reasoning offered in the opinion, relevant political factors (like public opinion on the issue), interest groups that appeared as amici, the actions of the administration in the case, and some summary of the implications of the decisions as seen by prominent journalists and Court-watchers. This will also require outside research and again, I expect that you will rely on legitimate sources. When choosing a case, I suggest that you seriously consider the issues of the case and the complexity of the case - choose a case that interests you and that you understand.

WEIGHTING SCALE

Midterm	100
Final Exam	100
Class Assign.	50
Justice Paper	100
Case Paper	100
Participation	50



"JUST FOR A CHANGE, WOULDN'T IT BE NICE IF SUPREME COURT JUSTICES HAD GROUPIES AND ROCK STARS HAD DISSENTERS."

Most of this class will be in-class discussion. I expect you to finish the readings assigned for each day before you come to class and to be prepared to discuss the readings with your case briefs. *This is essential to getting a good grade in this course.*

ADDITIONAL INFORMATION / INSTRUCTIONS

Some additional readings included in the course schedule may require you to go to the library. Also, additional readings will be posted to the website as appropriate. I also reserve the right to add or change readings during the course of this 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.

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."



"IN TODAY'S NEWS ... THE SUPREME COURT ISSUED A MAJORITY OPINION AND A MINORITY OPINION, AND A LOWER COURT ISSUED A HUMBLE OPINION."



SCHEDULE OF ACTIVITES ASSIGNMENTS / EXAMINATIONS

WEEK 1

Introduction: What's Judicial Politics?
The Supreme Court & the Judicial System

Readings: Baum, C1;

WEEK 2

Week 2: Introduction to Political Science Methodology

Readings: King, Keohane & Verba, *Designing Social Inquiry***, pp. 1-71,
75-76, 82-91, 99-114; CH 4

King, Keohane & Verba**, 135-61, 176-84 (omitted variable bias), 185-95
(endogeneity)

WEEK 3

The Supreme Court & the Attitudinal Model

Readings: S&S Chapters 1 - 4

WEEK 4

The Supreme Court & the Attitudinal Model

Readings: S&S Chapters 5 - 7

WEEK 5

The Supreme Court & the Attitudinal Model

Readings: S&S Ch 8 – 10

WEEK 6

The Supreme Court & Strategic Choice

Readings: EK

WEEK 7

The Supreme Court & Strategic Choice

Readings: EK

WEEK 8

Finish Materials, Review

MIDTERM EXAM

WEEK 9
Precedent
Readings: HS

WEEK 10
Precedent
Readings: HS

WEEK 11
Empirical Study of Strategic Choice
Readings: MSW

WEEK 12
Empirical Study of Strategic Choice
Readings: MSW

WEEK 13
Nominations
Readings: M

WEEK 14
Nominations
Readings: M

WEEK 15
OPEN

EXAM WEEK
FINAL EXAM

THIS IS A PRELIMINARY SCHEDULE ONLY. THE INSTRUCTOR RESERVES THE RIGHT TO MAKE CHANGES TO THIS SCHEDULE AS NEEDED.

History 4043

American Constitutional Development

Fall 2008
Witherspoon 241
TR 9:30-11:00

Dr. James Moses
Office: WPN 251
ph. 968-0450
james.moses@atu.edu

Office hours: M-F 8-9, MWF 11-12; TR 1:30-2:30, and by appointment

History 4043 explores the development of American Constitutional Law in a historical context. The course covers the development and application by the Supreme Court of the great constitutional principles as seen in cases involving judicial review, separation of powers, federalism, interstate commerce, taxation, economic regulation, due process, civil rights, and civil liberties.

We will examine how the Supreme Court has interpreted the Constitution over time, and explore the continuing tension between the idea of the Constitution as an empowering document and the idea of the Constitution as a limiting document; that is, how the Constitution as fundamental law constrains governmental action and how it serves as an instrument of popular power and political ideals.

We will examine how our concepts of rights and powers have evolved and changed over time, and how we can reconcile the idea of a written constitution with an ever-changing society.

Texts

The following two books are required:

- Michael Les Benedict, *The Blessings of Liberty: A Concise History of the Constitution of the United States* (2nd ed., 2006)
- Michael Les Benedict, ed., *Sources in American Constitutional History* (1996)

Supplemental bibliography

- Consult the "Further Readings" section after each chapter; see also Kermit L. Hall, ed., *The Oxford Companion to United States Supreme Court Decisions* (1999).

There may be additional readings in the form of occasional in-class hand-outs.

Grades

Your grade in the course will be determined by the following:

1. Three (3) in-class examinations. You will take three examinations including a **comprehensive** final exam. Note the schedule for exam dates. The exams are weighted as follows:

Exam One	20%
Exam Two	20%
Final Exam	40%

Exams thus make up 80% of your grade in the course.

2. One out-of-class written assignment. To aid in your understanding of Supreme Court decision-making and the process by which constitutional precedents are created, you will write a **case analysis** of 8 to 10 pages exploring the origins, development, and implications of a key Supreme Court decision. Your paper will trace a constitutional controversy from its origins through the Court decision, examining how the decision was made, its legal and constitutional foundations, and how it impacted American legal and constitutional development. There will be more on the paper assignment later in the course.

The case analysis is worth 20% of your final grade. Note the schedule for due date.

Class Schedule

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Aug. 21	Introductions	<i>Blessings</i> , ch. 1 <i>Sources</i> 1, 3, 5
Aug. 26	English antecedents	<i>Blessings</i> , ch. 2
Aug. 28	Colonial constitutionalism	<i>Blessings</i> , ch. 3 <i>Sources</i> 9, 11
Sep. 2	Revolution and Confederation	<i>Blessings</i> , ch. 4 <i>Sources</i> 12, 13
Sep. 4	The Constitution I	U.S. Constitution <i>Sources</i> 14, 15, 16

Sep. 9	The Constitution II	<i>Blessings</i> , ch. 5 <i>Sources</i> 18, 19
Sep. 11	Federalists / Anti-Federalists	<i>Blessings</i> , ch. 6 <i>Sources</i> 20, 21, 23
Sep. 16	Judicial Review	<i>Sources</i> 27, 28
Sep. 18	The Marshall Court	<i>Blessings</i> , ch. 7 <i>Sources</i> 29, 30, 32
Sep. 23	Federalism and the states	<i>Study for exam</i>
Sep. 25	Examination One	<i>Blessings</i> , ch. 8 <i>Sources</i> 33, 34, 37, 38
Sep. 30	Slavery & the Constitution	<i>Blessings</i> , ch. 9 <i>Sources</i> 39, 40, 41, 42
Oct. 2	Civil War constitutionalism	<i>Blessings</i> , ch. 10 <i>Sources</i> 46, 47, 49, 50
Oct. 7	Reconstruction and the Fourteenth Amendment	<i>Blessings</i> , ch. 11 <i>Sources</i> 51, 53, 54, 56
Oct. 9	<i>Lochner</i> and laissez-faire constitutionalism	<i>Blessings</i> , ch. 12 <i>Sources</i> 59, 61, 62
Oct. 14	Progressivism and War	<i>Blessings</i> , ch. 13 <i>Sources</i> 63, 64
Oct. 16	The '20s and the return to Conservative constitutionalism	<i>Blessings</i> , ch. 14 <i>Sources</i> 65, 66
Oct. 21	The Depression Era and Liberal constitutionalism	<i>Sources</i> 68, 69, 75
Oct. 23	New Deal constitutionalism	
Oct. 28	Wartime constitutionalism	<i>Sources</i> 78, 79
Oct. 30	World War II	<i>study for exam</i>
Nov. 4	Examination Two	<i>Blessings</i> , ch. 15

Nov. 6	Civil Liberties I	<i>Sources</i> 80, 81, 82
Nov. 11	Civil Liberties II Privacy	<i>Blessings</i> , ch. 16 <i>Sources</i> 83, 84, 85, 86
Nov. 13	The Warren Court	<i>Sources</i> 87, 88, 89
Nov. 18	Civil Rights I	<i>catch up</i>
Nov. 20	Civil Rights II Paper Due at 11am	<i>Blessings</i> , ch. 17 <i>Sources</i> 91, 92
Nov. 25	Reapportionment; the rights of the accused	<i>Blessings</i> , ch. 18 <i>Sources</i> 93, 94, 95
Nov. 27	THANKSGIVING BREAK	<i>Blessings</i> , ch. 19 <i>Sources</i> 98, 100-104
Dec. 2	Conservative constitutionalism Curbing presidential power	<i>Blessings</i> , ch. 20-21 <i>Sources</i> 107, 108, 112, 114
Dec. 4	The Rehnquist Court	<i>catch-up; prep for final</i>
Dec. 10-16	Final Examination Week	

History 4183

American Legal History

Fall 2010
Witherspoon 275
TR 1:00-2:20

Dr. James Moses
Office: WPN 251
ph. 968-0450
jmoses@atu.edu

Office hours: M-F 8-9, MWF 10-11; TR 9:00-10:30, and by appointment

The *Laws* of a country are necessarily connected with everything belonging to the people of it; so that a thorough knowledge of *them*, and of their progress, would inform us of everything that was most useful to be known about them; and one of the greatest imperfections of historians in general, is owing to their ignorance of law.

-- Joseph Priestly, *Lectures on History* (Birmingham: Pearson and Rollason, 1788), 149.

History 4183 is the study and analysis of American legal history from the colonial era to the present. Specific issues that will be examined include how law shaped the development of the North American colonies, its influence on colonial society, the primacy of law in the founding, the development and influence of law in the early republic, the transition from slavery to freedom; how law participated in creating the modern nation, the ways in which it defined and created citizenship, and how various social movements used the court as part of wider grass root campaigns. The course will treat law as both reflecting and shaping politics, society, the economy, and culture, studying not only case law and the specific facts that gave rise to particular court cases but also as a crucial element in shaping how individuals defined themselves.

Text

The following book is required:

- Kermit L. Hall and Peter Karsten, *The Magic Mirror: Law in American History* (2nd ed., 2009)

Supplemental bibliography

- The *bibliographic* essay at the end of *The Magic Mirror* will steer you to many more excellent works on aspects of the development of law in America.

Grades

Your grade in the course will be determined by the following:

EXAMS: Three (3) in-class examinations including a final exam. The final is not a comprehensive exam. Note the schedule for exam dates. The exams are weighted as follows:

Exam One	25%
Exam Two	25%
Final Exam	25%

Exams thus make up 75% of your grade in the course.

PAPER: One out-of-class written assignment. Due November 16.

Write an **8-10 page** paper examining the origins, development, and implications of a key State, Federal, or Supreme Court decision. Clear your choice with me.

Fully discuss the background of the case: how did the case originate? What was the controversy all about? Explain the historical circumstances and the context from which the case originated. Examine the legal and/or constitutional issues under discussion; fully discuss the case and the arguments before the court, and the opinions, dissents and concurrences (if any) and reasoning behind each. **Then analyze the significance** of the decision in American legal history. What changes occurred because of the decision? How was American history and law affected? *In other words, take the case from its origins all the way through its enduring historical significance.*

You must locate and use at least four (4) outside sources in your paper. More is acceptable -- less is not. (*One internet source only.*) These sources should be books, journal or law review articles, newspapers, etc. *Your main primary source is the written decision itself.* (Do NOT use or cite encyclopedia articles. **NO wiki**)

How to read a case citation:

Palko v. Connecticut, 302 U.S. 319 (1937).

The case name is followed by the volume number in the book series entitled *United States Reports*, the published opinions of the U.S. Supreme Court; therefore, "302 U.S." means vol. 302 of *U.S. Reports*. The last number indicates the page on which the case begins; in this example, Palko begins on p. 319 of volume 302 of *United States Reports*.

When referring to the name of a case in the text of your paper, the case name should be either italicized or underlined (be consistent). Example: Taney's opinion in the *Dred Scott* case created great controversy.

Citation examples for bibliography (bib) and footnotes (fn):

For Books:

Bib: Scigliano, Robert. *The Supreme Court and the Presidency*. New York: Free Press, 1971.

Fn: Robert Scigliano, *The Supreme Court and the Presidency* (New York: Free Press, 1971), 125.

Articles:

Bib: Moses, James. "William O. Douglas and the Vietnam War: Civil Liberties, Presidential Authority, and the 'Political Question.'" *Presidential Studies Quarterly* 26 (Fall 1996): 1019-1033.

Fn: James Moses, "William O. Douglas and the Vietnam War: Civil Liberties, Presidential Authority, and the 'Political Question,'" *Presidential Studies Quarterly* 26 (Fall 1996): 1026.

Internet Source:

Bib: "Dred Scott v. Sanford Revisited." <http://www.loc.gov/ammem/cases.htm>. Accessed 12 February 2008.

Fn: "Dred Scott v. Sanford Revisited," <http://www.loc.gov/ammem/cases.htm>, accessed 12 February 2008.

Bibliographies are alphabetized by author's last name (or where no author is given, by title of work or website), and are on a separate page entitled "Bibliography" or "List of Works Consulted." Footnotes are number consecutively and are at the bottom of each page.

Plagiarism: Plagiarism is claiming the work, ideas, or words of another as your own. Take *great care* to paraphrase properly and to cite all instances of other people's words and ideas. A good paper will have a mix of paraphrased and cited notes, but the bulk of the work should be your own analysis and your own ideas. I will read your paper carefully several times. Acts of plagiarism will be severely punished, i.e., by failure in the class at minimum.

The case analysis is worth 25% of your final grade. Note the schedule for due date. LATE PAPERS WILL NOT BE ACCEPTED.

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History 3023
The American Revolution and Founding Era
Spring, 2009
Arkansas Tech University

INSTRUCTOR Dr. Carey M. Roberts
WPN 239A
968-0449
croberts@atu.edu

Office hours: MWF: 11:00-noon a.m.,
MW: 2:30-3:00 P.M
TTH: 9:00-11:30 a.m,
TTH: 2:00-3:30 p.m.
Or by appointment.

Please note that I am often out of my office attending to other matters, even during my regularly scheduled office hours. It is always best to contact me before coming to my office.

It is always preferred that students email me. 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.

I intend to be out of the office several days this semester. The course schedule is subject to change.

COURSE
WEBPAGE
CATALOG
DESCRIPTION

<http://blackboard.atu.edu>

History 3023 covers the deterioration of empire relationships from 1763 to 1776, with an examination of the causes and consequences of the American Revolution and the post-war problems leading to the establishment of a new government under the Constitution in 1789.

REQUIRED
TEXT

James McClellan, *Liberty, Order, and Justice: An Introduction to the Constitutional Principles of American Government 3/e* (Liberty Fund, 2000)

Gordon Wood, *The American Revolution* Modern Library, 2003.

SUPPLEMENTAL
READING

Students are strongly encouraged to explore the "history" section of research links provided by RPLTC. Located on their web page under "research links," the material can be accessed at:

http://library.atu.edu/Links/resources.htm/links_history.htm

Bibliography

Forrest McDonald, *E Pluribus Unum*
Forrest McDonald, *Novus Ordo Seclorum: The Intellectual Origins of the Constitution*
Don Lutz, *Origins of American Constitutionalism*
Don Lutz, *A Preface to American Political Theory*
Gordon Wood, *The Creation of the American Republic*
Russell Kirk, *The Roots of American Order*
Trevor Colbourn, *The Lamp of Experience*
Ellis Sandoz, ed. *The Roots of Liberty*
Bernard Bailyn, *The Ideological Origins of the American Revolution*
Max Farrand, *The Framing of the Constitution of the United States*
Jack Rakove, *Original Meanings*
M.E. Bradford, *Original Intentions*
Barry Shain, *The Myth of American Individualism*

Raoul Berger, *Federalism: The Founder's Design*
Saul Cornell, *Anti-Federalism and the Dissenting Tradition in America*
Robert Rutland, *The Birth of the Bill of Rights*

**COURSE
OBJECTIVES**

Students will analyze the cultural, intellectual, political, and economic development of the United States from the late colonial period to the 1790s. Areas of focus include:

1. The English constitutional tradition
2. Causes and aftermath of the Seven Years War
3. The economic nature of the first British Empire
4. The ideological, economic, and political causes of the American Revolution
5. The strategic and tactical development of Americans during the war
6. The political development of the states during and after the Revolution
7. Life and politics under the Articles of Confederation
8. The Philadelphia Convention
9. The struggle over the ratification of the Constitution

This course meets three of the eighteen elective hours required for History Education and History/Political Science majors. It fulfills three semester hours of electives for other majors. It potentially meets three semester hours for History minors.

ASSESSMENT

Assignments (25 points each)

Four times during the semester, students will complete an in-class assignment analyzing a document from the era. These documents will be found in the McClellan textbook.

Exams (100 points each)

Two exams will be offered during the semester to test your understanding of class material. Questions for the exams follow the same format as the quizzes in addition to fill-in-the-blank questions, map exercises, and essay questions. Students will have a choice of essay questions and a study guide will be furnished. Please be cognizant of the fact that no quizzes are given during the semester.

Debates, Review, and Reflection (100 points)

Students will write a well-organized essay (8-10 pp.) after thoroughly researching both the Federalist and Anti-federalist positions taken in one of the fourteen state ratifying conventions of their choice. It is advisable that you read all of the debates of the ratifying convention as well as key pamphlets, speeches, tracts, diaries and other records. Several websites are devoted to recording these documents, and our library possesses many volumes of the monumental *Documentary History of the Ratification of the Constitution*. *Elliot's Debates in the State Ratifying Convention*, though an older collection, is still quite useful, especially for those state conventions not currently covered by the DHRC project. Two debates will take place in class whereby students will have to alternatively take the positions of Federalists or Anti-federalists. The final essay will answer the following question: "Why did (state of your choice) ratify the U.S. Constitution?" In your answer you will address the key concerns of the Anti-federalists and how they were met by the Federalists.

The purpose of this paper is to strengthen student writing, develop critical thinking skills, and encourage students to use well-researched evidence to support their arguments. Grades are based on these three criteria.

You will only turn in a digital copy of your paper using MS Word. No hard copies are required.

Consult the academic policies section of this syllabus for further information.

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.

Grade Distribution

Total of 600 points.

90% and above	A
80-89%	B
70-79%	C
60-69%	D
59% and below	F

Students should periodically check their grades using Blackboard.

STUDY GUIDES

Study guides for the McClellan text will be available on the course webpage under the "documents" section. Study questions on the Federalists and Anti-Federalists will also be made available in preparation for class discussion.

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.

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.

Make-ups:

There are no make-ups for the exams. Students will substitute their final exam score for one missed exam only if they have excused absences. Arrangements for other course assignments should be made with Dr. Roberts.

GUIDE TO THE COURSE WEBPAGE

History 3023 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 web-building tool designed to assist college students and teachers. 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 eID (stu0000) and password. If you do not know your eID, please consult the Tech student e-mail directory (<http://dir.atu.edu/student.asp>). Students enrolled in this course have already been registered.

When you access Blackboard, under "My Courses" you will find this course. Click on the course to be

taken to the Announcements page. From here you can navigate to various areas of assistance (discussion list, syllabus, grade book, etc.).

If for some reason you cannot access the course page, or if your eID 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 quizzes and exams.

Study guides and the paper question will be posted on the Blackboard page. They will not be handed out in class or made available in any other format.

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.

GUIDE TO WRITING PAPERS

The paper is designed to encourage good writing practices as well as introduce students to the use of sources, citations, and quotations.

Students must summarize, not regurgitate. It is best to summarize rather than directly quote information from a source. Each time you use a direct quotation, or paraphrase information found in the book, you must use proper citation. That is, you must tell the reader where the information came from if it is not your own. The excuse, "I got it all out of my head," will not do for this course.

History papers follow the Chicago Manual of Style format, which places citations at the bottom of the page (footnote) or at the end of the paper (endnote). Historians do not use parenthetical citations (MLA format) commonly used in English and philosophy papers. Upon completing the General Education curriculum at ATU, students should be familiar with both.

Citation is relatively easy once you learn the basics. When you write about material on a particular page of the book, or use a quotation, a superscript number must be added to the end of the sentence. Word processing programs do this automatically, so familiarize yourself with your programs. Typically, the function is available in the "Insert" menu. Once the insertion is made, you simply fill in the appropriate citation either in a special box or in the correct location on the page. The format of the citation depends on the type of source you use, but use the format below for books.

First name last name, *Title* (City of publication: publisher, date of publishing), page number(s).

Remember, cite the specific page from which the information was taken.

Should you fail to cite your sources, you are guilty of plagiarism, cheating, and stealing other people's material. However, improper citation is not the same thing as failure to cite. It is better to mistakenly cite the material than not cite it at all.

Turnitin.com

All papers written for History 3023 must be submitted in two ways. Electronic copies should be sent to me by way of the Digital Dropbox in Blackboard, and electronic versions must be submitted to turnitin.com, an internet service used to monitor for plagiarism.

To submit your paper electronically, follow these steps:

1. Go to turnitin.com and click "User Log In."
2. At the top of the new page, click "New User."
3. Type in your e-mail address and *user* password. Click "Next."
4. Check the field marked "Student" and continue answering questions when prompted.
5. Your personal profile will be mailed to you.
6. Using your new profile information, log into turnitin.com again to be taken to your personal home page.
7. Click "join new class" and enter the class ID and class enrollment password when

- Oct. 28 Guest Speaker – Ethical Issues in Higher Education
Thomas Pennington, University Counsel
- Nov. 2 Chapter 8: Ethics and Technology
- Nov. 4 Chapter 8: Ethics and Technology
- Nov. 9 Chapter 9: Ethics and Globalization
- Nov. 11 Chapter 9: Ethics and Globalization
- Nov. 16 Chapter 10: Making It Stick: Doing What's Right in a
Competitive Market
- DUE DATE – Group Research Paper
- Nov. 18 Group Presentations
- Nov. 23 Group Presentations
- Nov. 25 THANKSGIVING HOLIDAY
- Nov. 30 Group Presentations
- Dec. 2 Group Presentations
- Dec. 8-14 Final Exam Week
The FINAL EXAM will be given at the scheduled time as
announced by the University.

Guest Speaker – Ethics and Leadership
Retired Major General William Hamon

Guest Speakers – Ethics in Human Resources
Marla Scales and Laura Jones, ABF Freight System, Inc.

prompted. THIS INFORMATION WILL BE SUPPLIED AT A LATER DATE.

8. There are a variety of ways you can submit your paper, which will be discussed in class at a later date.

NOTE: All information included on this syllabus is subject to change.

CLASS SCHEDULE

WEEK (Sunday)	TOPIC	READING	OTHER
Jan. 11	Introduction <i>Session 1: British North America</i> The British Constitutional Tradition Film: <i>The Patriot</i>	McClellan: 1-49; 63-87	
Jan. 19	The British Constitutional Tradition cont'd Film: <i>The Patriot</i>	McClellan: 92-111; 167-170	
Jan. 26	American Colonial Traditions and Mercantilism	Wood, section I	
Feb. 1	Mercantilism and the Seven Years War		
Feb. 8	The Stamp Act Crisis	Wood, section II	
Feb. 15	The Eve of War and the Continental Congresses	McClellan: 111-141, Wood, section III	Exam on Friday
Feb. 22	<i>Session 2: The War</i> War in New England	Wood, section IV	
Mar. 1	War in the Middle States	Wood, section V	
Mar. 8	War in the South and Backcountry		
Mar. 15	The War at Home and Abroad	Wood, section VI	Exam on Friday
Mar. 22	<i>Session 3: The "Unfounded Republic"</i> State Constitution Making and Life under the Articles of Confederation	McClellan: 141-164	
Mar. 29	Spring Break		
Apr. 5	The Philadelphia Convention	McClellan: 241-293, Wood, section VII	
Apr. 12	The Philadelphia Convention	McClellan: 295-354	
Apr. 19	The Federalists and Anti-Federalists	McClellan: 381-409	
Apr. 26	The Federalists and Anti-Federalists Debate Wed. and Friday	McClellan:	Position Papers due Friday
May 3	The Bill of Rights	McClellan: 409-427	

BLAW 2033
Legal Environment of Business
Fall 2010

Course Description: This course is a survey of the basic framework of the American and international legal systems, including civil procedure, constitutional law, administrative regulation, and topics in business law, with particular emphasis on the ethical, sociocultural and political influences affecting such environments.
Prerequisite: Sophomore standing.

Instructor Information:

Tracy Cole, Assistant Professor of Legal Studies
1:30-4:30
Rothwell 448
968-0491
tcole7@atu.edu

Office Hours: M:
T: 2:30-4:30
W: 1:30-4:30
Th: 2:30-4:30
or by appointment

Textbook & Instructional Materials:

Essentials of the Legal Environment, R. Miller, F. Cross, & G. Jentz,
Thomson/South-Western 2011 (3rd ed.).

Additional materials will be posted on Blackboard.

Course Purpose and Objectives:

Upon completion of this course, students should be able to explain the constitutional and procedural aspects of the U.S. federal and state court systems; understand the basic principles of law affecting business, including Constitutional law, contract law, tort law, employment law, and white-collar crime; and demonstrate a deeper understanding of the ethical and public policy issues relevant to these areas of the law.

Teaching Methods:

This course uses a lecture method with in-class activities and assignments. In-class activities will involve group discussions, joint problem-solving, and presentation of your group's answers to the class. When available, guest speakers will give presentations on special topics relevant to business law.

Assessment:

Students will be graded based upon individual examinations, quizzes, and assignments.

Exams

Four exams will be given during the semester, including a comprehensive Final Exam. Students will be allowed to make up exams when an exam is missed due to illness, emergency, or University-sponsored events. **ALL MAKE-UP EXAMS WILL BE GIVEN ON THURSDAY, DECEMBER 2.**

Quizzes and Assignments

This course will include quizzes and assignments, which will be worth a total of 50 points. I will give a total of 12 quizzes/assignments worth 5 points each, but only 10 of them will count for the final grade. In other words, you can miss two quizzes or assignments without harming your grade. However, if you are present for more than 10 assignments/quizzes and earn more than 50 points, the additional points will count as bonus points.

No make-ups will be allowed for quizzes and assignments unless your absence was due to an official University event or a documented disability.

Grading Scale:

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

Grades will be based upon your percentage of the total points possible.

Exam 1 =	100 points
Exam 2 =	100 points
Exam 3 =	100 points
Final Exam =	150 points
Quizzes/Assignments =	<u>50 points</u>
Total =	500 points

Course Policies:

1. **Academic Honesty:** Academic misconduct will not be tolerated for any reason. Any student who compromises the integrity of the academic process is subject to disciplinary action by the University in addition to the assignment of a grade of "F" for this entire course. This includes cheating and plagiarism. The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the University community. Academic misconduct also includes turning in papers for in-class group assignments with the names of students who were absent and did not participate in the group assignment (to try to enable absent students to get credit for assignments that they did not complete). This course will involve several group assignments that will be completed during class, and every student in each group will be responsible for ensuring that the group paper turned in for credit contains only the names of students who were present and participated in the assignment. Please consult your Student Handbook to familiarize yourself with your rights and responsibilities as a student at Arkansas Tech University.
2. **Attendance:** Discussion and participation in class are integral to effective learning. College students are expected to take charge of their education; therefore, students are expected to attend class.
3. **Decorum:** Cell phones and PDAs must be turned off during class. No text-messaging during class. Students who violate this policy may have points deducted from their grades.
4. **Disability Services:** If you need accommodations due to a disability, you must register with the disability services coordinator, Dr. Carolyn J. Crawford, Bryan Building Room 103, 479-968-0302.
5. **Appealing a Grade during the semester:** If you believe that you were not graded fairly or correctly on an exam, quiz, or assignment, you may appeal the grade in writing. You must prepare and deliver to me a memorandum stating which questions or assignments you believe should have received a higher score and explaining why you believe that your answer was correct and adequate. If you did not receive credit for an assignment or quiz that you completed in class, you must notify me within one week after the grade was posted on Blackboard. All appeals must be made within one week (7 calendar days) after the grade was posted on Blackboard.

Reading Assignments

Aug. 26

Ch. 1: Business and Its Legal Environment

Aug. 31	Ch. 1: Business and Its Legal Environment
Sept. 2	Ch. 2: The Courts and Alternative Dispute Resolution Additional Materials on Blackboard: Arkansas Court System Ark. Statute – Confidentiality of Communications in Dispute Resolution
Sept. 7	Ch. 2: The Courts and Alternative Dispute Resolution
Sept. 9	Ch. 4: Constitutional Law
Sept. 14	Ch. 4: Constitutional Law
Sept. 16	EXAM 1
Sept. 21	Ch. 6: Torts and Product Liability Additional Materials on Blackboard: Arkansas Statutes – Shoplifting Statute Arkansas “Good Samaritan” Law Social Host Liability Statute Civil Liability for Sale of Alcohol to a Minor Civil Liability for Sale of Alcohol to Clearly Intoxicated Person Furnishing Alcohol to Intoxicated Persons
Sept. 23	Ch. 6: Torts and Product Liability
Sept. 28	Ch. 6: Torts and Product Liability
Sept. 30	Ch. 6: Torts and Product Liability
Oct. 5	Guest Speaker – White-Collar Crime David Gibbons, Prosecuting Attorney
Oct. 7	Ch. 7: Criminal Law and Cyber Crimes
Oct. 12	Ch. 10: Business Organizations
Oct. 14	Guest Speaker – Consumer Protection and Identity Theft Kevin Wells, Assistant Arkansas Attorney General Additional Materials on Blackboard: Arkansas Deceptive Trade Practices Act
Oct. 19	Ch. 10: Business Organizations
Oct. 21	EXAM 2
Oct. 26	Ch. 11: Contract Formation
Oct. 28	Ch. 11: Contract Formation
Nov. 2	Ch. 12: Contract Performance, Breach, and Remedies
Nov. 4	Ch. 13: Sales, Leases, and E-Contracts
Nov. 9	Ch. 13: Sales, Leases, and E-Contracts
Nov. 11	Ch. 13: Sales, Leases, and E-Contracts

Nov. 16	EXAM 3
Nov. 18	Ch. 15: Employment and Labor Law Additional Materials on Blackboard: Arkansas Statutes – Prohibition of Employer's Use of Genetic Test Voluntary Program for Drug-free Workplaces Right-to-Work Statute
Nov. 23	Ch. 15: Employment and Labor Law
Nov. 25	THANKSGIVING HOLIDAY
Nov. 30	Ch. 16: Employment Discrimination
Dec. 2	MAKE-UP EXAM DAY
Dec. 8-14	Final Exam Week The FINAL EXAM will be given at the scheduled time as announced by the University.

Assignments and schedule of events are subject to change according to the pace and needs of the class. Any changes will be announced in class or on Blackboard.

PHILOSOPHY 3023: ETHICS
Fall Semester 2010

Professor: Dr. Jeff Mitchell
Office Address: History and Political Science/ Witherspoon 252
Office Tel.: (479) 964-0859
E-mail: jmitchell@atu.edu
Office Hours: MW 12:00-1:30, MTWR 4:00-4:30, TR 11:00-1:30, and by appointment

Catalog Description: "An introduction to the problems of formulating and validating principle definitive of 'the good' in respect to ends, means, and norms of human behavior."

Internet Readings: Aristotle, *Nicomachean Ethics*

Immanuel Kant, *Grounding for the Metaphysics of Morals*

John Stuart Mill, *Utilitarianism*

Friedrich Nietzsche, *On the Genealogy of Morality*

Time permitting, the instructor may assign additional essays available on the Internet

Supplemental 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: Moral problems emerge from situations in which choice is called for among competing and often incompatible potential paths of action: i.e., Should I start a family or have an abortion? How should I vote on a state referendum that would legalize gambling? Is sex outside of wedlock morally permissible? Although most of the questions we face on a day-to-day basis are more mundane than these, many of our decisions give rise to irrevocable changes in our conduct and environment that in turn play a role in determining who we are and how we live.

There is no escaping moral choice—everyone makes decisions that have moral ramifications. The philosophical discipline of ethics proposes to investigate decision-making in human affairs on the premise that our lives can be improved through intelligent reflection about the choices we make. The alternative to critically examining moral phenomena is to act blindly and unquestioningly—which often means obeying someone else's rules and values. Ethics challenges us to either examine our values or bury our heads in the sand.

This course has been designed to offer the student a survey of the ethical theories of the past that continue to exert a major influence on contemporary thinkers. We will come to know these theories in their chronological order through those who first formulated them—namely, Aristotle, Kant, Mill, and Nietzsche. The work of each of these philosophers has given rise to a contemporary intellectual tradition, respectively known under the monikers of virtue ethics, deontology, utilitarianism, and postmodernism. Since these four different approaches cover at least ninety percent of the work presently being done in ethics (including the various domains of applied ethics, such as medical

ethics), by the end of the course the student ought to have enough background to grasp the essentials of most contemporary ethical debates on his or her own.

Class Format: The main classroom activity will be a question-answer style analysis of the scheduled texts led by the instructor, so it is imperative that students come to class ready to respond to queries about the assigned reading. At various points during class the instructor will also give “mini-lectures” in order to provide students with necessary background information.

Targeted Skills: Special attention will be paid to learning how to read philosophical texts. *Daily page assignments have intentionally been kept short so that students can read them through twice.* In addition, we will focus on improving logical thinking skills as well as on clearness in oral and written expression.

Grading: Students will be expected to write two papers, each approximately five to seven pages in length. In addition to these writing assignments, there will be a comprehensive short-answer and essay-style final at semester’s end. Each one of these three projects will constitute 25% of the course grade. The remaining 25% of the overall grade will be based on class participation and improvement.

Paper Requirements: All papers must be typewritten, double spaced, stapled, and *no shorter than* five pages but *no longer than* seven. Furthermore, they should be clearly divided into sections corresponding to the different parts of the paper assignment. The first page should include the student’s name and the date the paper was turned in (“late” should be written beneath the date of tardy papers). Papers handed in late will be graded down one-third a letter grade (e.g., C+ to a C) per day tardy.

It is expected that class participants will make and retain a copy of every paper they turn in.

Nota bene: Because this is a course in philosophy and not in English composition, I’ll evaluate the papers primarily on the basis of the arguments they present, and this will be reflected in my written comments. Although I won’t specifically mark the essays for spelling mistakes, grammatical errors, or poor style, bad writing will, of course, adversely affect the overall grade. Given the fact that Ethics is a junior level course, I assume that if you’re taking it you have mastered the basic mechanics of paper writing, and that we can afford to focus more on the development of ideas than on their written expression. However, in order to give you some feedback about the quality of your writing, I will assign each paper a separate grade for writing, worth one third of the overall grade. The remaining two thirds of the paper grade will be based on the quality of the reasoning displayed in your essay.

I would strongly encourage any student who has concerns about his or her writing ability to seek assistance at the writing lab.

Grade Calculation: The overall course grade can be calculated by multiplying each paper or test grade by 25% (in other words, paper grade x .25), and adding the resulting products together. The grading scale that will be employed during the course of the semester is as follows:

A	=	4.00	C	=	2.00
A-	=	3.67	C-	=	1.67
B+	=	3.33	D+	=	1.33
B	=	3.00	D	=	1.00
B-	=	2.67	D-	=	0.67
C+	=	2.33	F	=	0.00

Class Schedule

- August 26: Introduction
read: "Introduction," 2-6.
- Week One:
Aug. 31-Sep. 2 Law and Society in the Colonial Era to 1760
read: p. 7-50
- Week Two:
Sep. 7-9 The Revolution in the Law and the Law in the Revolution
read: p. 51-69; *The Articles of Confederation*
- Week Three:
Sep. 14-16 The Constitution and Rise of an American Legal System
read: 70-91; *Federalist* no. 78; *The U.S. Constitution*
- Week Four:
Sep. 21-23 Law and Economy in the Early Republic
read: p. 92-112
- Week Five:
Sep. 28-30 National Growth: Labor, Property, Contracts, and Torts
EXAM ONE Sep. 28
read: p. 113-141
- Week Six:
Oct. 5-7 Race, Class, and Slavery in the 19th Century
read: p. 142-167
- Week Seven:
Oct. 12-14 Criminal and Civil Law
read: p. 187-207
- Week Eight:
Oct. 19-21 Gender and Domestic Relations in the Late 19th Century
read: p. 168-186
- Week Nine:
Oct. 26-28 Industrialization and the Emergence of the Regulatory State
read: p. 208-267
- Week Ten:
Nov. 2-4 The Law in Depression and War
EXAM TWO Nov. 2
read: p. 268-309
- Week Eleven:
Nov. 9-11 The Emergence of Civil Liberties and Civil Rights I
read: p. 310-378
- Week Twelve:
Nov. 16-18 The Emergence of Civil Liberties and Civil Rights II
read: p. 341-378: **PAPER DUE NOV. 16**
- Week Thirteen: Law in Modern Society
Nov. 23, 30; Dec. 2 read: 379-383
Final Examination week: Dec. 8-14

Because ATU only uses straight letter grades in assigning overall grades at the end of the semester, any point total that is a .67 or higher will be rounded up. For instance, a 2.71 would be a B and a 2.33 would be a C.

Attendance Policy: 25% of the course grade will be awarded on the basis of attendance. 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.

The following table gives the cut-off points that I will use in assigning the attendance grade (the percentages represent the portion of class meetings attended over the entire course of the semester):

A	=	100-95%	C	=	76-73%
A-	=	94-90%	C-	=	72-70%
B+	=	89-87%	D+	=	69-67%
B	=	86-83%	D	=	66-63%
B-	=	82-80%	D-	=	62-60%
C+	=	79-77%	F	=	59% and below

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 5% 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.)

Aug. R 26 Introduction/ Aristotle

T 31 - Aristotle
Sept. R 02 - Aristotle
T 07 - Aristotle
R 09 - Aristotle/ Paper #1 assigned
T 14 - Aristotle
R 16 - Aristotle
T 21 - Aristotle
R 23 - Aristotle/ Paper #1 due
T 28 - Kant
R 30 - Kant
Oct. T 05 - Kant
R 07 - Kant
T 12 - Kant
R 14 - Mill/ Paper #2 assigned
T 19 - Mill
R 21 - Mill
T 26 - Mill
R 28 - Mill/ Paper #2 due
Nov. T 02 - Mill
R 04 - Nietzsche

T 09 - Nietzsche

R 11 - Nietzsche

T 16 - Nietzsche

R 18 - Nietzsche

T 23 - Nietzsche

R 25 - THANKSGIVING HOLIDAY

T 30 - Nietzsche

Dec. R 02 - Nietzsche/ Review for the final exam

T 07 - READING DAY

****FINAL EXAM DATE:** To be announced**

MGMT 3123
Business Ethics
Fall 2010

Course Description: This course is an interdisciplinary study of business ethics and the social responsibility of business organizations. During this course, students will consider professional and applied ethics, law, and organizational behavior. The focus of the course is on the individual and managerial decision-making process in response to ethical issues arising in the business context.

Prerequisites: To enroll in 3000- and 4000-level courses in the School of Business, students majoring in business must have a minimum of 54 completed hours, a cumulative grade point average of 2.0 and the required business foundation courses. Students majoring in fields outside the School of Business may enroll provided they have completed 54 hours of credit prior to enrollment.

Instructor Information:

Tracy Cole, Assistant Professor of Legal Studies
M: 1:30-4:30
Rothwell 448
968-0491
tcole7@atu.edu

Office Hours:

T: 2:30-4:30
W: 1:30-4:30
Th: 2:30-4:30
or by appointment

Textbook & Instructional Materials:

A. Ghillyer. Business Ethics: A Real World Approach (2nd ed.). Boston: McGraw-Hill Irwin 2010.

Additional materials will be handed out in class or posted on Blackboard.

Course Purpose and Objectives:

The purpose of this course is to enable students to identify, critically evaluate, and resolve ethical issues within the business environment at the level of the individual, the organization, and society. Students in the course should be able to discuss the role of business in society and general theories of ethics; to explain and apply key ethical theories in business; and to develop and defend their own ethical positions.

Assessment:

Students will be graded based upon individual examinations, participation in in-class assignments and activities, and a group research project, which will include both a written report and a presentation to the class.

Exams

This course will include a Midterm Exam and a comprehensive Final Exam. Students will be allowed to make up exams when an exam is missed due to illness, emergency, or University-sponsored events. Any student who must miss an exam for one of these reasons must notify me before the scheduled exam is given, if possible, and provide adequate documentation of the reason for his or her absence.

Group Research Project

This project will consist of a written report (about 15 pages, typed/double-spaced) and a presentation (about 30-40 minutes) on a topic

relevant to business ethics. Each group will have about 4 or 5 students. No group may have more than 5 students.

Assignments

I will give an assignment during each class period (except during the Midterm Exam). We will therefore have a total of 27 assignments worth 10 points each, but only 25 of them will count for the final grade (10 x 25 = 250 points possible). In other words, you can miss 2 assignments without harming your grade. However, if you are present for more than 25 assignments and earn more than 250 points, the additional points will count as bonus points.

No make-ups will be allowed for assignments unless your absence was due to an official University event or a documented disability.

You cannot participate if you are absent.

Grading Scale:

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

Grades will be based upon your percentage of the total points possible.

Midterm Exam =	100 points
Final Exam =	150 points
Outline of Research Paper =	25 points
Group Research Paper =	100 points
Group Presentation =	75 points
Assignments =	<u>250 points</u>
Total =	<u>700 points</u>

Course Policies:

1. Academic Honesty: Academic misconduct will not be tolerated for any reason. Any student who compromises the integrity of the academic process is subject to disciplinary action by the University in addition to the assignment of a grade of "F" for this entire course. This includes cheating and plagiarism. The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the University community. The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Academic misconduct also includes turning in papers for in-class group assignments with the names of students who were absent and did not participate in the group assignment (to try to enable absent students to get credit for assignments that they did not complete). This course will involve several group assignments that will be completed during class, and every student in each group will be responsible for ensuring that the group paper turned in for credit contains only the names of

- students who were present and participated in the assignment. Please consult your Student Handbook to familiarize yourself with your rights and responsibilities as a student at Arkansas Tech University.
2. Decorum: Cell phones and PDAs must be turned off during class. No text-messaging during class. Students who violate this policy may have points deducted from their grades.
 3. Disability Services: If you need accommodations due to a disability, you must register with the disability services coordinator, Dr. Carolyn J. Crawford, Bryan Building Room 103, 479-968-0302.
 4. Appealing a Grade during the semester: - If you believe that you were not graded fairly or correctly on an exam, quiz, or assignment, you may appeal the grade in writing. You must prepare and deliver to me a memorandum stating which questions or assignments you believe should have received a higher score and explaining why you believe that your answer was correct and adequate. All appeals must be made within one week (7 calendar days) after the grade was posted on Blackboard.

Reading and Assignments

Aug. 26	Chapter 1: Understanding Ethics
Aug. 31	Chapter 1: Understanding Ethics
Sept. 2	Chapter 2: Defining Business Ethics
Sept. 7	Chapter 2: Defining Business Ethics
Sept. 9	Chapter 4: Corporate Social Responsibility
Sept. 14	Chapter 4: Corporate Social Responsibility
Sept. 16	Chapter 4: Corporate Social Responsibility
Sept. 21	Guest Speaker – Research Research Librarian Vince Tinerella
Sept. 23	Research Assignment – Library
Sept. 28	Chapter 3: Organizational Ethics
Sept. 30	Chapter 5: Corporate Governance
Oct. 5	Chapter 5: Corporate Governance
Oct. 7	Chapter 5: Corporate Governance DUE DATE – Outline of Research Paper
Oct. 12	Chapter 6: The Role of Government
Oct. 14	MIDTERM EXAM
Oct. 19	Chapter 7: Blowing the Whistle
Oct. 21	Chapter 7: Blowing the Whistle
Oct. 26	Chapter 7: Blowing the Whistle

- Oct. 28 Guest Speaker – Ethical Issues in Higher Education
Thomas Pennington, University Counsel
- Nov. 2 Chapter 8: Ethics and Technology
- Nov. 4 Chapter 8: Ethics and Technology
- Nov. 9 Chapter 9: Ethics and Globalization
- Nov. 11 Chapter 9: Ethics and Globalization
- Nov. 16 Chapter 10: Making It Stick: Doing What's Right in a
Competitive Market
- DUE DATE – Group Research Paper
- Nov. 18 Group Presentations
- Nov. 23 Group Presentations
- Nov. 25 THANKSGIVING HOLIDAY
- Nov. 30 Group Presentations
- Dec. 2 Group Presentations
- Dec. 8-14 Final Exam Week
The FINAL EXAM will be given at the scheduled time as
announced by the University.

Guest Speaker – Ethics and Leadership
Retired Major General William Hamon

Guest Speakers – Ethics in Human Resources
Marla Scales and Laura Jones, ABF Freight System, Inc.

CRIMINAL JUSTICE 4023:
LAW & THE LEGAL SYSTEM

INSTRUCTOR: Dennis Williams
CLASSROOM: TH 126
EMAIL: dwilliams@atu.edu

OFFICE: WPN 345
OFFICE HOURS: MWF 12-1, 3-4,
T 12-4

COURSE DESCRIPTION: A comprehensive study of judicial process and behavior in criminal and civil law.

REQUIRED MATERIAL:

Katsh, M. Ethan (2010). *Taking Sides: Clashing Views on Legal Issues* (14th ed.). Boston: McGraw Hill.

Vago, Steven (2009). *Law and Society* (9th ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.

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: 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: You be required to produce a 15-18 page paper on a subject pertaining to the sociology of law. Your sources for this paper should be scholarly books and peer reviewed journals. NO INTERNET SOURCES. This paper is due in class on April 16. See the criteria for assignments section for further information.

PRESENTATION: Starting January 29 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 the sociology of law 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. See the criteria for assignments section for further information.

MAKEUP EXAMS: Since the exams are take home, there will be no makeup exams for this class.

CRITERIA FOR ASSIGNMENTS: Every assignment for this class should be typewritten, double spaced, in times new roman 12 point font. You should not skip extra lines between paragraphs. Each assignment is due in class and will not be accepted by email for any reason. Each assignment will be graded based on the following criteria, 60% content, 20% format, 20% grammar. Each assignment must be in American Sociological Association (ASA) format. Grammar includes spelling mistakes. Content includes relevance to the subject as well as length requirements.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

app CC 11/30/10
 app FS 12/7/10

TO: Curriculum Committee
 FROM: Speech, Theatre and Journalism
 DATE SUBMITTED: September 27, 2010

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head Hanna E. Norton	<i>Hanna E. Norton</i>	9/24/10
Dean Micheal Tarver	<i>Micheal Tarver</i>	9-24-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10-1-10
Vice President for Academic Affairs John Watson	<i>John Watson</i>	

Course Subject: JOUR	Course Number: 2163
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Introduction to Multimedia	
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: 2011-2012	How frequently will course be offered? Fall and spring semesters
Is this course repeatable? Y / N How many times?	
Does this course require a fee? No How much? Type of fee?	

Elective Major Minor

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

Prerequisites: JOUR 2133

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.

Course will need to be taught in a classroom with computers and Internet access.

How does this proposal support the University Mission or University Strategic Planning Goals?

University Strategic Planning Goal 1: Enhance the creation and delivery of first quality education services.

What assessment information is being used to support this proposal?

See below

How will the effect of the change be monitored?

Exit interviews with seniors and speaking with media industry professionals from the region.

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

Based on media industry demands, we will be adding courses to deal specifically with multimedia journalism.

Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

In preparing industry ready students, the department has reviewed the curriculum and degree requirements for the School of Communication at Radford University, the School of Media Arts and Design at James Madison University and the Journalism and Mass Communication program at Murray

State University. All programs have similar major hour requirements (35-36 hours) to our program's requirements (39 hours) and all utilize a convergent approach that integrates multimedia into all areas of specialization. Furthermore, all are regional public institutions similar to Arkansas Tech.

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

Course Number: JOUR 2163
Course Title: Introduction to Multimedia
Instructor: Reeder
Office Energy Building #104
(479) 968-0459 – Office
(479) 970-5860 – Cell

E-mail – wreeder@atu.edu
Facebook – www.facebook.com/billy.reeder

Office Hours:

XXXXXXXX

Required Text: An Introduction to Digital Multimedia
Authors: Savage, Vogel
Publisher: Jones and Bartlet

Description: Introduction to Digital Multimedia is designed to teach fundamental principles of multimedia to give students a working understanding of digital media formats and their applications.

Prereq: JOUR 2133 pre

Justification: Digital media is developing at an exponential rate. For media professionals to stay relevant to their field, they must have a functional and constantly evolving understanding of multimedia. This course is designed to give students a basic understanding of multimedia and its history to this point in time. Coursework is designed to teach fundamental principles of the tools and media to give students a working understanding of digital media formats and their applications.

Objectives:

- Develop an understanding of the evolution of digital media
- Develop a working knowledge of varying graphic forms and interfaces
- Develop a working understanding of computer hardware and current software applications
- Develop a basic understanding of multimedia production, publication and legal issues

Attendance: Students absent more than four classes without permission will be deducted one letter grade from their final grade. For each additional two absences an additional letter grade will be deducted.

Grades: 2 exams, 100 points each
Blog 300 Points
Homework, class participation 100 points

Blog: Students are required to create and maintain a blog on WordPress. Undergraduate students must post a minimum average of three posts per week (Individual posts must have a minimum of 100 words) for 16 weeks totaling 48 posts for the semester. As the semester progresses, I will increase the amount of rich content required (images, hyperlinks, video, etc.).

Readings: I expect students to read the chapters as we cover them. There are multiple side articles that will be very helpful.

Course Content/Course Calendar: (subject to change)

Week 1: Introduction, hand out syllabus, establish blogs and begin lectures

Week 2: Lecture on Chapter 1 (The Multimedia Revolution)

Weeks 3: Lecture on Chapter 2 (Digital Data)

Week 4: Photoshop Tutorials

Week 5: Lecture on Chapter 3 (Computer Hardware)

Week 6: Lecture on Chapter 4 (Computer Software)

Week 7: Exam # 1 (Chapters 1 – 4, multiple choice, short answer & essay)

Weeks 8 & 9: Lecture on Chapter 5 (Text), in class Photoshop exercises

Weeks 10 & 11: Lecture on Chapter 6 (Graphics), in class Photoshop exercises

Week 12: Lecture on Chapter 7 (Sound)

Weeks 13 and 14: Lecture on Chapter 8 (Video), in class Adobe Premiere exercises

Week 15: Lecture on Chapter 9 (Animation)

Week 16: Exam # 2 (Chapters 5-9, multiple choice, short answer & essay)

app CC 11/30/10
app ES 12/7/10

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Speech, Theatre and Journalism

DATE SUBMITTED: September 27, 2010

REQUEST FOR COURSE ADDITION

Title	Signature	Date
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Teacher Education Council (if applicable)		
Graduate Council (if applicable) Mary Gunter		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10-1-10
Vice President for Academic Affairs John Watson	<i>John Watson</i>	

Course Subject: JOUR	Course Number: 4023/5023
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Social Media	
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: 2011-2012	How frequently will course be offered? Yearly
Is this course repeatable? Y / N How many times?	
Does this course require a fee? No	How much? Type of fee?

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
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- d. Course outline
- e. Methods of student performance assessment and evaluation
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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 or University Strategic Planning Goals?

University Strategic Planning Goal 1: Enhance the creation and delivery of first quality education services.

What assessment information is being used to support this proposal?

See below

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

Based on media industry demands, we will be adding courses to deal specifically with multimedia journalism.

Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

In preparing industry ready students, the department has reviewed the curriculum and degree requirements for the School of Communication at Radford University, the School of Media Arts and Design at James Madison University and the Journalism and Mass Communication program at Murray

State University. All programs have similar major hour requirements (35-36 hours) to our program's requirements (39 hours) and all utilize a convergent approach that integrates multimedia into all areas of specialization. Furthermore, all are regional public institutions similar to Arkansas Tech.

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

Course Number: JOUR 4023/5023
Course Title: Social Media
Instructor: Reeder
Office: Energy Building #104
Office Phone: (479) 968-0459
Mobile Phone: (479) 970-5860
E-Mail: wreeder@atu.edu
Facebook: www.facebook.com/billy.reeder

Time: XXXXXXXX
Location: XXXXXXXX

Required Texts: Title: Socialnomics
Author: Erik Qualman
Publisher: John Wiley & Sons

Putting the Public Back in Public Relations
Author: Brian Solis, Deirdre Breakenridge
Publisher: FT Press

Course Description: This course offers students a solid understanding of social media, its roots and how to effectively utilize this culture from personal and corporate perspectives.

Justification: Social Media has redefined the way many people stay connected to each other, their brands and has created amazing opportunities for the world of public relations and industry in general. From the early days of blogging sites like Xanga to the explosion of MySpace, Facebook and Twitter, social media continues to evolve and draws people into categorized relationships based not only on geography but also niche' interests. As journalists and PR professionals, we need to understand that when there is a niche' we need to scratch it.

Objectives: My objective is to offer students a solid understanding of social media, its roots and how to effectively navigate this culture from personal and corporate perspectives. Students will also learn how to look objectively at the medium as a communication tool and learn how to develop effective PR strategies by establishing relationships between brands and people.

Attendance: I will be lecturing a great deal from personal experience that is obviously not in your books. As a result, attendance is a must. Students absent more than four classes without permission will be deducted one letter grade from their final grade. For each additional two absences an additional letter grade will be deducted. I'm not kidding.

Readings: I expect students to keep up with the readings. We'll cover *Socialnomics* the first half of the semester and *Putting the Public Back in Public Relations* over the second half. It will be in your best interest to have read the assigned readings by the time we begin the lecture on it.

Blog: Students will maintain a blog over the course of the semester using a free blogging service such as WordPress or Blogger. Blogs must average three posts per week, with a minimum word count of 100 words per post for 16 weeks of the semester for a grand total of 48 individual blog posts. Graduate students must average five posts per week totaling 80 posts.

Grades: 4 exams, 100 points each
Blog 200 Points
Homework, class participation 100 points

Course Content:

Socialnomics

1. Word of Mouth Goes World of Mouth
2. Social Media = Preventative Behavior
3. Social Media = Braggadocian Behavior
4. Obama's Success Driven by Social Media
5. I Care More about What My Neighbor Thinks than What Google Thinks
6. Death of Social Schizophrenia
7. Winners and Losers in a 140 Character World
8. Next Step for Companies and The "Glass House Generation"

Putting the Public Back in Public Relations

Part 1 The True Value of New PR

1. What's Wrong with PR
2. PR 2.0 vs. Public Relations
3. PR 2.0 in a Web 2.0 World
4. Traditional vs. New Journalism
5. PR is about Relationships

Part 2 Facilitating Conversations: New Tools and Techniques

6. The Language of New PR
7. Blogger Relations
8. Social Media Releases (SMR's)
9. Video News Release (VNR) 2.0
10. Corporate Blogging

Part 3 Participating in Social Media

11. Technology Does Not Override the Social Sciences
12. Social Networks: The Online Hub for Your Brand

The Rules

1. What's the Point?
2. What it Does, How it Acts and It's Not
3. Old vs. New Media
4. Non – Negotiables
5. Frame of Mind
6. How to Act

Class Reading, Lecture and Test Calendar: (Subject to Change)

Students are responsible for keeping up with all reading assignments. Lectures, discussions and exam questions will come from the books and from lecture information not found in the books.

Week 1: Introduction, hand out syllabus, establish groups and hand out group project

Week 2: Read Chapters 1, 2 & 3 of Socialnomics (Word of Mouth Goes World of Mouth / Social Media = Preventative Behavior / Social Media = Braggadocian Behavior), begin lectures

Week 3: Read Chapters 4 & 5 of Socialnomics (Obama's Success Driven by Social Media / I Care More about What My Neighbor Thinks than What Google Thinks), cont lectures

Week 4: Exam # 1

Week 5: Read Chapters 6, 7 & 8 of Socialnomics, (Death of Social Schizophrenia & Winners and Losers in a 140-Character World / Next Step for Companies / The "Glass House Generation") cont. lectures

Week 6: Read Chapters 6 and 7 of Socialnomics, cont. lectures

Week 7: Read Chapter 8 of Socialnomics, cont. lectures

Week 8: Exam # 2

Week 9: Read Chapters 1 2 & 3 of Putting the Public Back in Public Relations, Begin Lecture

Week 10: Read Chapters 4, 5 & 6 of Putting the Public Back in Public Relations, Cont. Lecture

Week 11: Read Chapters 7, 8 & 9 of Putting the Public Back in Public Relations, Cont. Lecture

Week 12: Read Chapters 9 & 10 of Putting the Public Back in Public Relations, Cont. Lecture

Week 13: Exam # 3

Week 14: Read Chapters 11, 12, 13 & 14 of Putting the Public Back in Public Relations, Cont. Lecture

Week 15: Read Chapters 15, 16 & 17 of Putting the Public Back in Public Relations, Cont. Lecture

Week 16: Read Chapters 18 & 19 of Putting the Public Back in Public Relations, Cont. Lecture

Week 17: Final

Arkansas Tech University
REQUEST FOR COURSE ADDITION

*app CC w/ amendment
 11/30/10
 app FS 12-7-10*

TO: Curriculum Committee
 FROM: Speech, Theatre and Journalism
 DATE SUBMITTED: September 27, 2010

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head Hanna E. Norton	<i>Hanna E. Norton</i>	9/24/10
Dean Micheal Tarver	<i>H. Tarver</i>	9-24-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable) Mary Gunter		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10-1-10
Vice President for Academic Affairs John Watson	<i>John Watson</i>	

Course Subject: JOUR	Course Number: 4043/5043
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Journalism Ethics	
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: 2011-2012	How frequently will course be offered? Yearly
Is this course repeatable? Y / N How many times?	
Does this course require a fee? No	How much? Type of fee?

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 or University Strategic Planning Goals?

University Strategic Planning Goal 1: Enhance the creation and delivery of first quality education services.

What assessment information is being used to support this proposal?

See below

How will the effect of the change be monitored?

Exit interviews with seniors and speaking with media industry professionals from the region.

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

Based on media industry demands, this course will deal with traditional ethics as well as the ethical changes brought on by new and emerging technology.

Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

In preparing industry ready students, the department has reviewed the curriculum and degree requirements for the School of Communication at Radford University, the School of Media Arts and Design at James Madison University and the Journalism and Mass Communication program at Murray

Amendment to Rationale: Future industry trends versus existing ethical practices would be covered in the course.

State University. All programs have similar major hour requirements (35-36 hours) to our program's requirements (39 hours) and all utilize a convergent approach that integrates multimedia into all areas of specialization. Furthermore, all are regional public institutions similar to Arkansas Tech.

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

a. JOUR 4043/5043- Journalism Ethics

b. Description

A study of ethical theory and basic principles needed in solving ethical challenges facing media professionals.

c. Course objectives

At the end of this course students will learn:

- Journalism code of ethics
- The need for ethical conduct
- The Utilitarian Approach, Categorical Imperatives, Aristotle's Golden Mean, etc.
- Power and value systems
- Truth, accuracy, and fairness
- Ethics as it is related to the First Amendment
- How media professionals work
- Media controversies and their solutions
- Confidentiality & ethics
- Ethics and public relations
- Censorship
- Social responsibility in media

d. Course outline

Week 1: Class orientation, ethical foundations

Week 2: Read chapter 1 Essay: Cases and Moral Systems

Week 3: Read Case 1-A How TO Read a Case Study
Information Ethics: A Profession Seek the Truth
Read Chapter 2 Cases

Week 4: Exam I. Strategic communication: Does Client Advocate Mean Consumer Adversary? Case 3-H Getting the Story, Getting Arrested: Photojournalism and Activism

Week 5: Loyalty: choosing between competing allegiances
Case 4-B Where Everybody Knows your Name: Reporting and Relationships in a Small Market

Week 6: Privacy: looking for solitude in the global village
Read Chapter 5 Cases

Week 7: Exam II. Mass media in a democratic society: Keeping a Promise

Case 6-C Painful Images of War: Too Painful for Whom? When?

Week 8: Media Economics; the deadline meets the bottom line

Case 7-D Punishing the Messenger: The Tobacco Industry and the Press

Week 9: The Ethics of photo

Case 8-C Manipulating Photos: Is It Ever Justified?

Week 10: The Ethics of Video Journalism

Case 8-G Digital Manipulation as Deceit? A Case Study of a Redbook Magazine Cover

Week 11: Exam III. Polishing the truth

Week 12: New Media: Continuing Questions and New Roles

Case 9-A Ethics on the Internet: Abiding by the Rules of the Road on the Information Superhighway

Week 13: The Ethical Dimensions of Art and Entertainment

Week 14: Case 10-A When Radio Comedy Crosses the Line: Trouble at the BBC

Week 15: Case 10-D Naomi Campbell: Do celebrities have Privacy?

Week 16: Becoming a Moral Adult

Week 17: Final

e. Methods of student performance assessment and evaluation

1. Weekly case studies: students will form teams of three or four, and will read and analyze case studies. Case studies will represent 20 percent of the total grade. Students will write a paper of approximately two pages (double-spaced) about each case studied.

A paper should summarize the case, analyze ethical issues involved in the case, and suggest detailed solutions to the problems.

2. There will be five quizzes representing 10 percent of the total grade. Quizzes may be announced or not.

3. Three exams (30 percent of the total grade) will be administered during the semester in addition to the mid-term (20 percent of the total grade) exam, and the final exam (10 percent).

Each exam will be on material covered during classroom lectures, group discussions, and assigned readings. Exam may consist of a combination of essay questions, short answers, and multiple choice questions.

4. Attendance and participation will represent 10 percent of the final grade.

Grades:

Weekly case studies	200 points	10 cases
Midterm exam	100 points	
5 Quizzes	100 points	
3 exams + Final	500 points	200:final; 100 points for each test
Attendance + participation	100 Points	

Students divide the total of their grade by 10, and get their final grade.

Grading: A: 90-100; B: 80-89; C: 70-79; D: 60-69

F: Below 60

f. Course Readings:

Media Ethics: Issues & Cases (7th Edition)

Media Ethics: Cases and Moral Reasoning (8th Edition)

The Associated Press Stylebook and Briefing on Media Law (10th Edition)

Arkansas Tech University *app CC 11/30/10*
REQUEST FOR COURSE ADDITION *app FS 12/7/10*

TO: Curriculum Committee
 FROM: Speech, Theatre and Journalism
 DATE SUBMITTED: September 27, 2010

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head Hanna E. Norton	<i>Hanna E. Norton</i>	9/27/10
Dean Micheal Tarver	<i>M. Tarver</i>	9-27-10
Teacher Education Council (if applicable) Eldon Clary		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10-1-10
Vice President for Academic Affairs John Watson	<i>John Watson</i>	

Course Subject: SPH	Course Number: 2023
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Communication Research/Writing	
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 Term: <input type="checkbox"/> Spring <input type="checkbox"/> Summer I Fall 2011	If course is required by major/minor, how frequently will course be offered? Fall and spring semesters
Is this course repeatable for additional earned hours? Y / N How many times?	
Does this course require a fee? No	How much? Type of fee?

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. Course description as to appear in catalog
- 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.

A classroom with a teacher's computer station and projection equipment.

How does this proposal support the University Mission or University Strategic Planning Goals?

University Strategic Planning Goal 1: Enhance the creation and delivery of first quality education services.

Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

Speech faculty have noticed that students lack proficient research and writing skills. This course will provide higher quality research and writing skills students will use in the remainder of their degree coursework.

The department has reviewed the curriculum and degree requirements for the Department of Speech and Communication and Public Relations at the University of Central Arkansas, Major in Organizational Communication at Murray State University, Communication and Mass Media degree at Henderson State University, and the Speech Communication degree at the University of Arkansas at Little Rock. All programs have similar major hour requirements (34-42 hours) to our program's requirements (30 hours) and all foster a curriculum that includes research, rhetoric, and business applications of speech. Furthermore, all are regional public institutions similar to Arkansas Tech.

How will the effect of the change be monitored in ongoing program assessment?

Student papers will demonstrate more scholarly source citations and better overall quality that follow scholarly journal article format. Also, discussions among SPH faculty regarding the quality of papers in 3000/4000 classes. Finally, exit interviews with seniors.

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

SPH 2023: Communication Research and Writing

Course Syllabus

Course Text:

James P. Davis, *The Rowman & Littlefield Guide to Writing with Sources*, 3rd ed. Lanham, MD: Rowman & Littlefield Publishers, 2007.

Course Description for Catalog:

This course teaches majors the fundamentals of conducting scholarly research, accepted citation standards, and effective writing techniques for the communication discipline. Course includes a survey of the sub-areas of the discipline and lecture, discussion, research, presentations, and writing scholarly papers.

Course Description for Syllabus:

The fundamentals of communication include learning to utilize research skills and writing techniques to construct a message. This course (1) equips students in the communication field with effective research skills using online and print resources, (2) prepares students to read and understand qualitative and quantitative research in the communication field, (3) introduces students to accepted citation standards used by scholars in the field, and (4) teaches students to write scholarly essays grounded in original research.

Course Objectives:

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

- Develop a plan for researching a topic in the communication field.
- Possess the skills necessary for locating relevant books, government documents, journal/periodical articles, and newspaper articles in a university library.
- Identify and research from the primary scholarly journals relevant for students in the field of communication.
- Utilize a variety of online search engines and archival sources relevant for students in the field of communication.
- Evaluate the strengths and weakness of research materials gathered from online sources.
- Write papers and prepare bibliographic references in accordance with the citation standards of the American Psychological Association or the *Chicago Manual of Style*.
- Understand the types of qualitative and quantitative research conducted in the sub-areas of the communication discipline, including family communication, intercultural communication, interpersonal communication, mass communication, nonverbal communication, organizational communication, small group communication, and rhetorical studies.

Course Assessment and Evaluation:

Final Course Grade: This course employs the criterion referenced grading method to determine a student's final grade. At the completion of the course, the student's grade is based on the number of points accumulated over the course of the semester.

Grading Scale for Final Course Grade:

- A = 540 to 600 points
- B = 480 to 539 points
- C = 420 to 479 points
- D = 360 to 419 points
- F = 359 points or less

Course Projects and Examinations:

Projects: 300 points possible

- Bibliography A: Books, Journals/Periodicals, and Newspapers (10 points)
- Bibliography B: Internet and Lexis/Nexis (10 points)
- Evaluation of Qualitative Study (20 points)
- Evaluation of Quantitative Study (20 points)
- Presentation A: Family/Interpersonal Communication (25 points)
- Presentation B: Intercultural/Nonverbal Communication (25 points)
- Presentation C: Mass/Organizational/Small Group Communication (25 points)
- Presentation D: Rhetoric (25 points)
- Research Project: (140 points)
 - Preliminary Outline (10 points)
 - Paper Draft (30 points)
 - Final Paper and Paper Presentations (100 points)

Examinations: 300 points possible

- Exam #1 (100 points)
- Mid-Term Exam (100 points)
- Final Exam (100 points)

Course Outline:

Tuesday	Introduction to Course
Thursday	Introduction to <i>APA</i> and <i>Chicago</i> Citation Styles
Tuesday	Using Online Resources for Books, Journals/Periodicals, and Newspapers
Thursday	Using Internet Search Engines and Archival Databases
Tuesday	Using Legal Collection and Westlaw Campus Research
	Bibliography A Due
Thursday	Researching Government Documents
Tuesday	Introduction to Communication Journals
	Bibliography B Due
Thursday	Evaluating Qualitative/Quantitative Studies
	Review for Exam #1
Tuesday	EXAMINATION #1
Thursday	Introduction to Family/Interpersonal Communication

Tuesday Presentation A: Family/Interpersonal Communication
Thursday Introduction to Intercultural/Nonverbal Communication

Tuesday Presentation B: Intercultural/Nonverbal Communication
Thursday Introduction to Small Group Communication
Review for Mid-Term Examination

Tuesday **MID-TERM EXAMINATION**
Thursday Introduction to Organizational Communication
Evaluation of Research Study Due

Tuesday Return and Discuss Mid-Term Exam
Workshop Outlines/Bibliography for Term Paper
Thursday Introduction to Mass Communication
Outline & Bibliography for Term Paper Due

Tuesday Presentation C: Organizational/Small Group Communication
Thursday Introduction to Rhetoric

Tuesday Continue Rhetoric
Thursday Continue Rhetoric

Tuesday Presentation D: Rhetoric
Thursday Presentation D: Rhetoric

Tuesday Workshop First Draft of Term Paper
Thursday Term Paper Presentations
First Draft of Term Paper Due

Tuesday Term Paper Presentations
Thursday Term Paper Presentations

Tuesday Term Paper Presentations
Thursday Review for Final Examination
Final Paper Due

Final Examination: *Date:* _____ *Time:* _____

Course Reading List:

Additional articles, to be determined by each professor facilitating the class, should be drawn from the following online archival databases relevant for the field of communication:

- Communication and Mass Media Complete
- JSTOR
- Legal Collection
- Net Library
- Project Muse
- Westlaw Campus Research

Arkansas Tech University App CC 11/30/10
REQUEST FOR COURSE CHANGE App FS 12/7/10

TO: Curriculum Committee
 FROM: Speech, Theatre and Journalism
 DATE SUBMITTED: September 27, 2010

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head Hanna E. Norton	<i>Hanna E. Norton</i>	9/27/10
Dean Micheal Tarver	<i>H. M. Tarver</i>	9.27.10
Teacher Education Council (if applicable) Eldon Clary		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10-1-10
Vice President for Academic Affairs John Watson	<i>John Watson</i>	

Course Subject: SPH SPH SPH SPH SPH SPH	Course Number: 3003 3073 3223 4003 4063 4123
Official Title Interpersonal Communication (3003) Group Communication (3073) Nonverbal Communication (3223) Human Communication Theory (4003) Organizational Communication (4063) Rhetorical Criticism (4123)	
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 Term: Spring Summer I
Fall 2011

New Prerequisite/Co-requisite:
SPH 2023 Communication Research/Writing

Elective Major Minor

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

Please provide a rationale for the change including the evidence derived from your program assessment.

Speech faculty have noticed that students lack proficient research and writing skills. This course will provide higher quality research and writing skills students will use in the remainder of their degree coursework.

Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

The department has reviewed the curriculum and degree requirements for the Department of Speech and Communication and Public Relations at the University of Central Arkansas, Major in Organizational Communication at Murray State University, Communication and Mass Media degree at Henderson State University, and the Speech Communication degree at the University of Arkansas at Little Rock. All programs have similar major hour requirements (34-42 hours) to our program's requirements (30 hours) and all foster a curriculum that includes research, rhetoric, and business applications of speech. Furthermore, all are regional public institutions similar to Arkansas Tech.

How will the effect of the change be monitored in ongoing program assessment?

Student papers will demonstrate more scholarly source citations and better overall quality that follow scholarly journal article format. Also, discussions among SPH faculty regarding the quality of papers in 3000/4000 classes. Finally, exit interviews with seniors.

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

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

Request to add SPH 2023 as a prerequisite for SPH 3003, SPH 3073, SPH 3223, SPH 4003, SPH 4063 and SPH 4123.

The course will also be added to the requirements of a SPED degree.

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

Department Head Signature: _____

David Bell

Date: 9-27-10

**Arkansas Tech University
DEPARTMENTAL SUPPORT FORM**

Request to add SPH 2023 as a prerequisite for SPH 3003, SPH 3073, SPH 3223, SPH 4003, SPH 4063 and SPH 4123.

Department Affected: Emergency Management	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: <p style="text-align: center;"><i>THIS IS VERY POSITIVE AND FITS WITH OUR OBJECTIVE TO IMPROVE FORMAL DOCUMENTATION CAPABILITIES.</i></p>	

Department Head Signature:



Date: 9/24/2010

app CC 11/30/10
app FS 12/7/10

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee

FROM: Speech, Theatre and Journalism

DATE SUBMITTED: September 27, 2010

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head Hanna E. Norton	<i>Hanna E. Norton</i>	9/27/10
Dean Micheal Tarver	<i>M. Tarver</i>	9-27-10
Teacher Education Council (if applicable) Eldon Clary		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10-1-10
Vice President for Academic Affairs John Watson	<i>John Watson</i>	

Course Subject: SPH	Course Number: 4153
Official Title Persuasive Theory/Audience Analysis	
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 Term: <input type="checkbox"/> Spring <input type="checkbox"/> Summer I Fall 2011	
New Course Description: The course description will add "Consent of instructor" before the description of: Survey of classical and social science theories of persuasion. Particular emphasis is given to analysis of persuasive strategies, preparation of persuasive appeals, ethics of persuasion, and audience analysis. A consideration of social movements and persuasive campaigns is also included.	

audience analysis. A consideration of social movements and persuasive campaigns is also included.

Elective Major Minor

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

Please provide a rationale for the change including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

The SPH faculty are requesting to add SPH 2023, Communication Research/Writing as a core requirement. The faculty would ideally like students to have that class or similar experience before entering the SPH 4153 course.

The department has reviewed the curriculum and degree requirements for the Department of Speech and Communication and Public Relations at the University of Central Arkansas, Major in Organizational Communication at Murray State University, Communication and Mass Media degree at Henderson State University, and the Speech Communication degree at the University of Arkansas at Little Rock. All programs have similar major hour requirements (34-42 hours) to our program's requirements (30 hours) and all foster a curriculum that includes research, rhetoric, and business applications of speech. Furthermore, all are regional public institutions similar to Arkansas Tech.

How will the effect of the change be monitored in ongoing program assessment?

Student papers will demonstrate more scholarly source citations and better overall quality that follow scholarly journal article format. Also, discussions among SPH faculty regarding the quality of papers in 3000/4000 classes. Finally, exit interviews with seniors.

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

**Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM**

app CC 11/30/10
app FS 12/7/10
Catalog 1-4-11

TO: Curriculum Committee
FROM: Speech, Theatre and Journalism
DATE SUBMITTED: September 27, 2010

REQUEST FOR CHANGE IN PROGRAM (Modification or Deletion of Existing Major, Option or Minor)

Title	Signature	Date
Department Head Hanna E. Norton	<i>Hanna E. Norton</i>	9/24/10
Dean Micheal Tarver	<i>H. M. Tarver</i>	9/24/10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10-1-10
Vice President for Academic Affairs John Watson	<i>John Watson</i>	

Program Title: Broadcast Journalism	Effective Date: Fall 2011
<p>Detail change in program: 1. Add JOUR 2163 (new course) to core journalism requirements 2. Delete 3 hours JOUR elective 3. Replace JOUR 4143 and 4163 with JOUR 4133 4. Footnote change to number 3: Broadcast option courses include JOUR 2153, 3183, 3193, 4133. ✓</p>	
<p>Please provide a rationale for the change. The changes will allow broadcast journalism students more credit hours with curriculum that will directly benefit their careers. They will no longer be required to take either Advanced Reporting (JOUR 4143) or Advanced Photography (JOUR 4163) and instead will be taking a capstone class in their area. In addition, the new course will allow Broadcast journalism students to gain a background in multimedia, which will be further enhanced in their broadcast courses.</p>	
<p>What impact will the change have on staffing, on other programs and space allocation? The change will not require additional staffing or space.</p>	
<p>Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. Based on journalism industry demands several changes have taken place in the process of gathering</p>	

upper division →

visual images for TV news. Three means in particular, skype, iphone imagery, and flip cameras, have been integrated with traditional news gathering as ways of acquiring visual information. These changes are also in line with the curriculum and degree requirements for the School of Communication at Radford University, the School of Media Arts and Design at James Madison University and the Journalism and Mass Communication program at Murray State University. All programs have similar major hour requirements (35-36 hours) to our program's requirements (39 hours) and all utilize a convergent approach that integrates new media into areas of specialization. Furthermore, all are regional public institutions similar to Arkansas Tech.

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

Fall Start Curriculum Matrix for Catalog
Curriculum in
Journalism Broadcast Option
(enter title for program changing)

<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change: JOUR 2163 ✓</p> <p>Delete: Elective Footnote 2,5,T 3 hours ✓</p> <p>Total Hours: 16 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: Broadcast Option Course ✓</p> <p>Delete: JOUR 3183 ✓</p> <p>Total Hours: 16 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: JOUR Elective (3000-4000 level) 3 hours ✓</p> <p>Total Hours: 14 hours ✓</p>

Spring Start (If applicable) Curriculum Matrix for Catalog
 Curriculum in Journalism Broadcast Option
 (enter title for program changing)

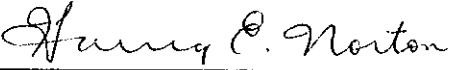

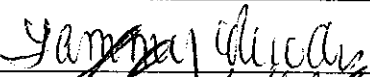
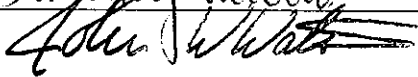
<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Fall Semester</p> <p>Add/Change: JOUR 2163 ✓</p> <p>Delete: Elective Footnote 2,5,T 3 hours ✓</p> <p>Total Hours: 16 hours ✓</p>
<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total 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: Broadcast Option Course ✓</p> <p>Delete: JOUR 3183 ✓</p> <p>Total Hours: 16 hours ✓</p>
<p>Senior Spring Semester</p> <p>Add/Change: Broadcast Option Course ✓</p> <p>Delete: JOUR Elective 3 hours ✓</p> <p>Total Hours: 14 hours ✓</p>	<p>Senior Fall Semester</p> <p>Add/Change: JOUR Elective 3 hours ✓</p> <p>Delete: JOUR Elective (3000-4000 level) 3 hours ✓</p> <p>Total Hours: 17 hours ✓</p>
<p>Total Program Hours _____</p>	

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

app CC 11/30/10
 app FS 12/7/10
 Catalog 12-14-10

TO: Curriculum Committee
 FROM: Speech, Theatre and Journalism
 DATE SUBMITTED: September 27, 2010

REQUEST FOR CHANGE IN PROGRAM (Modification or Deletion of Existing Major, Option or Minor)

Title	Signature	Date
Department Head Hanna E. Norton		9/24/10
Dean Micheal Tarver		9-24-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes		10-1-10
Vice President for Academic Affairs John Watson		

Program Title: Print Journalism and Public Relations Journalism	Effective Date: Fall 2011
Detail change in program: 1. Add JOUR 2163 (new course) to core journalism requirements 2. Delete 3 hours JOUR elective	
Please provide a rationale for the change. The changes will allow Print and Public Relations students to gain a background in multimedia, which will be further enhanced in their journalism option courses.	
What impact will the change have on staffing, on other programs and space allocation? The change will not require additional staffing or space.	
Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. Based on journalism industry demands, the new course will discuss the multimedia industry and how it interacts with existing and evolving journalism industries. These changes are also in line with the curriculum and degree requirements for the School of Communication at Radford University, the School of Media Arts and Design at James Madison University and the Journalism and Mass	

Communication program at Murray State University. All programs have similar major hour requirements (35-36 hours) to our program's requirements (39 hours) and all utilize a convergent approach that integrates new media into areas of specialization. Furthermore, all are regional public institutions similar to Arkansas Tech.

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

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: Add JOUR 2163 and reduce general elective hours to 3</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>

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: Add JOUR 2163 and reduce general elective hours to 3</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>	

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

app CC 11/30/10
 app ES 12/7/10
 Catalog 12-15-10

TO: Curriculum Committee
 FROM: Speech, Theatre and Journalism
 DATE SUBMITTED: September 27, 2010

REQUEST FOR CHANGE IN PROGRAM (Modification or Deletion of Existing Major, Option or Minor)

Title	Signature	Date
Department Head Hanna E. Norton	<i>Hanna E. Norton</i>	9/27/10
Dean Micheal Tarver	<i>H. Mc Fun</i>	9-27-10
Teacher Education Council (if applicable) Eldon Clary		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10-1-10
Vice President for Academic Affairs John Watson	<i>John Watson</i>	

Program Title: Speech Communication	Effective Date: Fall 2011
Detail change in program: 1. Add SPH 2023 (new course) to core speech requirements 2. Delete 3 hours (LD) SPH elective	
Please provide a rationale for the change. Speech faculty have noticed that students lack proficient research and writing skills. This course will provide higher quality research and writing skills students will use in the remainder of their degree coursework.	
What impact will the change have on staffing, on other programs and space allocation? The change will not require additional staffing or space.	
Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. The department has reviewed the curriculum and degree requirements for the Department of Speech and Communication and Public Relations at the University of Central Arkansas, Major in Organizational Communication at Murray State University, Communication and Mass Media degree at Henderson State University, and the Speech Communication degree at the University of Arkansas at Little Rock. All programs have similar major hour requirements (34-42 hours) to our program's requirements (30 hours) and all foster a curriculum that includes research, rhetoric, and business applications of speech. Furthermore, all are regional public institutions similar to Arkansas Tech.	

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

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: Add SPH 2023 ✓</p> <p>Delete: 3 hours general elective ✓</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>Spring Start (If applicable)</p>	

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

App deachered 10/25/10
 app CC 11/30/10
 app FS 12/7/10
 Catalog 12-15-10

TO: Teacher Education Council & Curriculum Committee
 FROM: Speech, Theatre and Journalism
 DATE SUBMITTED: September 27, 2010

REQUEST FOR CHANGE IN PROGRAM (Modification or Deletion of Existing Major, Option or Minor)

Title	Signature	Date
Department Head Hanna E. Norton	<i>Hanna E. Norton</i>	9/27/10
Dean Micheal Tarver	<i>H. M. Tarver</i>	9-27-10
Teacher Education Council (if applicable) Eldon Clary		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10-1-10
Vice President for Academic Affairs John Watson	<i>John Watson</i>	

Program Title: Speech Education	Effective Date: Fall 2011
<p>Detail change in program:</p> <ol style="list-style-type: none"> 1. Add SPH 2023 (new course) to core speech requirements 2. Delete 3 hours general elective (reduce from 21 hours to 18 hours) 3. Delete prescribed general education requirements and allow any general education selection 	
<p>Please provide a rationale for the change.</p> <p>Speech faculty have noticed that students lack proficient research and writing skills. This course will provide higher quality research and writing skills students will use in the remainder of their degree coursework.</p> <p>In addition, students should not be required to take additional general education courses if they have already fulfilled the university's requirement for those courses.</p>	
<p>What impact will the change have on staffing, on other programs and space allocation?</p> <p>The change will not require additional staffing or space.</p>	
<p>Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.</p> <p>The department has reviewed the curriculum and degree requirements for the Department of Speech and Communication and Public Relations at the University of Central Arkansas, Major in Organizational Communication at Murray State University, Communication and Mass Media degree at Henderson State University, and the Speech Communication degree at the University of Arkansas at Little Rock. All</p>	

programs have similar major hour requirements (34-42 hours) to our program's requirements (30 hours) and all foster a curriculum that includes research, rhetoric, and business applications of speech. Furthermore, all are regional public institutions similar to Arkansas Tech.

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

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: Move SPH 3073 to spring semester and Add SPH 2023 to fall semester</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete: Elective 3 hrs</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>	

Arkansas Tech University
REQUEST FOR COURSE ADDITION



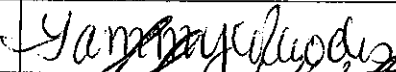
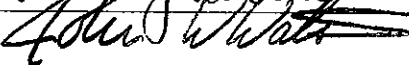
app CC 11/30/10
 app FS 12/7/10

TO: Curriculum Committee

FROM: Mathematics Department

DATE SUBMITTED:

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head Dr. Tom Limperis		10/11/10
Dean Dr. Richard Cohoon		10-1-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes		10-1-10
Vice President for Academic Affairs Dr. John Watson		

Course Subject: MATH	Course Number: 4971
Cross-listed with Subject: N/A	Course Number: N/A
Official Title (Limited to 30 characters including spaces): Mathematics Senior Seminar	
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 checked="" 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: 2011-2012	How frequently will course be offered? One section each fall and spring semester
Is this course repeatable? Y / N How many times? Not repeatable	
Does this course require a fee? No	How much? Type of fee?

Elective Major Minor

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

Prerequisites: MATH 3203 or MATH 4033 *or*

Co-requisites: None

dept. approval

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 the course will provide for a stronger educational foundation for mathematics majors at Tech.

What assessment information is being used to support this proposal? In the process of revising the assessment plans for programs in the Department of Mathematics, it became obvious that a curricular weakness exists. While there are many important upper-division courses required for our majors, there is no single course that serves as a capstone experience for our seniors. Creating the course will provide an easier outlet through which to conduct sophisticated analysis of program quality and student learning. More importantly, this course will aid our students by providing them with the kind of senior project experience found in most other collegiate programs across the country. Several universities comparable to Tech require a similar type of course in their mathematics programs. Six of these are Appalachian State, Georgia Southern, Henderson State, University of Arkansas, Western Kentucky, and University of Arkansas Fort Smith. But we wish to emphasize that creating a capstone course conforms to best practices in higher education assessment regardless of program, major, or curriculum.

How will the effect of the change be monitored? The change will be monitored by the department assessment program.

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. The seminar course will be the only required math course that requires students to give a presentation of an independent research project.

Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. There is little student data to support this change because it reflects a weakness of our past assessment practices. In effect, that there is no student data is itself one justification for creating a course through which we can best gauge program quality.

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

**ARKANSAS TECH UNIVERSITY
DEPARTMENT OF MATHEMATICS
COURSE SYLLABUS**

Course: Math 4971 Mathematics Senior Seminar

Catalog Description: Students will engage in a research project under the guidance of faculty research advisors. The research area will depend on the interests of the students and available expertise of faculty advisors. The students will present their findings before their peers, faculty advisors, and members of the Mathematics Department Assessment Committee.

Prerequisites: Either MATH 3203 or MATH 4033, or department approval.

Purpose: Expose students to the process of independent research in mathematics or mathematics education and develop their ability to communicate their findings to other members of the mathematics community.

Objectives: Students successfully completing this course should be able to:

1. Clearly state a problem in mathematics.
2. Research and gain understanding of results relevant to the problem.
3. Use the mathematical tools appropriate to investigate possible solutions to the problem.
4. Communicate the results to their peers, project advisors and other members of the mathematics community.

Assessment: Students performance will be evaluated based on the quality of their research project and their presentation of their findings to the mathematics faculty.

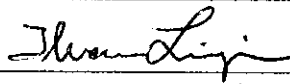

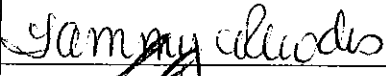
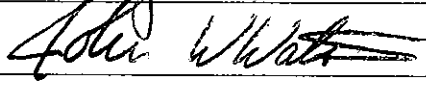
app CC w/ amendment
11/30/10

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

app FS 12/7/10
Catalog 12-15-10

TO: Curriculum Committee
FROM: Mathematics Department
DATE SUBMITTED:

REQUEST FOR CHANGE IN PROGRAM (Modification or Deletion of Existing Major, Option or Minor)

Title	Signature	Date
Department Head Dr. Tom Limperis		10/1/10
Dean Dr. Richard Cohoon		10-1-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes		10-1-10
Vice President for Academic Affairs Dr. John Watson		

Program Title: Mathematics	Effective Date: Fall 2011
Detail change in program: Require the course MATH 4971 Senior Seminar for all math majors. delete COMS2104 from option and reduce electives to 40 hrs	
Please provide a rationale for the change. In the process of revising the assessment plans for programs in the Department of Mathematics, it became obvious that a curricular weakness exists. While there are many important upper-division courses required for our majors, there is no single course that serves as a capstone experience for our seniors. Creating the course will provide an easier outlet through which to conduct sophisticated analysis of program quality and student learning. More importantly, this course will aid our students by providing them with the kind of senior project experience found in most other collegiate programs across the country. Several universities comparable to Tech require a similar type of course in their mathematics programs. Six of these are Appalachian State, Georgia Southern, Henderson State, University of Arkansas, Western Kentucky, and University of Arkansas Fort Smith. But we wish to emphasize that creating a capstone course conforms to best practices in higher education assessment regardless of program, major, or curriculum.	
<div style="border: 1px solid red; padding: 5px;"> Amendment to Rationale: To keep the program within the 124 hours recommended by ADHE, one hour was eliminated from total hours. </div>	

What impact will the change have on staffing, on other programs and space allocation? The course will be administered by the Department Head and will not increase faculty load. Since the course is likely to have low enrollment, it can be scheduled in a smaller seminar type room, having little impact on scheduling.

Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. There is little student data to support this change because it reflects a weakness of our past assessment practices. In effect, that there is no student data is itself one justification for creating a course through which we can best gauge program quality.

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

Fall Start Curriculum Matrix for Catalog
Curriculum in Mathematics
(enter title for program changing)

<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: COMS 2104 + 1 hr elective</p> <p>Total Hours: 17 hrs 16 ✓</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: MATH 4971 ✓</p> <p>Delete:</p> <p>Total Hours:</p>

Spring Start (If applicable) Curriculum Matrix for Catalog
Curriculum in Mathematics
(enter title for program changing)

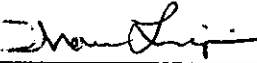



<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete: COMS 2104 + 1 hr elective ✓</p> <p>Total Hours: 17¹⁶ hrs ✓</p>	<p>Sophomore 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: ✓ MATH 4971</p> <p>Delete:</p> <p>Total Hours: ✓ 16</p>
<p style="text-align: center;">Total Program Hours _____ 124 _____</p>	

**Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM**

app teacher ed 10/25/10
app CC w/ amendment
11/30/10
app FS 12/7/10
Catalog 12-15-10

TO: Curriculum Committee
FROM: Mathematics Department
DATE SUBMITTED:

REQUEST FOR CHANGE IN PROGRAM (Modification or Deletion of Existing Major, Option or Minor)

Title	Signature	Date
Department Head Dr. Tom Limperis		10/1/10
Dean Dr. Richard Cohoon		10-1-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes		10-1-10
Vice President for Academic Affairs Dr. John Watson		

Program Title: Mathematics Education	Effective Date: Fall 2011
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Detail change in program: Require the course MATH 4971 Senior Seminar for all mathematics education majors. Delete Cems 2104 from option and reduce electives to 3 hrs.

Please provide a rationale for the change. In the process of revising the assessment plans for programs in the Department of Mathematics, it became obvious that a curricular weakness exists. While there are many important upper-division courses required for our majors, there is no single course that serves as a capstone experience for our seniors. Creating the course will provide an easier outlet through which to conduct sophisticated analysis of program quality and student learning. More importantly, this course will aid our students by providing them with the kind of senior project experience found in most other collegiate programs across the country. Several universities comparable to Tech require a similar type of course in their mathematics programs. Six of these are Appalachian State, Georgia Southern, Henderson State, University of Arkansas, Western Kentucky, and University of Arkansas Fort Smith. But we wish to emphasize that creating a capstone course conforms to best practices in higher education assessment regardless of program, major, or curriculum.

Amendment: To keep the program within 124 hrs recommended by ADHE, one hour was eliminated from total hours.

What impact will the change have on staffing, on other programs and space allocation? The course will be administered by the Department Head and will not increase faculty load. Since the course is likely to have low enrollment, it can be scheduled in a smaller seminar type room, having little impact on scheduling.

Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. There is little student data to support this change because it reflects a weakness of our past assessment practices. In effect, that there is no student data is itself one justification for creating a course through which we can best gauge program quality.

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

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: include only COMS 2803 ✓</p> <p>Delete: and 1 hour elective or COMS 2104 ✓</p> <p>Total Hours: 16</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: <i>MATH 4971</i></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: include only COMS 2803 ✓</p> <p>Delete: and 1 hour elective or COMS 2104 ✓</p> <p>Total Hours: 16.5 ✓</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: MATH 4971 ✓</p> <p>Delete:</p> <p>Total Hours: 13 ✓</p>
<p>Total Program Hours _____</p>	

**Arkansas Tech University
REQUEST FOR COURSE DELETIONS**

*app @c w/amendment
11/30/10*

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Deans Council

DATE SUBMITTED: 10-1-10

*Postponed FS 12/7/10
app FS 2/8/11*

REQUEST FOR COURSE DELETIONS

Title	Signature	Date
Department Head		
Dean	Deans Council	10-1-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jimmy Woods</i>	10-1-10
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: See attached list	Course Number: See attached list
Cross-listed with Subject: If cross-listed, should cross-listing be deleted? Yes	Course Number: See attached list
Official Title: See attached list	
Effective Term: <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I	
Summer I 2011	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) <input 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. Not applicable	

Amendment to list: remove from the following from the list- the cross-listed course Educators in Industry; and, Entymology.

Please provide rationale for the request including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

The upcoming spring, 2011, visit of The Higher Learning Commission has caused a review of courses within the course inventory. The majority of the attached courses has not been offered since spring 2008 and some prior to that date. The department heads and deans were given a list of inactive courses and asked to determine if these courses remain vital to the student learning objectives of their major programs. The attached list represents the culmination of that review.

In addition, several courses are no longer present in the current catalog; thus, the change reflects the need to permanently delete these courses to avoid future curricular errors. It should also prevent student confusion with regard to degree requirements, substitutions, and transferring courses from other institutions.

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

All deans and department heads were given the opportunity to review their college's list and "sign off" on the course deletions. The attached list represents the result of their efforts. Since the deans and department heads were the ones to actually put forth these courses for deletion, we believe this suffices for departmental support.

Additionally, the compiled list of courses to be deleted for all colleges was then given to each dean for additional review by department heads prior to submission of the list by Academic Affairs to the Curriculum Committee, Faculty Senate, and Graduate Council. As no objections were made to the compiled list, we believe this also suffices as departmental support.

Amendment:

Remove Educators in Industry from list of courses requested to be deleted. TR

Remove Entymology from the list of courses to be deleted.
jcc

Inactive Courses to be deleted:

AH	ART	ART	6133	CONTEMPORARY ART ISSUES
AH	BVSC	ANTH	2303	GLOBALIZATION
AH	BVSC	ANTH	4103	ANTHROPOLOGY OF EUROPE
AH	BVSC	ANTH	6881	WORKSHOP
AH	BVSC	ANTH	6882	WORKSHOP
AH	BVSC	ANTH	6891	INDEPENDENT STUDY
AH	BVSC	ANTH	6892	INDEPENDENT STUDY
AH	BVSC	ANTH	6894	INDEPENDENT STUDY
AH	BVSC	PSY	3043	ENVIRONMENTAL PSY
AH	BVSC	RS	3053	REHAB APPR/CORR SET
AH	BVSC	RS	3144	REHAB SCI SEM: RESEARCH
AH	BVSC	RS	4153	WORK EVALUATION IN REHAB
AH	BVSC	RS	6894	INDEPENDENT STUDY
AH	BVSC	SOC	4163	SOCIOLOGY CAPSTONE I
AH	BVSC	SOC	4173	SOCIOLOGY CAPSTONE II
AH	BVSC	SOC	6003	SOC FOR EDUCATORS
AH	BVSC	SOC	6891	INDEPENDENT STUDY
AH	BVSC	SOC	6892	INDEPENDENT STUDY
AH	BVSC	SOC	6894	INDEPENDENT STUDY
AH	FLAN	FR	5283	SEMINAR IN FRENCH
AH	FLAN	FR	6881	WORKSHOP
AH	FLAN	FR	6882	WORKSHOP
AH	FLAN	FR	6884	WORKSHOP
AH	FLAN	FR	6885	WORKSHOP
AH	FLAN	GER	5283	SEMINAR IN GERMAN
AH	FLAN	GRK	2013	INTER CLASSICAL GRK I
AH	FLAN	GRK	2023	INTER CLASSICAL GRK II
AH	FLAN	GRK	3001	GRK/LAT SCI TERMINOLOGY
AH	FLAN	GRK	4991	SPEC PROB: CLASSICAL
AH	FLAN	GRK	4992	SPEC PROB: CLASSICAL
AH	FLAN	GRK	4993	SPEC PROB: CLASSICAL
AH	FLAN	GRK	4994	SPEC PROB: CLASSICAL
AH	FLAN	TESL	4023	TESOL SEC LANG ACQUISITI
AH	FLAN	TESL	4703	TESOL MET:TCH ENG SEC LA
AH	FLAN	TESL	4713	TESOL ASSESSMENT
AH	FLAN	TESL	4723	TESOL TCH PEOPLE OTH CUL
AH	HPS	GEOG	4991	SPEC PROB/GEOG
AH	HPS	GEOG	4992	SPEC PROB/GEOG
AH	HPS	GEOG	4994	SPEC PROB/GEOG
AH	HPS	GEOG	6003	POLITICAL GEOGRAPHY
AH	HPS	GEOG	6881	WORKSHOP
AH	HPS	GEOG	6882	WORKSHOP
AH	HPS	GEOG	6891	INDEPENDENT STUDY
AH	HPS	GEOG	6892	INDEPENDENT STUDY
AH	HPS	GEOG	6894	INDEPENDENT STUDY

AH	HPS	GS	2003	SEMINAR/GEN STUDIES
AH	HPS	HIST	3001	GREAT DECISIONS
AH	HPS	HIST	4556	CLASSROOM/APPL/EDUC/PSY
AH	HPS	HIST	4981	SOCIAL SCIENCES SEMINAR
AH	HPS	HIST	4982	SOCIAL SCIENCES SEMINAR
AH	HPS	HIST	5981	SOC SCIENCES SEMINAR:
AH	HPS	HIST	5982	SOC SCIENCES SEMINAR:
AH	HPS	PHIL	6891	INDEPENDENT STUDY
AH	HPS	PHIL	6892	INDEPENDENT STUDY
AH	HPS	PHIL	6894	INDEPENDENT STUDY
AH	HPS	POLS	4981	SOC SCIENCES SEMINAR
AH	HPS	POLS	4982	SOC SCIENCES SEMINAR
AH	HPS	POLS	5981	SOC SCIENCES SEMINAR
AH	HPS	POLS	5982	SOC SCIENCES SEMINAR
AH	HPS	POLS	6003	SEM/RECT AMER NATL ST/LOC GOV
AH	HPS	POLS	6403	SEM/CON FOR/INTL POL
AH	MUS	MUS	1591	SM VOCAL ENSEMBLES
AH	MUS	MUS	1671	UNIV-COMMUNITY CHOIR
AH	MUS	MUS	2411	INSTRUMENTAL CONCEPTS
AH	MUS	MUS	3102	APPL MUSIC/VIOLIN
AH	MUS	MUS	3103	APPL MUSIC/VIOLIN
AH	MUS	MUS	3112	APPL MUSIC/VIOLA
AH	MUS	MUS	3113	APPL MUSIC/VIOLA
AH	MUS	MUS	3122	APPL MUSIC/CELLO
AH	MUS	MUS	3123	APPL MUSIC/CELLO
AH	MUS	MUS	3132	APPL MUS/STR BASS
AH	MUS	MUS	3133	APPL MUS/STR BASS
AH	MUS	MUS	3151	CLASS GUITAR II
AH	MUS	MUS	3591	SM VOCAL ENSEMBLES
AH	MUS	MUS	3632	SURVEY OF MUSIC THEATRE
AH	MUS	MUS	3671	UNIV-COMMUNITY CHOIR
AH	MUS	MUS	4581	VOCAL ENSEMBLES
AH	MUS	MUS	4842	SURVEY OF OPERA
AH	MUS	MUS	4881	WORKSHOP IN MUSIC
AH	MUS	MUS	4882	WORKSHOP IN MUSIC
AH	MUS	MUS	5881	WORKSHOP IN MUSIC
AH	MUS	MUS	5882	WORKSHOP IN MUSIC
AH	MUS	MUS	6891	INDEPENDENT STUDY
AH	MUS	MUS	6892	INDEPENDENT STUDY
AH	MUS	MUS	6894	INDEPENDENT STUDY
AH	STJ	JOUR	2163	INTRODUCTION TO FILM
AH	STJ	JOUR	5153	PERSUASION THEORY/AUDIENCE ANALYSIS
AH	STJ	JOUR	4701	SPECIAL METHODS/JOUR
AH	STJ	SPH	3083	COMM/CLASSROOM TEACHER
AH	STJ	SPH	4073	DIRECTING FORENSICS
AH	STJ	SPH	5073	DIRECTING FORENSICS
AH	STJ	TH	2213	ORIENT/THEATRIC STUDIES

AH	STJ	TH	3233	ACTING/DIRECTING TECHNIQUE
AH	STJ	TH	4252	CONTEMPORARY THEORIES: DRAMA/THEATRE
AH	STJ	TH	4253	CONTEMPORARY THEORIES: DRAMA/THEATRE
AP	AGRI	AGBU	3143	INTERMED AGRI MICROECON
AP	AGRI	AGEG	3003	SOLVING AGRI PROBLEMS
AP	AGRI	AGEG	3213	WATERSHED MANAGEMENT
AP	COMS	COMS	1101	INTRO MICROS/DOS/WINDOWS
AP	COMS	COMS	1121	INTRO MAINFRAME COMP
AP	COMS	COMS	1221	INTER SPREADSHEETS
AP	COMS	COMS	1241	ADVANCED SPREADSHEETS
AP	COMS	COMS	1321	INTER WORD PROCESSING
AP	COMS	COMS	1341	DESKTOP PUBLISHING
AP	COMS	COMS	1421	INTER DATABASE SYSTEMS
AP	COMS	COMS	1441	ADV DATABASE SYSTEMS
AP	COMS	COMS	1501	INTRO COMP GRAPHICS
AP	COMS	COMS	1541	ADV COMP-AID DES GRAPH
AP	COMS	COMS	1601	COMPUTER NETWORKS
AP	COMS	COMS	1701	COMP APPLICATIONS/MATH
AP	EAM	EAM	3043	POLITICS OF DISASTER
AP	ELEG	ELEG	2133	DIGITAL LOGIC DESIGN
AP	MCEG	MCEG	5133	ADVANCED DIGITAL DESIGN
AP	PRH	RP	4083	RESORT MANAGEMENT
BA	ACCT	ACCT	4084	INTERNSHIP IN ACCOUNTING
BA	ACCT	ACCT	4085	INTERNSHIP IN ACCOUNTING
BA	ACCT	ECON	5073	WORLD ECONOMIC SYSTEMS
BA	ACCT	ECON	6881	WORKSHOP
BA	ACCT	ECON	6882	WORKSHOP
BA	ACCT	ECON	6883	WORKSHOP
BA	ACCT	ECON	6891	INDEPENDENT STUDY
BA	ACCT	ECON	6892	INDEPENDENT STUDY
BA	ACCT	ECON	6893	INDEPENDENT STUDY
BA	ACCT	ECON	6894	INDEPENDENT STUDY
BA	MM	BUAD	2073	PRINCIPLES/REAL ESTATE
BA	MM	BUAD	4001	PROBLEMS/BUSINESS ADMIN
BA	MM	BUAD	4002	PROBLEMS/BUSINESS ADMIN
BA	MM	BUAD	4003	PROBLEMS/BUSINESS ADMIN
BA	MM	VOBE	4043	OCCUPATIONAL ANALYSIS
BA	MM	VOBE	4053	TECHNOLOGY METHODS BUED
BA	MM	VOBE	4093	DIR VOC WORK EXPER
BA	MM	VOBE	4556	CLASSROOM/APPL/EDUC/PSY
BA	MM	VOBE	5053	TECHNOLOGY METHODS BUED
BA	MM	VOBE	5093	DIR VOC WORK EXPER
BA	MM	VOBE	6881	TECHNOLOGY WORKSHOP
BA	MM	VOBE	6882	TECHNOLOGY WORKSHOP
BA	MM	VOBE	6883	TECHNOLOGY WORKSHOP
ED	CI	EDFD	3023	HUMAN DEVELOPMENT
ED	CI	EDFD	3042	EDUCATIONAL PSY

ED	CI	EDFD	3072	INTRO/ED MEASUREMENTS
ED	CI	EDFD	4052	TEACHING EXCEP LEARNERS
ED	CI	EDFD	4333	TEACH READ/STUDY STRAT
ED	CI	EDFD	5052	TEACH EXCEP LEARNERS
ED	CI	ELED	2001	INTRO/EDUC FOUNDATIONS
ED	CI	ELED	2002	FIELD-BASED EXPER SEM
ED	CI	ELED	3043	SOC STUDIES/ELEM TEACHER
ED	CI	ELED	3063	OUTDOOR EDUCATION
ED	CI	ELED	3323	METH/INSTR/ELEM EDUC
ED	CI	ELED	3403	LITERATURE FOR CHILDREN
ED	CI	ELED	3413	MATERIALS/METH/KINDER
ED	CI	ELED	3436	LANGUAGE/LITERACY INSTR
ED	CI	ELED	4403	READ/LIT FOR CHILDREN
ED	CI	ELED	4423	CURRICULUM DEV/KINDER
ED	CI	ELED	4443	TEACHING OF READING
ED	CI	ELED	4503	INSTR STRATEGIES/EL ED
ED	CI	ELED	4609	TEACH/ELEM SCHOOL
ED	CI	ELED	4703	PRAC/EARLY CHLDHD ED
ED	CI	ELED	4704	PRAC/EARLY CHILDHOOD EDU
ED	CI	ELED	4705	PRAC/EARLY CHILDHOOD EDU
ED	CI	ELED	4709	TCH ELEM SCHOOL/KINDER
ED	CI	ELED	6036	SCI/MATH/READ INTERDIS APR K-4
ED	CI	ELED	6363	CLINICAL PRACTICES
ED	CI	GTED	4003	UNDERST GIFTED/H,SC,CO
ED	CI	GTED	6881	WORKSHOP
ED	CI	GTED	6882	WORKSHOP
ED	CI	GTED	6883	WORKSHOP
ED	CI	GTED	6891	INDEPENDENT STUDY
ED	CI	GTED	6892	INDEPENDENT STUDY
ED	CI	GTED	6893	INDEPENDENT STUDY
ED	CI	GTED	6991	ACTION RESEARCH
ED	CI	SEED	4013	TEACHING/MIDDLE SCHOOL
ED	CI	SEED	5013	TEACHING/MIDDLE SCHOOL
ED	CSP	CSP	6081	PRACTICUM I
ED	CSP	CSP	6082	PRACTICUM I
ED	CSP	CSP	6091	PRACTICUM II
ED	CSP	CSP	6092	PRACTICUM II
ED	CSP	CSP	6882	SPECIAL PROBLEMS IN CSP
ED	CSP	CSP	6893	INDEPENDENT STUDY
ED	PE	PE	1581	TENNIS
ED	PE	PE	1841	RACQUETBALL
ED	PE	PE	1931	RACQUETBALL
ED	PE	PE	2901	EMERGENCY WATER SAFETY
ED	PE	PE	4994	SPEC PROB/PE
ED	PE	PE	6894	INDEPENDENT STUDY
NH	BIOS	AHS	2031	MED ASST CLIN PRAC LAB
NH	BIOS	BIOL	4013	MULTICULTURAL SCIENCE ED

NH	BIOS	BIOL	6023	CONSERVATION WORKSHOP
NH	BIOS	BIOL	6813	SCI/TECH/HUMAN VALUES
NH	BIOS	FW	5083	PRIN OF FISHERIES MGT
NH	BIOS	HIM	3021	MEDICAL TRANSCRIPTION
NH	BIOS	GSCI	6003	HIGHER ORDER THINKING/SCI
NH	MATH	MATH	2183	STATISTICAL PROC CONTROL
NH	MATH	MATH	4253	ADVANCED CALCULUS I
NH	MATH	MATH	4283	ADVANCED CALCULUS II
NH	MATH	MATH	4293	INTRODUCTORY TOPOLOGY
NH	MATH	MATH	5113	HISTORY OF MATHEMATICS
NH	MATH	MATH	5293	INTRODUCTORY TOPOLOGY
NH	MATH	MATH	6023	HIGHER ORDER THINKING
NH	MATH	MATH	6891	INDEPENDENT STUDY
NH	MATH	MATH	6892	INDEPENDENT STUDY
NH	MATH	MATH	6893	INDEPENDENT STUDY
NH	MATH	MATH	6894	INDEPENDENT STUDY
NH	MATH	MATH	6993	THESIS RESEARCH
NH	NURS	NUR	3501	NUR SKL THEOR/MED INT II.
NH	PHSC	CHEM	1004	SCIENCE FOUNDATIONS
NH	PHSC	PHSC	1024	ESSENTIALS OF PHYS SCI
NH	PHSC	PHSC	4013	MULTICULTURAL SCIENCE ED
NH	PHSC	PHSC	6023	CONC MIN/MINERALS TECH
NH	PHSC	PHSC	6813	SCI/TECH/HUMAN VALUES
PC	PS	ECE	2412	CURR RES/READ IN EARLY
PC	PS	ECE	2712	PAR/FAM AS EDUCATORS
PC	PS	ECE	2812	NUTR/FOOD SCI/YOUNG CH
	MS	MS	1102	LEADERSHIP II
	MS	MS	2403	INTRO MIL ORGANIZ/TAC II

DELETE THESE COURSES DUE TO CANCELLATION OF THE MED IN MATHEMATICS:

NH	MATH	MATH	6123	MODERN GEOMETRY
NH	MATH	MATH	6143	NUMBER THEORY
NH	MATH	MATH	6183	INTRO TO REAL ANALYSIS

Curriculum Proposals for 2011-12 Catalog

February 1, 2011 Curriculum Committee / February 8, 2011 Faculty Senate

Department of Agriculture

- (a) Change AGAS 4303, Poultry Diseases, as follows:
 - (1) Change the number to 4403;
 - (2) Change the title to Livestock Diseases, and,
 - (3) Modify the course description.

Department of Professional Studies

- (a) Add PS 4991-4, Special Problems in Professional Studies, to the course descriptions.

College of Applied Sciences

- (a) Add TECH 1051-3, Discovering Applied Sciences, to the course descriptions.

College of Arts and Humanities

- (a) Add HUM 2001-3, Topics in the Arts and Humanities, to the course descriptions.

NOV 22 2010

pending CC approval
 approved CC 2/3/11
 app FS 2/8/11

**Arkansas Tech University
 REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee or Graduate Council (as appropriate)
 FROM: Department of Agriculture
 DATE SUBMITTED: November 12, 2010

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head Dr. Malcolm Rainey	<i>Malcolm R. Rainey</i>	11-12-10
Dean Dr. Willy Hoefler	<i>Willy Hoefler</i>	11-17-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yammy Ruales</i>	1/20/11
Vice President for Academic Affairs Dr. John Watson	<i>John Watson</i>	

Course Subject: Animal Science	Course Number: AGAS 4303
Cross-listed with Subject: This course is not cross-listed at this time.	Course Number: Not Applicable
Official Title : Poultry Diseases	
Request to change: (check appropriate box)	
<input checked="" 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 Term <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer I 2011	

NOV 22 2010

<p>New Course Number : AGAS 4403</p>
<p>New Course Title (Limited to 30 characters including spaces):</p> <p>Poultry and Livestock Diseases</p>
<p>New Course Description: A study of the diseases of poultry and livestock, particularly those common to Arkansas and surrounding states. Emphasis will be placed on the recognition of the disease and methods to control and/or prevent the disease.</p>
<p>New Cross-list:</p> <p><input type="checkbox"/> Adding Cross-listing <input type="checkbox"/> Changing Cross-listing <input type="checkbox"/> Deleting Cross-listing</p> <p>If adding or changing cross-listing, indicate course subject and number _____</p> <p>There will be no cross listing.</p>
<p>New Prerequisite/Co-requisite: Junior standing or consent of the instructor</p>
<p><input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor</p> <p>If major or minor course, you must complete the Request for Program Change form.</p>
<p>Please provide a rationale for the change including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.</p> <p>While the current course sufficiently covers the diseases of poultry, the addition of the diseases of livestock will better meet the needs of our students. When comparing the number of students expressing interest in poultry to those with interest in other species of livestock, it became apparent that the modification to this course was necessary. This was further confirmed by the number of past students expressing a desire for a livestock disease class.</p>
<p>How will the effect of the change be monitored in ongoing program assessment?</p> <p>Since this class is an elective course the program assessment should not be affected.</p>
<p>If this course will affect other departments a Departmental Support Form for each affected department must be attached.</p> <p>No other department should be affected</p>

Arkansas Tech University
REQUEST FOR COURSE ADDITION

pending cc
approval
approved cc
2/3/11
app FS 2/8/11

TO: Curriculum Committee

FROM: Professional Studies

DATE SUBMITTED: 1/24/11

REQUEST FOR COURSE ADDITION: PS 4991-4 Special Problems in Professional Studies

Title	Signature	Date
Department Head		
Mary Ann Rollans, Dean	<i>Mary Ann Rollans</i>	01-24-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Tammy Rhodes, Registrar	<i>Tammy Rhodes</i>	1/24/11
Vice President for Academic Affairs	<i>Fred Watts</i>	

Course Subject: PS	Course Number: 4991-4
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Special Problems in Professional Studies	
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/ XXX 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 Term: Fall 2011	If course is required by major/minor, how frequently will course be offered?
Is this course repeatable for additional earned hours? Y How many times? Up to 9 hours.	
Does this course require a fee? NO	How much? Type of fee?

XXX Elective

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

Prerequisites: None

Co-requisites: None

Grading **XXX 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. Course description as to appear in catalog
- 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 REQUIRED**

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. **NO**

How does this proposal support the University Mission or University Strategic Planning Goals?

This special problems course will support the professionalism aspect of the University Mission. This type of course will expose students to different aspects of professionalism and how to apply them in the classroom.

This course specifically addresses Strategic Planning Goal One, Enhance the creation and delivery of first quality education services, and the subset dedicated to "Develop and Implement a master plan for distance education". This special topics course will be delivered online and will support the ongoing and increasing need for additional online courses.

Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

By adding a special topics course, the Department of Professional Studies will be able to offer a course on a variety of topics to meet the changing trends in the professional discipline areas addressing the career needs of BPS majors. This course will also provide students with a variable credit upper-division elective course. A review of the ATU Undergraduate Catalog shows a majority of undergraduate programs offer a special problems course, but there is not a similar type course for Professional Studies.

How will the effect of the change be monitored in ongoing program assessment?

This course reflects the learning outcomes as documented by the student's projects completed in PS 3003 and PS 4006 which serve as capstone courses. The assessment documents the extent to which each student meets the following learning objectives:

- Student will demonstrate competency in public presentation and written communication skills.
- Student will apply empirical research to recommend relevant strategies for solving problems.
- Student will assume a leadership role in identifying and addressing issues in a real-world environment.
- Student will create, plan and implement relevant strategies needed to develop a business proposal.
- Graduates will have knowledge and skills required to work successfully in their chosen career fields.

In addition the department will assess the student success rate in the course, the selection of relevant topics, the number of student enrollments, etc.

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

Will NOT affect other departments.

Course Description: This course is designed to address current issues and topics relevant to professional disciplines in the workforce. Content will be determined by contemporary trends and timely issues.

Rationale: Most of the departments have a course listed in their inventories as a “special problems” course. The Professional Studies Department has grown to the extent that a special problems course would be a beneficial addition to the curriculum focusing on current trends and issues. As the program was being developed, this oversight in having a special problems course was never addressed. At this time, the Professional Studies Department is requesting this course to be added to the inventory and included in the course descriptions.

Arkansas Tech University
PS 4993 TC1: Special Topics in Professional Development:
Fundamentals of Professional Leadership
Fall 2011

Instructor: TBA
Phone: TBA
Office: Lake Point Conference Center
E-mail: TBA
Office Hours: TBA

Course Description

This course provides an overview of various leadership styles practiced by professionals in the public and private sector. The focus of the leadership skills identified will focus on the following competency areas: operations management, technology applications, facilities planning and management, human resource management, fiscal management, and organizational behavior.

Required Course Text

Northouse, P. *Introduction to Leadership: Concepts and Practice* (2nd Edition). Thousand Oaks, CA: Sage Publications, 2011.

Suggested Reading List

1. Collins, J. *Good to Great*. New York: HarperCollins, 2001.
2. Maxwell, J. *21 Indispensable Qualities of a Leader*. Nashville, TN: Thomas Nelson, 1999.
3. Kotter, J. & Cohen, D. *The Heart of Change: Real-life Stories of How People Change Their Organizations*. Boston: Harvard Business School Publishing, 2002.
4. Covey, S. *The Seven Habits of Highly Effective People*. New York: Free Press, 2004.
5. Rath, T. & Conchie, B. *Strengths Based Leadership*. New York: Gallup, 2008.

Justification for the Course

This course examines leadership styles as they apply to the competency areas related to the projected learning outcomes in Department of Professional Studies. These competency areas include: operations management, technology applications, facilities planning and management, human resource management, fiscal management, and organizational behavior. The course objectives will be applied directly to these competency areas and will focus on developing the students' leadership skills

Course Objectives

1. Identify different types of social and ethical issues leaders contend with at managerial levels.
2. Identify various legal issues leaders face in public and private organizations and entities.
3. Understand and apply appropriate leadership principles in group settings.
4. Define and discuss general leadership principles and leadership theories as they relate to the public and private sectors.
5. Identify and apply relevant styles of fiscal management.
6. Identify personal leadership style and applications of respective styles in professional environments.

How Course Meets General Education Requirements

The general education curriculum at Arkansas Tech University is designed to provide a foundation for knowledge common to educated people and to develop the capacity for individuals to expand that knowledge over his or her lifetime. The University has identified a set of comprehensive goals that will allow students to accomplish these general education objectives. This course addresses the following specific Arkansas Tech University general education goals:

Communicate effectively

Think critically

Develop ethical perspectives

Apply scientific and quantitative reasoning

Methodology

The objectives will be achieved through textbook readings, supplemental readings, PowerPoint presentations on assigned topics, on-line discussions, and individual assignments. Each week at least one PowerPoint presentation will be required to correlate with the assigned textbook readings utilizing selected supplemental resources from the suggested reading list.

Technology Competencies

Students are expected to demonstrate mastery and appropriate application of related technology competencies as determined by the Professional Studies Department. Those competencies include: word processing (MS Office), PowerPoint (2007 version or ability to see later version of power-point), on-line research, email, Blackboard, discussion board postings and list-serve knowledge.

Class Lectures

Class lectures will be posted every Wednesday by 12 p.m CST unless noted otherwise. Class lectures can be located on Blackboard under the “Class Lectures” tab.

Assessments

Assignments

Throughout the course, assignments will be given to reinforce the student’s understanding of the course material as well as to apply different leadership concepts. All assignments will be due by 11:59 p.m. CST on the due date specified on the “Tentative Course Schedule and Assignments” section of the syllabus. All assignments must be submitted through Blackboard in order to receive credit.

Project and Book Review

There will be a project and a book review assigned for each student to complete during the semester. The project will focus on applying the different leadership concepts presented in the course to a real world situation. For the book review, each student will select a contemporary leadership book from a list of selections and complete a formal review of the text. A description of the assignment, due date, and rubric will be available after the beginning of the semester for the project and the book review.

Quizzes and Tests

There will be chapter quizzes for each chapter in the textbook discussed in the course. All quizzes will be available and completed through Blackboard. The dates of the quizzes are available in the “Tentative Course Schedule and Assignments” section of the syllabus. During the course a midterm and final exam will be administered over the course material.

Participation/Discussion Board

Each week there is a lecture posted on Blackboard, (3) new discussion board questions will post that I expect you to answer as part of getting the week’s participation points. There are a total of 130 points, which broken down over the 13 lecture weeks is 10 points per week. New discussion forums will post on Mondays. You are expected to post each week by 11:59 p.m. CST on Sunday. Points will be deducted for each posting that is not submitted. Your answers should be relevant to the discussion topic and demonstrate your understanding of the topic. Participation will be assessed on the extent to which you reply to my questions as well as to the extent that you communicate with your other classmates regarding their posts. Remember, you will get out of the discussion boards what you put into them.

E-mail/Discussion Board Decorum

This is an online course; therefore a majority of our conversations will take place via email and discussion board. Please use common sense (no slang, use correct grammar, etc.) when sending

emails and posting to discussion boards. This is a college level course and I expect you to be on a college student level with your postings and emails. I do not expect you to be a perfectionist, but I do expect you to be courteous and respectful.

I will send course materials graded assignments to your ATU e-mail account; therefore, it is necessary that you check your account frequently. To avoid your emails to me going into my junk file, you should use your ATU e-mail account for ALL communications. In most cases, I will respond to your emails within a 24- to 36-hour period.

Grading Summary

Chapter Quizzes	100 points
Midterm Exam	50 points
Final Exam	50 points
Participation/Discussion Board	130 points
Assignments	200 points
Total Points	530 points

Grading Scale

90-100	=	A
80-89	=	B
70-79	=	C
60-69	=	D
Under 60	=	F

Returning of Assignments

I will do my best to have graded assignments back to you within 14 working days. Working days are defined as Monday-Friday, no weekends or holidays.

Make-Up Policy/Late Work

I will not accept late work unless there is an unavoidable or extenuating circumstance. I will consider each instance individually and try to work with you the best I can. It is the instructor's decision whether to award half-credit for late assignments. There is no making up on exams. If you miss an exam, you will lose the 50 points.

Course Policies

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 (e.g., 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.

Excessive Unexcused Absences/Missed Assignments

If, at any time during the semester, you miss three assignments, you will be referred to the Tech Early Warning Program. If you are unresponsive within the following two class sessions, you will 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 cannot attend class or 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 very lenient withdrawal policy which allows a student to withdraw with an "W" until almost the end of the semester.

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. 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.

University Testing and Disability Services

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of University Testing and Disability Services for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the Office of University Testing and Disability Services if they are not certain whether a medical condition/disability qualifies.

Contact Information:

University Testing and Disability Services
Arkansas Tech University
Bryan Hall, Room 103
105 W. O Street
Russellville, AR 72801-2222

Voice Telephone: (479) 968-0302 Fax: (479) 968-0375 TTY Service: (479) 964-3290
Web Site: <http://www.atu.edu/testing/>

Tentative Course Schedule and Assignments

Week 1 Introduction to Course/Being a Leader

- Read Course Syllabus
- Read Chapter 1: Being a Leader
- Complete Chapter 1 Quiz
- Complete 1.1 Conceptualizing Leadership Questionnaire, 1.2 Observational Exercise, and 1.3 Reflection and Action Worksheet

Week 2 Recognizing Your Traits

- Read Chapter 2
- Complete Chapter 2 Quiz
- Complete 2.1 Leadership Traits Questionnaire, 2.2 Observational Exercise, and 2.3 Reflection and Action Worksheet

Week 3 Recognizing Your Philosophy and Style of Leadership

- Read Chapter 3
- Complete Chapter 3 Quiz
- Complete 3.1 Leadership Styles Questionnaire, 3.2 Observational Exercise, and 3.3 Reflection and Action Worksheet

Week 4 Attending to Tasks and Relationships

- Read Chapter 4
- Complete Chapter 4 Quiz
- Complete 4.1 Task and Relationship Questionnaire, 4.2 Observational Exercise, and 4.3 Reflection and Action Worksheet

Week 5 Developing Leadership Skills

- Read Chapter 5
- Complete Chapter 5 Quiz
- Complete 5.1 Leadership Skills Questionnaire, 5.2 Observational Exercise, and 5.3 Reflection and Action Worksheet

Week 6 The Role of the Follower

- Read the article: "Assessing Effective Attributes of Followers in a Leadership Process"
- Complete worksheet on article

Week 7 Midterm

- Complete Midterm exam covering weeks 1-6

Week 8 Creating Vision

- Read Chapter 6
- Complete Chapter 6 Quiz
- Complete 6.1 Leadership Vision Questionnaire, 6.2 Observational Exercise, and 6.3 Reflection and Action Worksheet

Week 9 Setting the Tone

- Read Chapter 7
- Complete Chapter 7 Quiz
- Complete 7.1 Setting the Tone Questionnaire, 7.2 Observational Exercise, and 7.3 Reflection and Action Worksheet

Week 10 Handling Conflict

- Read Chapter 9
- Complete Chapter 9 Quiz
- Complete 9.1 Conflict Style Questionnaire, 9.2 Observational Exercise, and 9.3 Reflection and Action Worksheet

Week 11 Overcoming Obstacles

- Read Chapter 10
- Chapter 10 Quiz
- Complete 10.1 Path-Goal Styles Questionnaire, 10.2 Observational Exercise, and 10.3 Reflection and Action Worksheet
- Book Review is due this week

Week 12 Addressing Ethics in Leadership

Read Chapter 11

- Complete Chapter 11 Quiz
- Complete 11.1 Core Values Questionnaire, 11.2 Observational Exercise, and 11.3 Reflection and Action Worksheet

Week 13 Leadership and Diversity

- Read the article: “Making Differences Matter: A New Paradigm for Managing Diversity”
- Complete worksheet on article
- Leadership and diversity case study activity
- Leadership Project is due this week

Week 14 Leadership and Politics

- Read the article: “Corporate Politics 101: The Nine Signs of an Overly Political Organization”
- Complete worksheet on article
- Leadership and politics case study

Week 15 Final Exam

- Complete final exam covering weeks 8-14

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

*Pending CC
approval
approved CC
2/3/11
Not approved
FS 2/8/11*

TO: Curriculum Committee
FROM: Willy Hoefler, Dean, College of Applied Sciences
DATE SUBMITTED: January 17, 2011

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head		
Dean	<i>Willy Hoefler</i>	1-17-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammye Goodis</i>	1/20/11
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: TECH	Course Number: 1051-3
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Discovering Applied 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 Term: Summer I, 2011	If course is required by major/minor, how frequently will course be offered? This is not a required course. However, it will be offered each Fall, Spring and Summer Terms
Is this course repeatable for additional earned hours? No	How many times? N/A
Does this course require a fee? No	How much? N/A Type of fee? N/A

xx Elective

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

Prerequisites: N/A

Co-requisites: N/A

Grading xx Standard

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. SMART Classroom

How does this proposal support the University Mission or University Strategic Planning Goals?

There is a large group of students at Arkansas Tech who are undeclared and need a major. Through this type of course, a student can gain a better understanding of the programs, opportunities, and career options of a particular field. By having this type of exploratory course, students will get a better understanding of various majors with in the College of Applied Sciences. Lifelong learning is also a component of this course since students will learn topics in this class that can benefit them long after they leave Arkansas Tech.

This proposal supports the mission of Arkansas Tech through nurturing scholastic development. This type of course will help expose a student to different opportunities in academic areas on campus which will in turn help the student to define a major and take more major specific courses furthering their scholastic development and strengthening their commitment to Tech.

In regards to the University Strategic Planning Goals, Strategic Planning Goal One calls for an "increased support for web, compressed video and mixed technology courses." This course would be offered in a mixed technology format, to allow students to complete part of the course from a distance. If so desired, this course could be offered completely online. This course will help students understand why the applied sciences are offered at the University. Sparking the interest of a student in an area of the university's curriculum should have a positive effect on retention. Strategic Planning Goal Two discusses improving enrollment management by focusing on student success. This course will support the goal to "create a seamless first year experience..." by allowing students who are undeclared to work towards choosing a major. Since many of these students are undeclared freshmen, this course will help a student find a major and complete the first year experience.

What assessment information is being used to support this proposal?

Data collected in the Common Data Set in regards to student retention rate of full-time, bachelor level, degree seeking students who persisted from Fall 2008 to Fall 2009: 71%; students who persisted from Fall 2007 to Fall 2008: 68%; students who persisted from Fall 2006 to Fall 2007: 66%; students who persisted from Fall 2005 to Fall 2006: 69%.

For the first time, full time, degree seeking undergraduate student at TECH, the average percentage of undeclared students based on official fall head count data from 2006 to 2009 was 23%.

On Arkansas Tech University's main campus, undeclared undergraduate students had the largest percentage of drop-outs (16%) compared to other majors from Fall 2008 to Fall 2010, according to data in ARGOS.

A goal of this course is to connect students to a major as early as possible in the student's academic career by exposing the student to a variety of disciplines upon which the student can make his/her own educated choice of the major for which he or she is best suited. Vincent Tinto's (1987) theory on student attrition states that students must have an education goal and a commitment to see the goal to graduation. By selecting a major, this gives the student the educational goal necessary to move towards graduation. If a student does not identify with a major, they may also have trouble identifying with the institution which can lead a student to leave the university. With a course like this, the goal is get a student to identify with a major and therefore start to build a bond with Arkansas Tech University.

Tinto, V. (1987). *Leaving college: Rethinking the causes and cures of student attrition*. Chicago: University of Chicago Press.

How will the effect of the change be monitored?

Students will be administered a pre and post survey in the course to determine the change in attitude and interest in Applied Sciences. Data will also be collected to analyze the number of students who are undeclared majors and whether they declare a major after completing this course. Data will also be analyzed in regards to the number of students who persist after the completion of this course.

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

Describe the evidence derived from your program assessment that justifies this change.

Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. Based on information available in the field, these types of courses are available and have been an asset to institutions such as Arizona State University, Boise State University, Ferrum College, The University of Utah, Brigham Young University, Kansas State University, the University of Wisconsin-Eau Claire, and the University of Wisconsin-Oshkosh. The types of courses at these institutions are designed to help students who are undecided majors through exposing the student to a variety of majors at the institution, as well as helping students learn about careers associated with the different majors. As an interdisciplinary course, TECH prefix courses are not part of a specific program and do not have program assessments. Based on data collected in

the areas of student retention and student major, this type of course could definitely benefit students and Arkansas Tech University.

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

Course Description

A course designed to generate interest in and appreciation for the study of majors associated with the College of Applied Sciences. The course will highlight some of the accomplishments and challenges in various applied science disciplines, and explore areas of research and interest by experts in these areas.

Course Objectives

By taking this course, you will be equipped to:

- Understand the different programs offered in the areas of Applied Sciences at Arkansas Tech University.
- Gain knowledge of current events in the areas of Applied Sciences and how they impact society.
- Learn about different career opportunities in the various Applied Science areas.
- Explore different research and interest areas as presented by experts in a specific field.
- Increase awareness of the accomplishments and challenges in the various applied science disciplines.

Course Format

This course would be a mixed technology course in which part of the course instruction will take place via the web, and the other part of the course would be offered in the on-campus classroom. This course also has the potential to be completely administered online.

Course Outline

I. Course Introduction

- A. Overview of course
- B. Explanation of syllabus
- C. Message from Dean of College of Applied Sciences
- D. Complete an Attitude/Interest Pre-Test

II. Department Presentations

- A. Module 1 - Department of Agriculture
 - Presentation - 1 Overview of the Department
 - Presentation - 2 Agricultural Business
 - Presentation - 3 Agricultural Education
 - Presentation - 4 Animal Science
 - Presentation - 5 Horticulture
 - Presentation - 6 Pest Management
 - Presentation - 7 Pre-Veterinary Science
- B. Module 2 - Department of Computer and Information Science
 - Presentation - 1 Overview of the Department
 - Presentation - 2 Computer Science

- Presentation - 3 Information Systems
- Presentation - 4 Information Technology
- Presentation - 5 Common Experience in the Field
- Presentation - 6 The Work Environment
- Presentation - 7 Current Trends-

C. Module 3 - Department of Electrical Engineering

- Presentation - 1 Overview of the Department
- Presentation - 2 Electronics and Circuits
- Presentation - 3 Digital and Computer Engineering
- Presentation - 4 Robotics
- Presentation - 5 Nanoscience
- Presentation - 6 Graduate Testimonials
- Presentation - 7 Careers and How to get Started

D. Module 4 - Department of Emergency Management

- Presentation - 1 Overview of the Department
- Presentation - 2 The Hazards we Face
- Presentation - 3 Assessing and Managing Risk
- Presentation - 4 Preparing for Disasters
- Presentation - 5 Disaster and Recovery Response
- Presentation - 6 Application of Technology to Emergency Management
- Presentation - 7 Design and Operations of Emergency Management Facilities

E. Module 5 - Department of Mechanical Engineering

- Presentation - 1 Overview of the Department
- Presentation - 2 Introduction to Department Faculty and Students
- Presentation - 3 What Areas can I Study
- Presentation - 4 What is Mechanical Engineering
- Presentation - 5 What type of Jobs do Mechanical Engineers have
- Presentation - 6 What is Working as a Mechanical Engineer like
- Presentation - 7 Department of Mechanical Engineering Facilities

F. Module 6 - Department of Parks, Recreation, and Hospitality Administration

- Presentation - 1 Overview of the Department
- Presentation - 2 Culinary/Food and Beverage Management
- Presentation - 3 Event Planning
- Presentation - 4 Natural Resource/Interpretation
- Presentation - 5 Recreation Administration/Turf Management
- Presentation - 6 Therapeutic Recreation
- Presentation - 7 Lodging

III. Assessment

A. Each Module will be assessed as follows:

1. Quiz over each presentation – 10 points
2. Complete website review.

- a. The website review would entail the student being given a list of websites relative to each module and answering a list of questions to familiarize the student with the profession.
 - b. Students enrolled in **TECH 1051** will choose one of the two modules to do a website review. 25 points per module for a total of 25 points
 - c. Students enrolled in **TECH 1052** will choose two of the four modules to do a website review. 25 points per module for a total of 50 points
 - d. Students enrolled in **TECH 1053** will choose three of the six modules to do a website review. 25 points per module for a total of 75 points
3. Complete a field interview project.
- a. The field interview would entail the student selecting a person to interview who has experience in a given major in the Applied Sciences. This person can be someone on the ATU campus who is not in the academic area or someone outside of the University. The student would be required to conduct the interview, write a report summarizing the interview, give a personal reflection of the interview, and give a short presentation about their interview to the rest of the class. 50 Points

IV. End of the course

A. Final paper-This would be a final paper reviewing the course with students choosing to share their thoughts and feelings about the different topics discussed in the course, as well as to make future short term and long term goals, and plans to meet these goals. 20 Points

B. Complete an Attitude/Interest Post-Test

If a student enrolls in **TECH 1051** they will be responsible for the following:

1. All work associated with Item I (Course Introduction) of the syllabi.
2. All work associated with Item IV (End of Course) of the syllabi.
3. All course work associated with two modules of their choice.

If a student enrolls in **TECH 1052** they will be responsible for the following:

1. All work associated with Item I (Course Introduction) of the syllabi.
2. All work associated with Item IV (End of Course) of the syllabi.
3. All course work associated with four modules of their choice.

If a student enrolls in **TECH 1053** they will be responsible for the following:

1. All work associated with Item I (Course Introduction) of the syllabi.
2. All work associated with Item IV (End of Course) of the syllabi.
3. All course work associated with all six modules.

Grading:

90 - 100% = A

80 - 89 % = B

70 - 79 % = C

60 - 69% = D

Below 59% = F

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

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


Department Head Signature: M. L. Rainey

Date: 1-14-11

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: 1/14/2011

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

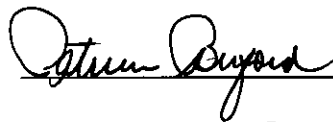
Department Affected: Parks, Recreation and Hospitality Administration	This department <input checked="" type="checkbox"/> supports the change. <input type="checkbox"/> does not support
Comments:	

Department Head Signature: Cathi McMan
Date: 1/14/11

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

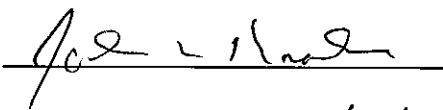
Department Affected: Electrical Engineering	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: 
Date: 1/14/11

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

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

Department Head Signature: 
Date: 1/14/11

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Computer and Information Science	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: *Don Polina*

Date: 1-14-11

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

*pending cc
approval
approved cc
2/3/11
app FS 2/8/11*

TO: Curriculum Committee
FROM: College of Arts and Humanities
DATE SUBMITTED: 24 January 2011
REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Heads Dr. Carl Brucker Dr. Cathy Caldwell Dr. Cynthia Hukill Dr. W. Dan Martin Dr. Hanna Norton Dr. Jeff Woods	<i>Carl Brucker</i> <i>Cathy Caldwell</i> <i>Cynthia Hukill</i> <i>W. Dan Martin</i> <i>Hanna Norton</i> <i>Jeff Woods</i>	1-24-11 1-24-11 1-24-11 1-24-2011 1-24-2011 1-24-2011
Dean	Dr. H. Micheal Tarver <small>Digitally signed by Dr. H. Micheal Tarver DN: cn=Dr. H. Micheal Tarver, ou=Arkansas Tech University, ou=College of Arts and Humanities, email=tarver@arktech.edu, c=US Date: 2011.01.24 10:05:14 -0500</small>	24 JAN 2011
Teacher Education Council (if applicable)		
Registrar	<i>James Woods</i>	1/24/11
Vice President for Academic Affairs	<i>John White</i>	

Course Subject: HUM	Course Number: 2001-3
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Banner Title: Topics in Arts & Humanities Catalog Title: Topics in the Arts and Humanities	
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 10_Special Topics	
Effective Term: Summer II 2011	If course is required by major/minor, how frequently will course be offered?
Is this course repeatable for additional earned hours?	YES How many times? No Limit
Does this course require a fee?	NO

The proposed course will be considered an <u>Elective</u> course.	
Prerequisites: <p style="text-align: center;">NONE</p>	Co-requisites: <p style="text-align: center;">NONE</p>
Grading: <p style="text-align: center;">Standard Letter</p>	
<p>For the proposed course, attach a syllabus that includes:</p> <ol style="list-style-type: none"> a. Course subject, number and title b. Course description as to appear in catalog 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 	
<p>Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.</p> <p style="text-align: center;">NO</p>	
<p>Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.</p> <p style="text-align: center;">Depends on Topic being covered; Department will schedule in the appropriate existing classroom.</p>	
<p>How does this proposal support the University Mission or University Strategic Planning Goals?</p> <p>As a course in the arts and humanities, HUM 2001-3 will foster the study of human thought, values, beliefs, creativity, and culture. In general, <i>Topics in the Arts and Humanities</i> offerings will enhance skills in analysis, reasoning, argumentation, and oral and written expression, thus helping to prepare students for more advanced work in the arts and humanities, and for work in other areas.</p> <p>This proposal supports the mission of Arkansas Tech through nurturing scholastic development. The proposed course, offered as a special topics class, will expose students to the different academic areas within the arts and humanities which will in turn allow lower-level to further their scholastic development and strengthen their commitment to Arkansas Tech. In furtherance of the University Mission, lifelong learning is also a component of this course in that students will learn about topics that can benefit them after they leave the University.</p> <p>Strategic Planning Goal Two discusses improving enrollment management by focusing on student success. As a special topics course that explores the various arts and humanities disciplines, HUM 2001-3 could benefit students by sparking an interest in the area being studied. As such, the course would also support the goal of enhancing students' first-year experience by allowing those students who are</p>	

undeclared to work towards choosing a major. Since many of the prospective students are undeclared freshmen and sophomores, this course will help students better understand the various disciplines within the arts and humanities. There is also the expectation that the proposed course would benefit the University by its positive effect on student retention.

Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

As noted above, HUM 2001-3 would support the University goal of enhancing students' first-year experience by allowing those students who are undeclared to work towards choosing a major. Since many of the anticipated students for this course are undeclared freshmen and sophomores, this course will help students better understand the various disciplines within the arts and humanities. There is also the expectation that the proposed course would benefit the University by its positive effect on student retention.

For first time, full-time, degree-seeking undergraduate students at Arkansas Tech, the average percentage of undeclared students from 2006 to 2009 was 23% (based on official Fall headcount data). Data collected in the Common Data Set in regards to student retention rates of full-time, bachelor-level, degree-seeking students who persisted from Fall Year 1 to Fall Year 2 were as follows: 2008 to 2009: 71%; 2007 to 2008: 68%; 2006 to 2007: 66%; and 2005 to 2006: 69%. This course hopes to assist in the University's efforts at increasing these averages.

A goal of HUM 2001-3 is to introduce students to the various fields within the arts and humanities. One projected benefit of this goal is that a student connect to a major as early as possible in his/her academic career by the exposure to the field. The selection of a major gives the student the educational goal that is often necessary for the student to move towards graduation. Research has shown (Vincent Tinto, *Leaving College: Rethinking the Causes and Cures of Student Attrition*, 1987) that students who do not identify with a major also have trouble identifying with the institution, thus leading to withdrawal from the institution. This course will strive to get a student to identify with a major and therefore start to build a bond with the University.

Institutions across the country have utilized freshmen- and sophomore-level "topics" courses in the arts and humanities. Among the classes offered recently at institutions within the same region as Arkansas Tech (i.e., North Central) are *Political Campaign Communications*; *The Automobile: Economy, Politics, Culture*; *The Films of Alfred Hitchcock*; and *The Jazz Age*. The intent of this proposal is to also have the ability to offer similar engaging classes to lower-level Arkansas Tech students.

How will the effect of the change be monitored in ongoing program assessment?

As an interdisciplinary course, HUM-prefix courses are not part of a specific program, and as such do not have program assessments. Individual departments within the College, however, may choose to use the course as part of their departmental assessment, when appropriate.

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

Catalog Title: Topics in the Arts and Humanities

Catalog Description:

HUM 2001-3 Topics in the Arts and Humanities. Each Semester. This course offers instruction in an area of the arts and humanities not otherwise covered in the curriculum. The focus of the course will vary from semester to semester, thus the course may be repeated.

Learning Objectives:

Upon successful completion of a HUM 2001-3 course, students should be able to:

1. Analyze important works within an area of the arts and humanities in terms of how they contribute to the human experience.
2. Demonstrate increased knowledge of an area within the arts and humanities.
3. Communicate effectively.

Humanities 2003: Special Topics in Global Art Expression

Course Description:

The course is designed to introduce art as cultural expression across time and place. Thematic topics will focus on particular cultures and depending on the semester, can include, but will not be limited to the art of Asia, Oceania, the Americas, Africa, and the Middle East etc.

Course Objectives:

Learning outcomes will provide students with the opportunity to:

1. Identify how art is a form of cultural communication.
2. Compare art forms such as weaving that cross cultures and time.
3. Develop fluency in both oral and written formats in defining and applying visual art vocabulary.
4. Identify the use of symbols as it pertains to a cultural identity both past and present.
5. Experience the art making process to develop a connection to art as form of personal expression
6. Research a particular cultural group and art form.

Course Outline

- Introduction to what is art, functions, universal subjects and themes
- Exploration of art as a specific cultural expression of historical, political, spiritual and social identity.
- Design elements and principles and their application in developing art forms
- Two and three dimensional art forms associated with a particular culture and time
- Application of art criticism in responding to art through description, analysis, and interpretation
- Techniques in specific studio areas such as basic printmaking, mask making, handmade books etc. (*involvement in some studio may be dependent on class size, availability of classroom space, although some basic technique application can be included or completed outside of class*).
- Basics in report preparation and presentation
- Contemporary artists and the use of new media connections to their personal heritage.

(Guest artists or speakers presenting cultural resources/information may be part of content)

Assessment:

Art Criticism writing projects -2@ 30pt ea	60pt
*Art Studio – student choice of 2 @ 30pt ea.	60pt
Team based research project/presentation	40pt
Tests – 3@ 100pt ea	300pt
*Final Project (handmade book symbolic of a cultural legend)	40pt

In addition: performance expectations include class participation in discussion, engaged use of studio time, and care in use of facility-10% of final grade

**Note:* criteria will be furnished for all studio projects which would emphasize: *following directions, craftsmanship, inventive use of ideas/media, presentation, and level of involvement.* Although some art skill is helpful, it is understood not all students will have a studio background.

Grading Scale: 90-100% =A, 80-89%=B, 70-79%=C, 60-69%=D, Below 60%=F.

Department of Art Attendance Policy-Also reflected in final grade

For more than four missed classes, regardless of excuse, the instructor has the discretion to drop the final grade, one level.

For more than seven classes missed, the student will receive a failing grade.

Four classes can be missed without penalty, except for assigned due dates and tests. These absences can cover incidental illness, car trouble, or personal business. Students will not be penalized for missing classes for officially sanctioned University activities. It is the responsibility of the student to furnish and present notice and verification of authorized participation. It should be understood that some course work cannot be made up and a student will be held responsible for missed class content.

Tardiness is unacceptable and unprofessional. More than three tardy absences or leaving before officially sanctioned end of class time will result in a recorded absence.

Statement on Disabilities

Arkansas Tech adheres to policies providing accommodations for disabilities. If you have special needs due to a disability, contact the Disability Service Office, Bryan Hall, 968-0302. Please advise the instructor at the beginning of the course if you have special needs.

Bibliography

Actual bibliography will depend on focus of topics but could include:

- Arnason, H. H. (2004) . *History of Modern Art*. NY: Abrams.
- Banks, J.A. (1993). Multicultural Education: Development, dimensions, and challenges. *Phi Delta Kappan*, 75(1), 22-28.
- Barley, Nigel. (1994). *Smashing Pots: works of Clay from Africa*. Washington, D.C.: Smithsonian Institution Press.
- Barnett, S. (2009). *A Short Guide to Writing about Art*. NY: Longmans.
- Barrett, T. (1995). *Criticizing Art: Understanding the Contemporary*. Reston, VA:National Art Education Association.
- (2011) *Making Art: Form and Meaning*. NY: McGraw Hill.
- Berube, M. (ED) (2004). *The Aesthetics of Cultural Studies*. Malden, MA: Blackwell.
- Feldman, E. (1977). *Becoming Human through Art*. NJ: Prentice Hall.
- Glassie, H. (1995). *The Spirit of Folk Art, The Girard Collection at the Museum of International Folk Art*. NY: Abrams.
- Gonzalez, P. (Ed.) (2007). *Expressing New Mexico, Nuevomexicano Creativity, Ritual, and Memory*. Tucson, AZ : University of Arizona Press.
- Lee, S. (1994). *A History of Far Eastern Art*. NY: Abrams.
- Remer, A. (2001). *Enduring Visions: Women's Artistic Heritage Around the World*. MA: Davis Publications.
- Sayers, A. (2001). *Australian Art*. NY: Oxford University Press.
- Schuman, J. (1981). *Art from Many Hands*. MA.: Davis Publications.
- Weiner, A. (1989). *Cloth and Human Experience*. Washington, DC : The Textile Museum.
- Whitten, D.,N. (1993). *Imagery and Creativity, Ethno Aesthetics and Art Worlds in the Americas*. Tucson, AZ: University of Arizona Press.
- Wilkins, D. (2009). *Art Past, Art Present*. Englewood Cliffs, N.J.: Prentice Hall.

**The Sociological Imagination Using Science Fiction
Tuesday & Thursday 8:00 AM to 9:20 AM – WPN 335**

CONTACT INFORMATION

Dr. Sean Huss
346 Witherspoon (WPN)
Office Hours: MWF 1 PM to 3 PM or By Appointment

email: shuss@atu.edu
Phone: 968-0465

READINGS

1. *Invitation to Sociology* by Peter Berger
2. *Looking Backward* by Edward Belamy
3. *Do Androids Dream of Electric Sheep* by Phillip K. Dick
4. *The Handmaid's Tale* by Margaret Atwood

Any additional materials (e.g., handouts, articles) will be provided electronically by the instructor.

COURSE OBJECTIVES

1. To introduce you to the basic concepts, theoretical orientations, and methodologies found in sociology using science fiction.
2. To help you develop critical thinking skills and apply sociological concepts to social issues, as well as articulate your ideas in writing or verbally.
3. To challenge you to rise above common assumptions regarding human existence through the use of speculative fiction.

EVALUATING STUDENT PERFORMANCE

Pop Quizzes: You will be given a total of 10 unscheduled quizzes to check your reading progress. Each quiz will be worth 10 points for a total of 100 points in your overall grade. Days for these quizzes were selected randomly by computer, but may be rescheduled in the event that the class seems to be falling behind in reading assignments.

Attendance/Participation: Attendance and participation in class is MANDATORY, and you will be expected to: a) answer questions accurately; and b) actively participate in class discussions. Part of this evaluation will be based on your ability to demonstrate that you have comprehended the materials; part of this evaluation will be based on your ability to guide discussions and apply topics to relevant issues in the science fiction examples used by the class. This grade will count for 100 points applied to your overall grade.

Papers/Exams: A total of four papers worth 100 points each will be due over the course of the term. Papers must be no shorter than 3 pages and no longer than 5 pages double spaced (meeting all margin requirements, etc.). All papers must be stapled and written in essay format to avoid 10 point deductions for each violation. Paper topics will be derived from in-class discussions, where students are asked to discuss and offer a tentative answer to specific questions. These questions will be submitted to the students one week prior to their due date.

Special Needs:

If you have any special needs, then you must let me know IMMEDIATELY, so that I may work to accommodate you.

GRADING SCALE AND TENTATIVE TIMELINE

<u>Item</u>	<u>Points</u>		<u>Low</u>	<u>High</u>
Quizzes	100	A	540	600
Participation	100	B	480	539
Papers	400	C	420	479
		D	360	419
		F	0	359

<u>Week</u>	<u>Topic Order</u>
1	What is Sociology?
2	Developing the Sociological Imagination
3	Sociology and Everyday Life/Biography
4	Social Cognition (Structure vs. Agency)
5	Cultural Objects, Media, and Social Life
6	Science Fiction and Social Theory Part 1
7	Science Fiction and Social Theory Part 2
8	Looking Backward
9	Political and Economic Systems Part 1
10	Political and Economic Systems Part 2
11	Do Androids Dream of Electric Sheep?
12	Environmental Problems and Technology
13	Handmaiden's Tale
14	Class, Gender, and Race
15	Star Trek Fandom as Social Phenomenon
16	LARPerS and Social Construction of Reality
17	Classes End

A Social History of Rock and Roll

Humanities 2003-~~History of Rock and Roll~~

Instructor: Jeff Woods
Office: Witherspoon 255
Office Hours: 1:00-2:00 p.m. MWF
Phone: (479)968-0265(Office)
E-Mail: jwoods@atu.edu

I. Required Text

Szatmary, David P. *Rockin' in Time: A Social History of Rock-and-Roll*

Read the assigned texts and whatever handouts you receive carefully; you will be tested on their content.

II. Lectures

Students are responsible for all of the material covered in class. The lectures reflect what I consider to be important; thus the exams will draw heavily from them. We will also listen to samples of music in class that are important to any fundamental understanding of Rock and Roll.

III. Examinations

There will be three exams: two mid-terms (one hour) and a final (two hours). The mid-terms will count 25% of the course grade and the final will count 30%. All exams will require essay, multiple choice, and identification answers. (Tips: include an introduction, body, and conclusion in your essays; also provide specific examples from the course to support your assertions; for each identification, you must write a complete answer including four elements: who/what, when, where, and significance.) A portion of the multiple choice questions will come from the text. Please bring blue books to exams.

Grading Scale

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

IV. Review Paper

One paper, approximately 5 pages in length will count 20% of the total course grade. In the paper, you will review a book or movie paying careful attention to issues of historical significance.

V. Make-ups

Sorry, there are none unless negotiated well before the due dates (see Course Outline).

VI. Academic Dishonesty

The student handbook clearly addresses the issues of plagiarism etc. These issues are serious and will be treated seriously by the instructor.

VII. Catalogue Description

A history of Rock and Roll as an American art form. The class will explore the roots of Rock and Roll in mid-twentieth century American Blues, Country, Gospel, Folk, and Jazz and trace its evolution through the early twenty-first century. It will examine the technological, economic, geographic, and social forces that formed and were formed by the genre.

VIII. Supplemental Reading List:

Brackett, David. *The Pop, Rock, and Soul Reader: Histories and Debates*.

Henke, James, ed.; with Parke, Puterbaugh. *I Want to Take You Higher: The Psychedelic Era 1965-1969*.

Marcus, Greil. *Mystery Train: Images of America in Rock and Roll Music*

Marsh, Dave, ed. *Sun Records: An Oral History*.

Marsh, Dave, ed. *Women of Motown: An Oral History*.

Ward, Ed; Stokes, Geoffrey; and Tucker, Ken. *Rock of Ages: The Rolling Stone History of Rock & Roll*.

IX. Course Goals

A. Rationale

Rock and Roll is one of the few art forms completely original to the United States. A study of its roots and branches, its balance of rebellion and cultural conformity, reveals much about what makes America and its people unique.

B. Basic Objectives

Improving basic knowledge is the cornerstone of any history course. Students will be asked to acquire an understanding of fundamental terms, concepts, and issues. They also will be asked to apply critical thinking, analytical, and communication skills.

C. General Education Objectives

The General Education curriculum is designed to enable students to analyze problems, arrive at intelligent conclusions, and make reasoned choices. This course will meet these goals by requiring students to demonstrate advanced critical thinking, reading, and writing skills.

X. Course Outline

Week 1

Blues, Country, Gospel, Folk, and Jazz: the Roots of Rock and Roll

Week 2

Robert Johnson, Alan Freed and Elvis Presley: Debates over the First Rock Recording

Week 3

New Orleans, Memphis, Detroit, California: Geographic Sounds of Rock

- Week 4
Records and Hi Fis: Technology, Economics, and Culture
- Week 5
The 1950s: Conformity vs. Rebellion
- Week 6
The British Invasion: American Music Reflected on Itself
- Week 7
The 1960s: Conformity vs. Rebellion
- Week 8
Protest Music: Civil Rights and Vietnam
- Week 9
Punk vs. Disco: Apathy vs. Escapism
- Week 10
New Wave: Digital Influences
- Week 11
MTV: Rock as a Visual Medium
- Week 12
Hair Metal and Heavy Metal
- Week 13
Madonna: the Women's Movement and Rock
- Week 14
Hip Hop: Censorship and Rap
- Week 15
Grunge: Repeating Roots

Humanities 2003
Latino Experiences in the United States
Instructor: Dr. Paola Gemme

Course Description:

This class is an interdisciplinary investigation of the multiple experiences of Latinos in the United States. In addition to studying the histories of different Latino groups in the United States, we will explore Latino artistic creations ranging from murals to low riders, watch Hollywood and independent movies, and read an anthology of contemporary U.S. Latino literature.

Course Objectives:

This course aligns with three of Arkansas Tech University's general education objectives:

- •Students will demonstrate knowledge of the arts and humanities by investigating a single subject across disciplinary boundaries.
- •Students will learn to **communicate effectively** both in class discussion and in the final written project.
- •Students will **develop ethical perspectives** by being prompted to empathize with the immigrant experience rather than dismiss it as alien to them.

Textbooks (in the order in which we will read them):

Juan Rodriguez, *Harvest of Empire: A History of Latinos in America* (Penguin, 2000).
Carlos Francisco Jackson, *Chicano and Chicana Art: ProtestArte* (U of Arizona P, 2009).
Charles Tatum, *Chicano Popular Culture* (U of Arizona P, 2001).
Gabriela Baeza Ventura, ed. *US Latino Literature Today* (Pearson Longman 2005).

Selected Bibliography:

Etulain, Richard W., *César Chávez: A Brief Biography with Documents*. Boston: Bedford/St. Martin's, 2002. Print.
Fregoso, Linda. *Bronze Screen: Chicana and Chicano Film Culture*. Minneapolis: U of Minnesota P, 1993. Print.
Keller, Gary D. et als., eds. *Contemporary Chicana and Chicano Art: Artists, Works, Culture, and Education*. 2 vols. Tempe: Bilingual Press, 2002. Print.
Rosales, Arturo F. *Chicano: The History of the Mexican American Civil Rights Movement*. Houston: U of Houston P, 1997. Print.
Vargas, Zagarosa, ed. *Major Problems in Mexican American History*. Boston: Houghton Mifflin, 1999. Print.

Requirements:

In order to pass this class, you will need to:

• **Attend** class faithfully. You will be allowed 4 absences in the semester. These days are there to cover things such as illness, family emergencies and university-sponsored activities. Use them wisely. If you have more than 4 absences, you will fail the class.

- Do the **readings** and be ready to participate in class discussion.
- Take weekly **quizzes**. Should you not be in class on the day of a quiz, I will allow you to make up one quiz. Any additional missed quiz will get a score of 0. However, when I calculate your final grade, I will drop your lowest score on the quizzes, whether you failed or missed one.
- Interview a member of the local Hispanic community of your choice about his/her experience in the United States and write an **interview report**, or, if you are Hispanic, write an **autobiographical paper** about your own or your family's experience.
- Write a **final research paper** (5 pages-long or so) on a subject that interests you out of a list I will give you. If you are interested in a topic I have not listed, you will need to clear it with me.
- Take a **mid-term** and a **final**.

On my part, I will be punctual and prepared, observe my office hours, respond to your e-mails and return your calls, comment on your work in a constructive manner, and return your quizzes and exams within two weeks.

Grades:

Quizzes: 20%

Interview or autobiography: 25%

Research paper: 20%

Mid-term: 25%

Final: 10%

Tentative Syllabus

PART I: HISTORY

Week 1: *Harvest of Empire*, chaps 1-3 (U.S. colonialism in Latin America from the Mexican American War to the Cold War).

Week 2: **Quiz 1.** *Harvest of Empire*, chaps. 4-9 (Puerto Rican, Cuban and Central American immigration).

Week 3: **Quiz 2.** *Harvest of Empire*, chaps. 10-14 (U.S. free-trade imperialism in Latin America). The U.S. debate over official language and immigration. Video: Carlos Sandoval and Catherine Tambini, *Farmingville* (2004).

Week 4: **Quiz 3.** The Chicano Civil Rights Movement. Videos: *The Struggle in the Fields* (1996) and Edward James Olmos, *Walkout* (2006).

PART II: ART

Week 5: **Quiz 4.** *Chicano and Chicana Art*, chaps. 1-3 (Mexican roots of Chicano art).

Week 6: **Quiz 5.** *Chicano and Chicana Art*, chap. 4-6 (Art and the Chicano Movement. Themes in Chicano art). Video: Susana Ortiz, *The Art of Resistance* (1994).

PART III: CINEMA

Week 7: *Chicano Popular Culture*, chaps. 1-3 (Representations of Latinos in U.S. Cinema). Video: Nancy de los Santos, *The Bronze Screen* (2002). **Mid-term exam.**

Week 8: *Chicano Popular Culture*, chaps 4-7 (Latino cinematic self-representations). Videos: Leon Ichaso, *El Super* (1979); Gregory Nava, *My Family* (1995); Leon Ichaso, *Piñero* (2001). **Interview or autobiography due.**

PART IV: LITERATURE

Week 9: **Quiz 6.** *US Latino Literature Today*, part 1 (Native literature).

Week 10: **Quiz 7.** *US Latino Literature Today*, part 1 continued.

Week 11: **Quiz 8.** *US Latino Literature Today*, part 2 (The literature of exile and immigration).

Week 12: **Quiz 9.** *US Latino Literature Today*, part 2 continued.

Week 13: **Quiz 10.** *US Latino Literature Today*, part 3 (Transcultural literature).

Week 14: *US Latino Literature Today*, part 3 continued. Video: Sergio Arau, *A Day Without a Mexican* (2007). **Final project due.**

Final exam during exam week in day to be assigned.

Arkansas Tech University

HUM 2003 – Introduction to 20th Century American Music

Instructor: Staff

Meeting time: TBA

Course Description: An introductory survey course presenting historical antecedents and contexts of 20th century American musical styles, including folk, jazz, classical, and Rock & Roll idioms.

Resources: Tanner, Paul, and Maurice Gerow. Jazz. New York: McGraw-Hill, 8th ed.
Budds, Michael and Marian Ohman. Rock Recall: Readings in American Popular Music from the Emergence of Rock & Roll to the Demise of the Woodstock nation. Ginn Press: 1993.
Smithsonian Institute Jazz Recordings
Harry Smith, Anthology of American folk Music

Objectives:

Students will have a working knowledge of our American musical heritage
Students will have an appreciation for the music as a living art form
Students will have an understanding of cultural and social influences which play an important role in the creation and development of jazz and folk music

Course Content:

Part 1: Folk Music

Origins in Western Europe
Origins in Africa
Native American Music
Synthesis in the New World

Part 2: Early Jazz

Ragtime
Dixieland
The Blues

Part 3: Popular Jazz Era

Tin Pan Alley
Swing

Part 4: Mastery of Improvisation

Bebop
Cool Jazz

Part 5: Eclectic Era

Free Form
Rock Fusion
Motion Pictures
Gospel

Part 6: The Rock & Roll Era

Part 7: Bringing it Full Circle: Classical idioms in the 20th Century

Charles Ives, the early rebel

Dean of American Composers: Aaron Copland

Graded Elements:

30%=concert reviews for 3 concerts attended throughout the semester

40%=3 tests

30%=final exam

Grading Scale: A=90-100, B=80-89, C=70-79, D=60-69, F=below 60

Final Exam Date: to be arranged